

Glenhaven Public School

Annual Report



2018



2003

Introduction

The Annual Report for **2018** is provided to the community of **Glenhaven Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the School Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Glenhaven Public School
Glenhaven Rd
Glenhaven, 2156
www.glenhaven-p.schools.nsw.edu.au
glenhaven-p.school@det.nsw.edu.au
9634 3675

Message from the Principal

This year the school participated in External Validation where we prepared, reviewed and annotated a body of evidence to support its collective decision in regards to how Glenhaven Public School was achieving Excellence in Learning, Teaching and Leading in alignment with the School Excellence Framework. By assessing our practices across 14 elements of these domains we can ensure that we are providing high quality practice across the school, and that future plans and visions incorporate these themes. Our report card was definitely impressive.

At Glenhaven Public School we aim to ensure that every child is known, valued and cared for, with all of our teachers having high expectations to nurture, guide, inspire and challenge students to find the joy in learning, to build their skills and understanding and to make sense of their world.

As our students progress, it means they know that they are supported as increasingly self-motivated learners, confident and creative individuals with the personal resources for future success and positive wellbeing.

The school has continued to maintain a focus on curriculum and learning as well as assessment and reporting with high expectations underpinning all that is incorporated in the schools 2018–2020 School Plan. Our school and staff have a professional culture where collaboration is central and at the core of all decisions regarding the implementation of programs.

What we do at Glenhaven Public School every day, is to create opportunities for our students to experience a variety of creative teaching and learning activities, which continue to develop our students into 21st Century citizens. Opportunities to embrace many areas of the curriculum including sport, performing arts and academic challenges have continued to ensure, at all times, that our students are at the heart of what we do. We do this through fostering personalised growth, seeking and creating ways to enhance student learning across their individual talents and passions.

Mrs Kerry Maxwell | Principal

School background

School vision statement

At Glenhaven Public School we believe that through best practice and commitment to the development of the whole child, we will develop creative thinkers and problem solvers who are engaged and self-directed. We believe that the development of strong partnerships with and beyond the school will inspire the development of confident, resilient and innovative learners through giving every child opportunities within a culture of continual growth and high performance.

Glenhaven Public School is committed to working as a community to support students and their families through current comprehensive educational and wellbeing programs and opportunities which are designed to maximise achievement for all and build capacity for success.

School context

Glenhaven Public School is a coeducational school in The Hills Network of Schools and is located in a natural bush setting on Glenhaven Road. It is a caring school, proud of its tradition of promoting academic, cultural excellence and high personal standards and values.

Glenhaven Public School has a steady enrollment of approximately 440 – 445 students. Our diverse community includes students from different cultural backgrounds. Approximately 14.5% of our students are from a non-English speaking background and 1.6% Indigenous background. The school's three core values are Respect, Responsibility and Personal Best.

The school's community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and homes within the school's drawing area are keenly sought after.

The school is supported and valued by its local community and the Parents and Citizens Association is extremely active in supporting student learning.

Our dedicated staff, comprehensive programs and supportive community ensure our students are offered the best possible fully rounded education.

As a whole, our school community are continuing to embrace reforms in the education sector and are genuinely understanding of changes in practice.

Our parents are developing a continuous drive for academic opportunities to expand and embrace educational challenges for their children which again is cause for rigorous and routine evaluation of all school processes and practices.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an External Validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning that Glenhaven Public School is *Excelling*. The school has continued to maintain a focus on curriculum and learning, assessment and reporting as well as the wellbeing of students. High expectations underpin all that is incorporated in the 2018–2020 School Plan as well as a true partnership between students, parents, staff and the whole community as part of the child's individual learning journey. Our school has a professional culture where collaboration is central and at the core of all decisions regarding the implementation of programs. Positive Behaviour for Learning is central to the schools wellbeing initiatives, with the introduction of common language and explicit expectations of behaviour showing improved results of behavioural data and engagement.

The individual needs of all students are addressed through an outstanding Learning and Support team coupled with

explicit teaching practice. Programs and assessment strategies provide clear evidence of individual student needs with accommodations and adjustments made and annotated when needed. Individualised learning plans are collected, developed, monitored and accompanied by explicit evidence to support all interventions. A folder system including Individual Learning Plans, work samples, assessment data and relevant annotations or notes has supported the ongoing monitoring of all students. This deeper level knowledge throughout the grades has ensured a continuum of evidence is collected and successful strategies have been implemented and shared.

