

Glenroi Heights Public School

Annual Report



2018



4020

Introduction

The Annual Report for 2018 is provided to the community of Glenroi Heights 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.

Elizabeth Beasley

Relieving Principal

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Message from the Principal

The students and staff have had a wonderful year of teaching and learning in all key learning areas together with experiences in sport, cultural activities and dance. We have worked hard to develop our partnerships with parents and community members. It was pleasing to see so many parents attending community functions and meetings to have their say in what they want to see happening at our school. A great success was a meeting we had to discuss the future directions of our school, with over 30 parents joining us to have their say.

Our Instructional Leaders have successfully worked with our teachers to plan engaging teaching and learning activities and provided individualised professional learning to ensure our teachers are continually reflecting on their practice. This year saw the implementation of L3 in Stage 1. L3 stands for Language, Learning and Literacy and is a research-based program for students that targets reading and writing. The success is evident in our students' growth in reading and writing. Our students in Years 3–6 engaged in explicit comprehension strategies from the Focus on Reading program. Our Stage 3 students were engaged in Google Classroom activities using chromebooks to complete individual learning programs.

Play based learning continued in Kindergarten increasing opportunities for language development and self-regulation. .

We continued with our chromebook exchange with Canobolas Rural Technology High School. Each of our Year 6 students who transitioned to Canobolas High received a chromebook to continue their high schools studies.

The Stronger Smarter philosophy continues to grow and is an important part of our school. Students continue to participate in Stronger Smarter groups to learn about personal strengths, connections to country and what it means to be a strong, smart and proud learner.

We organised and participated in a wide range of cultural days, sporting activities and excursions. Our students represented us with pride at NAIDOC week activities and had fun at the NAIDOC fete. Our Stage 3 students enjoyed their excursion to Canberra. Our students participated in a wide range of activities including representative sport, author visits, visits to local farms, the Adventure Playground and Riding for the Disabled.

Thank you to all of our parents and community who have supported our school throughout the year. We value your contribution to helping our school succeed and thrive.

I look forward to working with you all again for the next year.

Elizabeth Beasley

Relieving Principal

Message from the students

It is amazing how quickly 2018 has gone. Sadly for us it is our last week at Glenroi Heights Public School. We have been so lucky to have been given the education we have. We would like to thank all of the Stage 3 teachers, especially Miss Tyerman and Miss Sturgeon for all their hard work and guidance this year.

We would also like to pay thanks to all the teachers that have helped us over the years. They have helped shape us into the young men and women that we are today.

Being the school captain has been an honour and privilege. There have been many highlights throughout our schooling such as dance groups, sporting opportunities, NAIDOC and the Canberra excursion to name a few.

This year as school captain has allowed us to develop our skills in public speaking, gain more responsibilities in the classroom and on the playground and to grow in confidence. We have tried our best to be positive role models to all students.

To the leaders of 2019 we wish you all the best. Our advice is simple is to get involved in as many activities as possible. Be positive, be courageous, and be strong and smart. Being a leader is not always easy but it is rewarding.

Finally to our Year 6 classmates, it has been an amazing journey. Thanks for the memories and good luck in high school. Thank you again for the opportunity to be your captains. We hope you have a safe and happy holiday.

Lachlan and Andy

School background

School vision statement

At Glenroi Heights Public School we meet the needs of the school community through high expectation relationships and learning, trust, inclusivity, differentiation and communication. We are Strong and Smart through our Respectful, Responsible, Cooperative and Safe framework.

School context

Glenroi Heights Public School is situated in the city of Orange, NSW. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. We have nine mainstream classes and seven classes to support students with special needs. We work hard to provide an integrated setting for all students and we promote quality teaching and learning across all key learning areas. The school culture is built on our expectations of Respectful, Responsible, Cooperative and Safe learners.

We are recognised for excellence in student wellbeing, Stronger Smarter philosophy, cultural education, support structures and research based practices.

We work hard to ensure our community is connected to all aspects of school life. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a Live Better Pre School and a strong transition to school program.

Glenroi Heights Public School is an integral part of the Pre2 learning community of schools, who work and plan together to deliver a diverse range of activities 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. 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.

Learning

Learning Culture – Sustaining and Growing

Wellbeing – Sustaining and Growing

Curriculum – Sustaining and Growing

Assessment – Delivering

Reporting – Delivering

Student Performance Measures – Delivering

Teaching

Effective Classroom Practice – Sustaining and Growing

Data Skills and Use – Delivering

Professional Standards – Delivering

Learning and Development – Sustaining and Growing

Leading

Educational Leadership – Sustaining and Growing

School Planning, implementation and reporting – Sustaining and Growing

School Resources – Sustaining and Growing

Management Practices and Processes – Delivering

Our self-assessment 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

Highly Skilled Professional Staff

Purpose

To provide planned professional learning opportunities for all school staff. School organisation and structure will facilitate access to whole school, stage and individual professional learning.