Teachers reflect on their teaching practice when analysing student performance data and evaluating their teaching practice. All programs and timetables are aligned to NESA requirements through the school's Scope and Sequences and are embedded with both Formative and Summative assessment strategies used to monitor student growth and allow consistent and relative feedback to students. Differentiation processes are clearly outlined as well as reflection on the success of the lesson in regards to the Learning Intentions and Success Criteria. Staff are now embracing a variety of electronic methods to record evidence of this learning process.

Our school collaborates with parents and informs our parent community about their child's progress through written reports, parent-teacher interviews, PLAN reports and Work Sample Folders. The school's internal Assessment Schedule provides ongoing information in regards to student growth and learning needs with students being heavily involved in their own learning through Learning Goals and Formative Assessment feedback strategies such as exit slips.

NAPLAN results are analysed thoroughly with areas of need identified and programs or initiatives put into place to address these where appropriate. The Seven Steps to Writing Success program is just one of these examples. Internal data is also used effectively through setting growth targets to maintain focus on these identified areas.

This process indicated that in the School Excellence Framework domain of Teaching at Glenhaven Public School is *Sustaining and Growing*.

Student performance data underpins learning programs and engages teachers in reflective practice and collegial discussion. Teachers provide high quality, evidence based and explicit teaching programs that provide clear evidence that all students are catered for. Their involvement in peer observations allow for collaborative practice and continues to develop their expertise. Students who have been identified with particular needs are catered for effectively with detailed annotations being found in programs and assessment books. Meaningful and specific feedback, both verbal and written, is incorporated into lessons as well as the routine marking of students work.

Classroom programs are engaging, integrated with technology and incorporate a variety of teaching styles and approaches. Staff undergo a variety of Professional Learning activities in whole school initiatives. These include STEM Action Plans, 21st Century projects with Newcastle University as well as Literacy and Numeracy focus areas. Teacher feedback on these are regularly collected to ensure staff are aware of the relevance of this meaningful development. The inclusion of a variety of inter-school relationships has further enhanced the school's network of experience and support.

Data continues to drive student and teacher improvement with a strong focus being included in the 2018–2020 School Plan. Monitoring the assessments and ensuring that they form the basis for determining teaching directions and effectiveness is paramount. NAPLAN analysis is shared with staff and the community to ensure maximum engagement and a shared vision and understanding is established. Further staff development in this area is planned in the future to support the schools lower levels in Data Literacy.

A whole school approach to a deep understanding of the Australian Professional Standards has been conducted with all staff providing a folder to explicitly indicate their ability to incorporate these standards into teaching and learning instruction. As part of the accreditation process staff continue to be committed to their ongoing development as members of the teaching profession. The school's excellent Beginning Teacher Program has resulted in the development of several competent 'New Scheme Teachers' and future aspiring leaders.

This process indicated that in the School Excellence Framework domain of Leadership at Glenhaven Public School is *Sustaining and Growing*. The school has utilised its QTSS allocation to provide support for a variety of initiatives throughout the school and further releasing executives to develop their leadership skills. Instructional Leaders support the school's educational and administrative elements and include program implementation such as Seven Steps to Writing Success, Formative Assessment and STEM team teaching, coaching and mentoring of Beginning Teachers and Early Intervention Reading programs. School Leaders focus on data to inform planning and as evidence of successful teaching practice. Processes are implemented through the leadership team to ensure school strategic directions are embedded at class level and that any performance issues are dealt with according to correct procedures.

Parental engagement continues to develop with activities such as Twilight Markets, Guest Speakers and Working Bees reflecting the high level of support the school receives. The school enjoys a wonderful relationship with local churches, sporting affiliations and other community initiatives. Due to the vast number of extra-curricular activities, all facilities are fully utilised to meet the broad range of student learning needs and interests.

The School Plan and Annual Reports reflect community opinion and take into consideration the culture of the school. Staff have a thorough understanding of the Departmental Policies and 2018–2022 Strategic Directions and are aware of

the value of their integration into the Glenhaven Public School 2018–2020 School Plan. All areas of the plan are re–visited regularly to ensure clarity and purpose of all school initiatives and current strategic directions are displayed in the staffroom to support a shared vision for all.

The school's administrative team are highly efficient and have a thorough understanding of all new processes required under LMBR. Their outstanding communication with the community and their approachable manners have enabled the school to implement many new systems with ease. Budget committees and financial structures ensure that the school is accountable for all funds allocated to them and that they are spent with student learning and achievement as its focus.

Technology is now an integral part of all facets of the school, from account invoicing to methods of sharing student's work using elements such as See–Saw and Google Classroom. The school excels in this area with a new cohort of young and passionate new scheme teachers leading this growth in skills.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

Strategic Direction 1

Individualised, engaging, rich and innovative learning experiences in partnership

Purpose

To engage every child with a differentiated and challenging curriculum through well developed and evidence based approaches, programs and assessment processes which identify, regularly monitor and review individual students learning paths.

Overall summary of progress

Glenhaven Public School continues to offer students a wide variety of opportunities that support both the social, emotional and educational levels of all individual students. The school is not considered large, however it achieves and offers programs at the same level, if not beyond, those of neighbouring larger schools. A major contributing fact to the outstanding success of the school is the commitment that staff have to all initiatives and their willingness to surrender personal time for the students attending many and varied activities.

Communication remains a key factor for the successful engagement of all parties and this will remain the focus of future directions. Surveys are conducted after Information Nights to ensure these programs are truly reflective of parental and community needs. Our 'Raising Resilient Children' information night, was attended by over 80 parents, which was a vast increase in numbers from 2 years ago where attendance was usually around the 15–20 participant level.

It has been noted that parental engagement, in programs such as daily reading groups, dance concert and various other initiatives, has declined over the years. Reflection and analysis has identified that more parents are now working fulltime and that the culture of the school has changed with a trend of first time parents enrolling with many younger siblings at home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of staff and students will use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes.• Surveys reflect an improved understanding of how children can progress academically and what support is needed to get them there.• 75% of explicitly set growth targets are met across the school.	<p>\$5,000 (PBL Signs)</p> <p>\$1,500 (TPL)</p> <p>\$4,500 (Formative Assessment)</p>	<p>After discussions with staff, posters were created for classroom use that were visually consistent with the permanent signage. All rules were put onto one page, however this was then altered so that each element had the rules related to that area. These were printed and laminated ready to hand out to classroom teachers on the Staff Development Day 2019.</p> <p>Teaching and Learning Programs across the school clearly reflect all aspects of Formative Assessment with Lesson Observation reports also supporting that this is indeed embedded now in classroom practice. All staff provided with Verbal Feedback given and Star, Star Wish stamps as a resource for class books.</p> <p>Whole school survey will be conducted again and results analysed to measure the change in parent response to 'knowing where their child is academically and how they can help them improve'. Responses from parents have been extremely positive.</p> <p>All programs reflected accommodation and adjustments throughout the year. An increase in relevant annotation and reflective comments about teaching and learning practice and student needs was commendable.</p>

Next Steps

The school will continue to solicit and address feedback from students, parents and the broader community to help support and clarify future directions.

Maintaining mutually beneficial partnerships is simply one strategy that will continue to promote a sense of belonging for the whole school community and enable the adequate allocation of resources and involvement for not only the school families, but also the wider community.

Ongoing positive partnerships with businesses, parents, students and external organisations will continue to be nurtured. This will be fostered through clear and concise communication about upcoming events and the continued support of extracurricular activities and community events where creating a sense of community is key.

Strategic Direction 2

High quality, evidence based and explicit teaching

Purpose

To drive ongoing school-wide improvement in teaching practice and student results including a strong foundation in the core skills of Literacy and Numeracy. Dynamic and reflective teaching methods are identified, promoted and modelled with student progress and achievement data used to inform future focussed practices.

Overall summary of progress

The school has continued to drive ongoing school improvement in teaching practice. Dynamic and reflective teaching methods are identified, promoted and modelled with student data used to inform future practices. Through intensive, collaborative and collegial professional learning, staff have continued to develop their expertise in differentiated learning, design and delivery of quality teaching programs. Class programs reflect clear evidence of consistent language regarding learning intentions, success criteria and meaningful feedback. Leaders have contributed to this growth through inspiring, driving and leading this change through effective monitoring of programs, lesson observations and the development of clear whole school objectives and strategic directions.