Overall summary of progress

Staff have engaged in professional learning opportunities to enhance quality teaching and learning skills in order to improve student learning outcomes. We have utilised Early Action for Success (EaFS) resources and strategies to increase the percentage of students reaching benchmark levels in Kindergarten to Year 2. We have utilised an Instructional Leader 3–6 to embed practices and processes to ensure teachers build their capacity to create well developed and evidence based programs and assessments where data is analysed regularly to meet individual learning needs. Collaborative planning is embedded in our school practice to ensure teachers are engaging in professional discussion and collaboration to improve teaching and learning in their classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase use of effective evidence-based teaching strategies by all staff.	Instructional Leaders, Assistant principals as support staff to support class teachers. SCOPE PL <ul style="list-style-type: none">• Socio-economic background \$549049 (including staffing)• Low Level adjustment for disability \$160968 (including staffing)• EaFS \$127481 (staffing)• Aboriginal background loading \$191,763 (including staffing)• PL funds \$29610	All staff participated in SCOPE PL. TTAPs finalised and will be shared in Week 9. Focus on embedding a practice K–6. Staff will vote and select one practice and implement in 2019
All staff regularly use and analyse internal and external data to inform and improve teaching practice.	All staff – collaborative planning <ul style="list-style-type: none">• Socio-economic background \$549049 (including staffing)• Low Level adjustment for disability \$160968 (including staffing)• EaFS \$127481 (staffing)• Aboriginal background loading \$191,763 (including staffing)	Internal data is analysed to inform practice. External data sources such as PLAN2 and SCOUT data is utilised according to state guidelines. School assessment framework is implemented on a stage basis, according to the needs of the students and professional learning of staff. Collaborative planning practices use data to inform future directions for student learning.
Effective feedback will focus on learning intentions and success criteria, processes and student self-regulation in all classrooms.	All staff <ul style="list-style-type: none">• Socio-economic background \$549049 (including staffing)• Low Level adjustment for disability \$160968 (including staffing)• EaFS \$127481 (staffing)• Aboriginal background loading \$191,763 (including staffing)	LI and SC embedded in play based learning and Maths and English across Kinder, Stage 1, 2 and 3.

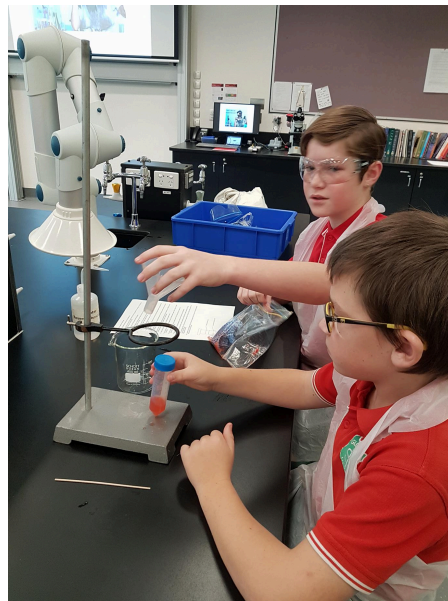
Next Steps

We will employ an Instructional Leader (K–6) across the school to build capacity of all staff in the processes and practices that have been developed in Stage 2 and 3. We will focus on a whole school approach to collaborative planning and evaluation of student learning to ensure a consistent approach.

Kindergarten teachers will participate in L3 training to further utilise EafS resources and strategies. Stage 1 teachers will continue their L3 training. Stage 2 teachers are part of a STEM project to improve their skills in this area. Stage 3 staff will be trained in Math Pathways to further address individual learning needs of students.

All staff will work with stage leaders to embed consistent programming and assessment practices across the whole school to ensure we are meeting the learning needs of all students and meet the NESA requirements.

All staff will work on aligning teaching and learning practices to the School Excellence Framework to further enhance their understanding of embedding high quality practices in learning, teaching and leading.



Strategic Direction 2

Quality Learning for all Students

Purpose

To build aspirational expectations of learning progress and achievement through high expectations, differentiation and systematic, explicit, high quality teaching for all students.

Overall summary of progress

Student learning and growth was the focus of collaborative planning sessions. Teams are continuing to work on analysing data to identify students requiring additional support. Teachers also worked with Instructional Leaders to identify whole class areas of intervention, and they supported teachers to develop teaching and learning strategies to target these areas. In Stage 1, L3 strategies have provided growth in reading levels for all students. In Stage 2 and 3, collaborative planning has led to a more responsive and targeted focus for individual student learning, with the results allowing teachers to work closely and provide feedback to students. This had led to improved student engagement and understanding of what they are learning and why. Play based learning in Kindergarten has continued to support the language development of students in a socially supportive, high quality learning environment.