Teachers are fully aware of their role in the education of our students and the value that is placed on quality classroom practice. The capabilities of all staff continue to grow with open discussions occurring about ways to improve practice. Team work continues to drive and support this shift with students having a clear understanding of what is expected of them and also ensures students are given time to engage in the learning process, ask questions and receive clear feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• NAPLAN results reflect a sustained increase in percentage of students who achieve in the proficient bands.• 85% of students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data.• School data shows 90% of students achieve school reading exit levels in Years K–6.• TTFM survey indicates an increase in student learning engagement.• Increased parent attendance at school run workshops and information sessions which support student improvement.• Evidence of Seven Steps to Writing Success program and Targeting Early Numeracy strategies are embedded into teaching programs leading to an improved growth in NAPLAN scores by 20%.	<p>\$3,000 (TPL – Progressions)</p> <p>\$8,800 (TPL – STEM)</p>	<p>Feedback has shown that the school needs to continue to focus on this area in 2019, ensuring that data collection leads to changes in teaching and learning and the identified students needs are met with relevant accommodations and adjustments.</p> <p>After executive training and lengthy discussion the use of progressions has been delayed until 2019. This process will involve detailed professional learning in regards to what the progressions are like and how they relate across the curriculum. The school will focus only on one area of this progression to ensure a thorough understanding.</p> <p>Lengthy discussion in regards to this form of teaching practice was extremely beneficial. This has resulted in these STEM activities being embedded across the curriculum as apart of the normal teaching and learning cycle and not as a stand alone practice. The maintenance of the Bush Tucker garden has proven to be challenging and not sustainable. Plans have been put in place for this to be embedded into a new Garden Club initiative instead of being allocated to a specific grade.</p>

Next Steps

Ongoing plans include a focus on the early years of school as a result of data analysis. School evaluations supported the need for high expectations from students in their first 3 years of school to ensure that the necessary 'building blocks' were provided for students to continue along their academic pathways.

Strategic Direction 3

Effective and strategic leadership through high expectations and proactive engagement

Purpose

To develop a shared responsibility for student engagement, learning and development through a culture of high performance supported by effective mechanisms and strategies to deliver ongoing, measured improvement of student progress and achievement.

Overall summary of progress

The School Plan 2018–2020 is at the core of continuous improvement structures with all of the school's Strategic Directions evident in all activities and practices. All staff were involved in the writing of the School Plan with parent feedback being a contributing factor as well. Through this process the plan is relevant, shared and is clear in its expectations for all those involved. The School Plan has been written in partnership with the School Excellence Framework, the Department's Strategic Directions and the What Works Best document. There are very strong links between all strategic directions to ensure that key elements are not in isolation but in partnership. This has enhanced meaning and relevance of the plan and made the implementation and resourcing of various elements within it more achievable.

All facets of the school and its community work collegially to ensure that the schools visions and directions are at the precipice of all decisions. The leadership team supports embedding clear processes with accompanying timelines to ensure that the School Plan is implemented effectively and efficiently. Evaluations and discussions continue to drive and support changes, if required. All staff understand what they need to do to address the school's strategic directions contained within the School Plan.

Service delivery continues to be a strength at the school with numerous surveys reporting the high levels of communication of all office staff. Processes are clearly defined and communicated to all stakeholders. Any feedback is welcomed and valued and acted on with all office staff demonstrating the highest level of professionalism.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• TTFM survey indicates an improved result of overall parent and community satisfaction.• Staff survey displays an increase of 40% indicating that professional learning has been beneficial in the implementation of change to teaching practice.• More staff members are confident in the implementation of LMBR systems and structures.• Performance and Development Framework annual review processes provide clear evidence that 100% of staff are engaged and actively working towards achieving professional goals.	\$8,500 (Principal Support)	<p>Feedback from the schools' new Supervision Schedule showed improvement in programming as a whole with increased evidence of data driving changes in teaching and learning practice.</p> <p>The school embraced the process of External Validation and found it a rewarding and beneficial experience. It provided the school, staff and community with an opportunity to validate all programs, celebrate success and define future directions.</p> <p>Increased spending on Literacy and Numeracy planned programs will be embedded into 2019 milestones and budgets. These resources will support the implementation of TEN, Synthetic Phonics and instructional leadership roles in rich mathematics tasks.</p>

Next Steps

Financial management at the school has always been of a high standard; however, the school is now embracing the sharing and development of these structures with the leadership team to ensure a high level of understanding. The school is efficiently and effectively maintained with all resources, both physical and personal, being relevant to the needs of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$92,125 (including 0.6 LAST)	<p>Glenhaven Public School implements a variety of research based literacy initiatives to support students experiencing difficulty in Literacy. Some of these include:</p> <p><i>MultiLit (Making Up Lost Time in Literacy):</i> specifically targets Year 2 students and above, who are reading at a level considerably below expected reading level for their age.</p> <p><i>Rip it Up Reading:</i> is a researched reading intervention program that has been designed to particularly focus on those children who have deficits in the way they process, file and retrieve information.</p> <p><i>Spelling Mastery:</i> for identified students who are below expected spelling ages as a result of South Australian Test. Spelling Mastery teaches students the strategies they need to become successful, life-long spellers. Using a combined approach of phonemic, morphemic and whole-word strategies.</p> <p>All of these programs are conducted by SSLO's, LaST, classroom teachers as well as volunteer parent helpers. The results and growth achieved through these programs have been impressive with some students improving several years in 6 months through the Spelling Mastery program. Parents are provided with a 6 monthly report on their child's progress to ensure these programs are truly collaborative and reflect a home/school partnership.</p>
Quality Teaching, Successful Students (QTSS)	QTSS funding (\$77,356) allocated through RAM	<p>These funds were used to release executive to undertake a variety of roles within the school. These consisted of and are not limited to;</p> <p><i>Beginning Teacher program:</i> Mentoring sessions were held throughout the year to support these new teachers to the profession. These schedules were developed to allow collegial and informative topics to be addressed such as report writing, programming tools, WH and S regulations, Mandatory training and many other key elements to the teaching profession.</p> <p><i>Growth Targets:</i> these were set in the area of reading and spelling with data shared and analysed across the school. As a result, new initiatives were successfully introduced with improvements being noted.</p> <p><i>Technology:</i> resources continued to be a priority as well as the maintenance and replacement program of the schools Interactive Whiteboards. iPads, relevant apps and robotic programs are just a sample of the programs implemented through this initiative.</p>

Quality Teaching, Successful Students (QTSS)	QTSS funding (\$77,356) allocated through RAM	<p><i>Attendance:</i> Maintenance of attendance data and the implementation of students who were identified as a high level of partial attendance or below the expected levels of full-time attendance were contacted and monitored in accordance with the DoE policy requirements.</p>
Support for beginning teachers	\$53,850 Beginners Teachers Funding	<p>At Glenhaven Public School, a set of procedures were developed that clearly define each person's role in supporting a beginning teacher. The procedures identify exactly what the Mentor's roles are compared to that of the Supervisor or Principal. Whilst all key stakeholders are invested in supporting the beginning teacher to reach their full potential, it is imperative that clearly defined roles and responsibilities exist for those who have the most contact and guidance of the beginning teacher.</p> <p>Part of a quality mentor/beginning teacher relationship is providing platforms to openly discuss thoughts and feelings on teaching in general as the beginning teachers progress through their first year of teaching. Glenhaven has an open door culture whereby any staff member is happy to open their classroom doors and let other staff observe them teaching a particular subject or skill. Our beginning teachers are regularly encouraged to observe very experienced teachers for example, they recently observed an experienced Kindergarten teacher teach a reading lesson to better their own understanding of what might work better for them in their own classroom. This was in direct relation to the school growth target of reading being established and more over the DoE's focus for improved teaching of Literacy in the Early Years.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	206	203	223	238
Girls	216	216	214	203

The school enrolment at Glenhaven Public remains true to recent school based trends. The school has welcomed many new families into our area with nearby land developments likely to impact on future enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	96	96.4	94.5
1	94.9	95.7	95.3	95.6
2	95.3	94.3	95.4	94.9
3	96.6	96.2	94.1	94.6
4	93.8	96	94.8	94.9
5	94.7	95.4	95	95.9
6	95.3	95.5	94.9	94.6
All Years	94.8	95.6	95.2	95
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The attendance of students at Glenhaven Public School is monitored regularly. The school's '*Student Attendance Policy*' ensures all stakeholders are aware of their responsibilities to ensure that regular attendance is maintained for all students to maximise their learning. Attendance reports are generated regularly and then analysed and discussed at Executive meetings. The Learning and Support team are engaged

when there are identified students whose low levels of attendance are noted as affecting their learning. Identified students are then placed on an informal attendance program provided by the school's Home School Liaison Officer. Unexplained absence reports are distributed to Assistant Principals for discussion at Stage Meetings. The community work together with the school to ensure regular attendance with the school's email systems and newsletter is utilised to remind parents of the importance of school attendance as well as on time arrival at the beginning of the day.