Our PBL team was extremely effective in analysing data to inform PBL expectations and teaching for the whole school. They used data to identify areas of need and put in place interventions to address these needs. Tier 2/3 interventions were identified as an area of need, and training was provided to a team of staff to further build on our PBL framework. Staff Support Services provided an opportunity for Glenroi Heights Public School to review learning and support practices. This led to refining our Learning and Support team referral system and processes. The attendance team built on their processes to ensure attendance data was considered every fortnight, allowing identified students to be targeted with phone calls, letters and personalised attendance plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student achieves at least a year's growth for a year's worth of learning.	Interventionists, Instructional Leaders, Classroom Teachers working in collaborative planning teams. <ul style="list-style-type: none">• QTSS \$57470• Literacy/Numeracy \$6944• Socio-economic background \$549049 (including staffing)• EaFS \$127481 (staffing)• Aboriginal background loading \$191,763 (including staffing)	Interventions were undertaken for students identified through data analysis during collaborative planning and pre and post assessment data. We will continue to develop this process during 2019.
Improved levels of student wellbeing and engagement.	Learning and support team, PBL Team, Attendance team; <ul style="list-style-type: none">• QTSS \$57470• Literacy/Numeracy \$6944• Socio-economic background \$549049 (including staffing)• EaFS \$127481 (staffing)• Aboriginal background loading \$191,763 (including staffing)	<p>The attendance team developed letters and processes to ensure attendance data is recorded by all relevant staff. In 2018 our total attendance was 85.26%, with non-Indigenous attendance at 89.30% and Indigenous attendance at 80.64%</p> <p>In 2018 we had 1304 incidents of loss of gold card compared to 1606 in 2017. It has also been used to identify students for possible Tier 2 and 3 interventions. The Gold Card system has been replaced with more positive reinforcement strategies in line with PBL evidence-based research.</p>

Next Steps

We will continue to work with Staff Support Specialist team to streamline learning and support processes, PBL reload and processes and practices across these areas.

All staff will participate in Bridges out of Poverty professional learning and trauma informed practice professional learning to gain a better understanding of how to address the needs of our school community.

We will develop whole school strategies and practices from this learning and embed them in our teaching and learning programs.

Our Instructional Leader position is now K–6 to allow for whole school practices and processes for data analysis, programming for individualised students and whole class teaching and learning.



Strategic Direction 3

Leadership

Purpose

The Principal and school leadership team build the leadership capacity of staff, students and community in a culture of high expectations resulting in sustained and measurable whole school improvement.

Overall summary of progress

During 2018 all staff were encouraged to take on areas of responsibility and lead staff teams to build resources within our school. Distributive leadership allowed all staff opportunities to lead a team in an area of interest or need. For example, our sensory room was established and the team was led by a special education teacher. Students were provided many leadership opportunities which allowed them to build their skills. Students led Stronger Smarter teams during Term 2 and 3. Student feedback was important and encouraged when Staff Support Specialist spoke to all Year 4, 5 and 6 students to find out what they loved about our school and what they would like to see happen at our school. The Tell Them From Me Survey also afforded the Year 4, 5 and 6 students a chance to provide feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of staff involved in leadership opportunities within and outside the school community.	<ul style="list-style-type: none">• Socio-economic background \$549049 (including staffing)• Aboriginal background loading \$191,763 (including staffing)	Two teachers attended Art of Leadership. We have established committees where staff have had opportunities to lead. These include Playground Committee; Sensory Room Committee; Communications Team; Stronger Smarter; PBL. Opportunities for staff to take on leadership roles in Pre2 Networks. Empowering inspiring executive staff to participate in Aspiring Leadership Group. Distributive leadership opportunities through additional roles and responsibilities have increased opportunities for most staff to share leadership opportunities. We have teachers who are leading wellbeing initiatives, learning and support initiatives, communication initiatives.
Increase the number of opportunities students have in participating in leadership opportunities K – 6 and ensure students have a voice in school decision-making processes.	<ul style="list-style-type: none">• Socio-economic background \$549049 (including staffing)• Aboriginal background loading \$191,763 (including staffing)	Students were provided with a range of leadership opportunities. Stronger Smarter groups were held in Term 2 and Term 3. Leadership responsibilities are set up within individual classrooms to allow all students an opportunity to take on different responsibilities. School Leaders were responsible for running assemblies and they also participate in volunteer work with Meals on Wheels. In 2019 we will take all of our Year 5 and 6 students to GRIP leadership to allow for all students to develop an understanding of leadership. In 2019, Stage 3 students to run 'Primary Fun Friends' running games with infants to develop relationships and skills. Students in Stage 2 and 3 participated in student forums held by the Staff Support Specialist team, which allowed them to have a say in what was working well at GHPS and what they would like to see at GHPS. All students voted in the playground survey and the playground design includes their input.