Class sizes

Class	Total
K RED	20
K GREEN	20
K BLUE	17
1 BLUE	23
1 YELLOW	24
1 RED	23
1 GREEN	23
2 GREEN	24
2 RED	24
3 YELLOW	26
3 RED	25
3 GREEN	25
4 GREEN	26
4 RED	24
5 RED	25
5 GREEN	27
6 GREEN	32
6 RED	31

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.3
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.12

*Full Time Equivalent

The school currently has no employee's that identify as having an Aboriginal and/or Torres Strait Islander background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	26

Professional learning and teacher accreditation

The systematic and ongoing professional development in STEM education provides staff with the expertise and confidence to competently implement rigorous and appropriate teaching practices that prepares students for a future shaped by technology and creative open ended thinking. With a commitment to innovation and contemporary pedagogies, the staff have embraced the concept of project-based learning to improve student engagement and develop deeper understanding of their learning. The school adopted and embedded a whole school approach to STEM education with teams of teachers working collaboratively to develop and implement strategies to foster creative and critical thinking, problem solving and questioning skills in our students.

Future plans and directions in regards to STEM include the development of skills, through further professional development, for stages to write their own units of work in this area under the guidance of STEM leadership team members. Observations are planned at partner schools to witness first hand schools that have fully embedded this future-focused practice into all areas of the curriculum. The school has nominated themselves to be a future mentor school through the STEM Action Schools Project. Participation in the CSIRO: STEM Professionals in School Initiative is also being investigated to support a long term vision for the delivery of STEM education, build leadership and teacher capability and to engage in sustainable partnerships. A survey of student participants indicated that 86.8% would like to do more STEM activities in the future even though 76.7% of the same respondents found producing their end product for the project challenging. A parent survey following the completion of the STEM units revealed that 86.7% considered their child's engagement and enthusiasm improved during the project. 80.6% of respondents would also like to see STEM units integrated into learning in the future.

As a result of the Formative Assessment TLCs, teachers now routinely review learning with each student, both personally and using quality feedback techniques on work submitted. Students, as a result, have a clear understanding of how to improve on their

work. Focus is now continuing on a suite of levels of effective feedback with staff discussing a variety of work samples and collaboratively identifying varying terms of feedback. The Formative Assessment leadership team have established a professional learning community which is focused on continuous improvement of teaching and learning. All staff are also now utilising feedback such as 'star, star, wish' where students are provided with two things that they have explicitly achieved and a wish for what they should work on or improve during the next lesson or work sample. Verbal feedback is also documented after each discussion with a student. Learning Goals across the school have added to the true partnership between class teacher and student and increased the level of engagement of each student in their own learning.

All professional learning is engaging, relevant and varied in its approach and is embraced in a collegial and effective manner with all staff understanding the underpinning values of its importance and links to the School Plan 2018–2020.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	331,373
Revenue	3,709,202
Appropriation	3,324,297
Sale of Goods and Services	-7
Grants and Contributions	382,394
Gain and Loss	0
Other Revenue	0
Investment Income	2,518
Expenses	-3,501,982
Recurrent Expenses	-3,501,982
Employee Related	-2,986,743
Operating Expenses	-515,239
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	207,220
Balance Carried Forward	538,593

Through strategic financial management, the school

has created a variety of Instructional Leader positions to support staff in the effective implementation of both Seven Steps to Writing Success, STEM education and Effective Reading in the Early Years along with several other initiatives. The school's allocation through QTSS funding has allowed one Assistant Principal to be released from class to manage many routines and structures throughout the school as well as monitoring and developing the school's Beginning Teachers Program, Technology and develop a collegial AP Network across three networks for the benefit of all Assistant Principal's. This, in turn, has allowed for the development of Assistant Principal's to embrace the role of an Instructional Leader within their own stage.

Long term financial planning is essential and needs to be integrated into all aspects of school planning. This financial planning also ensures that resources are used effectively to improve both student outcomes and ensure that the school's service delivery to the community is outstanding.

All school milestones and initiatives are budgeted for, and monitored by the relevant leader of the program. These are kept alongside the whole school's Financial budget (EFPT) to allow future development of this aspect of leadership skills. These plans and their administrators form the school Budget Committee, whom meet regularly to ensure that the school's planned strategic directions remain the focus and driving force of the school's resources.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	3,001,383
Base Per Capita	84,502
Base Location	0
Other Base	2,916,881
Equity Total	105,780
Equity Aboriginal	4,834
Equity Socio economic	8,821
Equity Language	0
Equity Disability	92,125
Targeted Total	19,278
Other Total	92,112
Grand Total	3,218,553

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

School-based assessment

Glenhaven Public School has embedded a series of consistent school-wide practices for assessment in order to monitor, plan and report on student learning across the curriculum. The school has in place an Assessment and Reporting Timeline for the whole school to ensure that assessment is planned and undertaken regularly in all classes and that this data is collected regularly. Various reliable assessments are used within the classroom as well, and these are gathered and discussed at Stage meetings to ensure consistent teacher judgement. These can include specific rubrics or the achievement of specific success criteria through the school's Formative Assessment implementations. As a school, data collected is collated and monitored throughout the child's journey at school, to enable trends or areas of future specific teaching and learning practices to be addressed. The school analyses this summative assessment data to identify areas of cohort and individual need and set specific growth targets within set periods. The South Australian Spelling test data was analysed to reflect on and identify students who were below expected spelling age. Growth targets were set for each stage and teaching and learning programs were developed, specifically utilising the Spelling Mastery program to address and accelerate the growth of specifically targeted students. This assessment was then administered at the end of the semester with growth through this time being impressive and supporting the success of this program and the use of data.

Students within the school are benchmarked regularly and plotted against expectation levels. This assessment identifies students reading levels, sound recognition, sight word knowledge and comprehension skills. Stage teams reflect on these results with both in class and external programs being put in place to address those students who are not meeting expected outcomes. Teachers respond to these trends in student data at individual, group and whole school levels including differentiated groups to cater for students at all levels, including extension.

Teachers use Literacy and Numeracy software (PLAN) to record, analyse and monitor student progress through the Literacy and Numeracy continuums K–10. The Literacy Class Analysis Sheet provides teachers with a summary of student achievement for planning purposes. The classroom Learning Plan Report groups students along the literacy and numeracy continuums, identifying the next steps in learning, teaching resources and suggested teaching activities to support student progression. Individual progress reports can be utilised to monitor student's growth from Kindergarten to their completion of Year 6. Teachers complete PLAN data for their class at least every ten weeks from Years K–6.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Students in Year 3 achieved an increase in the number of students in the top 2 bands in both reading and writing. 61.3 % of students were placed in the top 2 bands in writing compared to 37% in 2017. In the area of reading, 64.5% of students were placed in the top two bands.

In Year 5, 49% of students were placed in the top 2 bands in numeracy and 47% in reading. A decline in the number of students in the top 2 bands in reading was identified with a focus being on comprehension next year to help support improvement in this area.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Writing continues to be a concern in regards to students ability to construct a quality piece of text in a restrictive time slot which is applied to in NAPLAN assessments. Writing will continue to be a major focus across the whole school to develop skills in this area.

Parent/caregiver, student, teacher satisfaction

During 2018, Glenhaven conducted the full suite of Tell Them From Me surveys and gathered responses from Parents, Teachers and Students to form a data set that assessed satisfaction with the school.

The Student survey was completed by the majority of students in Years 4 – 6. This survey was based on student engagement, their sense of belonging and investment in learning. 93% of our students indicated they had positive relationships within the school environment compared to the state norm average of

85%. Minimal students displayed early signs of disengagement in school. 92% of our students identified (among other things) that expectations for success was a driver for their engagement. Overall, our students are highly engaged at a social, institutional and intellectual level.

The Parent survey was completed by 114 parents and covered several aspects of parents' perceptions of their children's experiences both at home and at school. When asked about school communication as a method for finding out about news at the school, 57% of respondents found school emails very useful and 46% found the school newsletter very useful. 62% of respondents found formal interviews and 54% found informal meetings very useful for the purpose of discussing their child with the school. In general, the school was found to be above the state norm for supporting positive behaviour, supporting learning and making parents feel welcome. Unfortunately, parents scored the school below the state norm for being informed and supporting learning at home.

The Staff survey was based on leadership, parent involvement, inclusivity, technology, teaching strategies, data learning culture and collaboration. As an organisation, Glenhaven scored above the state norm in relation to leadership, parent involvement, inclusivity, collaboration, learning culture and teaching strategies. When staff were asked '*School leaders in my school are leading improvement and change*' 94% of staff either agreed or strongly agreed. When asked '*School leaders clearly communicate their strategic vision and values for our school*' 94% of staff either agreed or strongly agreed. When questioned about school practices, teachers found that as a school we set challenging and visible learning goals and we also offer quality feedback to guide students' effort and attention.

Policy requirements

Aboriginal education

School support personnel, School Counsellor and Executive staff members are utilised to develop a comprehensive learning support action plan in collaboration with parents, students and class teachers. These plans are evaluated and reviewed at learning support meetings to monitor their effectiveness. This practice is aligned to The Wellbeing Framework for NSW public schools. Personalised Learning Plans are developed for identified students, including Aboriginal students, to ensure they reach their potential. These plans are developed in collaboration with the student, parent, class teacher and learning support teacher and include the use of the Literacy and Numeracy continuum. These plans are also supported by the PLASST, a web based tool, which assists teachers to identify the functional educational needs of the student. As a result, teaching and learning programs are tailored to meet the identified learning needs of each student. Personalised approaches to teaching and learning addresses identified gaps may include individual, small group or whole class instruction.

The school also celebrated NAIDOC week through a variety of classroom based activities culminating in a performance and workshop by Aboriginal performers (WYNISS). On the surface, childhood games seem like pure fun – but they are also an important record of who we are and where we come from. From spinning tops to string figures, this wildly entertaining and colourfully costumed ensemble show how culture and history are passed on through singing and dancing. By comparing their own childhood games to those from the remote Torres Strait, students come to understand the importance of traditions, and to be thankful to those who teach them. Presented by 'Musica Viva In Schools' in conjunction with NAISDA.

Multicultural and anti-racism education

At Glenhaven Public School we value the diverse and multicultural nature of our diverse community. We celebrate the range of cultures represented at our school and the greater community. We appreciate and embrace the diverse learners in all classrooms. We have continued to review our teaching and learning programs to ensure that culturally inclusive classrooms and school wide policies are embedded within the school culture. Multicultural perspectives are integrated across all Key Learning Areas. Units of work across all Stages are linked to multicultural perspectives through the study of different countries, cultures, religions and world events.

Other school programs

At Glenhaven Public School, technology supports learning and is available and expertly integrated into lessons by teachers. The school has a clear and collaborative focus on technology through the school's set Technology levy. Each year, explicit plans and budgets are delivered to gauge where and how technology can continue to assist in the provision of quality classroom practices.

Laptops and iPads are integrated into classroom practice and are specifically noted in classroom teaching and learning programs. All staff are competent in its use with professional sessions and informal group meetings to address specific areas when needed. Google Drive is now used for shared programming and discussion between Stage Teams. See-Saw, Google Docs, Google Classroom, Edmodo, iDoceo, Padlet and Edmodo are only some of the interactive tools used effectively by teachers as a way to engage and share classroom practice and student achievement.

A growing number of teachers have embraced digitally based programming and use this to support their formal programs as a way of planning specific daily plans with annotations and photos transferred into the program as evidence of achievements and/or areas of future need. This digital program is then used to reflect on at a later date when planning future directions for their classes. It also serves as evidence for assessment and student progress.

The school is in the second year of utilising Technology as release from face to face initiative. Throughout this time, new Scope and Sequences have been developed in partnership with the new curriculum. It has allowed for typing skills to be introduced to support the future plans for NAPLAN to be conducted online. After collegial discussions with stage teachers, this program also supports existing stage programs and allows weekly one hour time allocation to be integrated into a variety of stage initiatives.

The support from our community and the importance placed on Technology is evident in the take-up rate of the Technology Contribution payments during Term 1 each year. Technology is completely integrated into all teaching programs at Glenhaven and has become a feature of our new and innovative programs currently on offer. The voluntary contribution was paid by 85% of children this year and has enabled the purchase of many amazing and exciting resources for all children in the school to use in various classrooms K–6. The school, this year, has matched the funding contribution made by families making technology a focus of teaching and learning programs.

The introduction of various forms of robotics coding including Spheros and Edison robots have proven to increase student engagement tremendously with the school budgeting and financing for this initiative to continue to develop into the foreseeable future.