Next Steps

We will continue to apply a distributive model of leadership across the school, providing opportunities for all staff to build their leadership skills. Our aim is to promote a positive school culture where all staff are valued and encouraged to be involved in projects to promote continuous school improvement. We will continue to provide opportunities for all students to develop leadership skills including developing our peer support program and Student Representative Council.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal background \$191,763 (including staffing)	<p>Tell Them From Me (TTFM) survey results show that 80% of our Aboriginal students agreed and strongly agreed that they felt good about their culture. 70% of our Aboriginal students agreed and strongly agreed that teachers understood their culture. 57% of our Aboriginal students reported that they expect to go to university.</p> <p>Evidence of effective teaching practices based on data collected and analysed during collaborative planning. Social, academic and intervention programs were implemented to ensure every student was provided with individualised learning opportunities and support to improve in targeted areas. This was achieved through employing more classroom teachers to provide smaller class settings to provide more intensive support for all students. Additional support staff were employed to support students on the playground and in other school activities</p>
Low level adjustment for disability	Low level adjustment for disability \$160,968 including staffing	Regular assessment processes, data collection and analysis of data and student work samples provided teaching and learning adjustments for students with additional needs. Intervention staff were employed to support students with a number of programs including maths groups, play based learning and Multilit. Evidence of student progress is evident in teaching and learning programs and assessment data.
Quality Teaching, Successful Students (QTSS)	QTSS funding \$57470	Collaborative Planning has been very effective in years 3–6 and as such we are going to apply these processes in our K–2 teams. Staff feel supported when creating units of work, ensuring syllabus outcomes are being addressed, assessing student growth. We will continue these processes into 2019 but are considering the inclusion of support teachers with relevant stage groups. We are also going to provide more collaborative planning time to ensure teachers have their entitlement of release time.
Socio–economic background	Socio economic background \$549049 (including staffing)	<p>TTFM data from students indicates students feel a strong sense of learning including understanding the relevance and importance of learning time. Students reported that they had a high level of positive student teacher relations and felt they had someone at school who they felt supported them. 59% of students reported that they felt they could persevere with tasks, even when faced with obstacles. 95% of our students believe that school is useful and will impact on their future.</p> <p>Evidence of effective teaching practices based on data collected and analysed during collaborative planning. Social, academic and intervention programs were implemented to ensure every student was provided with individualised learning opportunities and</p>

Socio-economic background	Socio economic background \$549049 (including staffing)	support to improve in targeted areas. This was achieved through employing more classroom teachers to provide smaller class settings to provide more intensive support for all students. Additional support staff were employed to support students on the playground and in other school activities.
Positive Behaviour for Learning	<p>Socio economic background \$5490498 (including staffing)</p> <p>Aboriginal background \$191,763 (including staffing)</p>	<p>The Tier One PBL team consists of SLSOs, K–6 staff including support teachers, an external coach and the principal. The team meets fortnightly and uses data to strategically plan and evaluate the direction of PBL at GHPS. Student behaviour data is used to identify areas for explicit teaching such as:</p> <ul style="list-style-type: none"> • Change • In the playground • Evacuation • Strong, Smart , Proud Learners <p>The data is also used to identify staff training needs and termly whole staff meetings occur to further develop PBL at GHPS.</p> <p>In 2018, there was a marked decrease in negative behaviours in K–2 and an increase in positive to negative ratios across the school. This has shown the importance of a whole school, systematised approach to student wellbeing.</p> <p>Targeted staff were trained in PBL Tier Two/Tier Three in 2018 and interventions will be further implemented in 2019.</p>
Schools as Community Centre	Funded by SACC for four days per week. One day per week funded by Socio economic background and aboriginal background funding.	<p>In 2019, SaCC facilitated 3 playgroups. Music and story time were incorporated into each playgroup, with a parent organising and running these. The three playgroups run once a week and provide an opportunity for families with children younger than school age to participate in a variety of activities. Two playgroups run out of the community centre, Marang Gunya, and are in partnership with Orange City Council's Supported Playgroups. One playgroup occurs on site in the SaCC room. This playgroup supports families to develop cooking skills and encourages grandparents to attend.</p> <p>A small number of community volunteers (i.e. parents in SaCC playgroups, that also have students at GHPS) work with students across Stage 2 and 3 in the kitchen. Students, under the guidance of teachers and volunteers, participate in engaging and nutritious cooking activities.</p> <p>A small number of parents and community, who participate in SaCC initiatives, assist with catering opportunities for meetings and conferences at the school. All money raised is used for projects around Glenroi Heights Public School. The volunteers also</p>

Schools as Community Centre	<p>Funded by SACC for four days per week. One day per week funded by Socio economic background and aboriginal background funding.</p>	<p>assist with running cafe days, where Stage 2 and 3 students prepare a 2–course meal for community, students and teachers.</p> <p>SaCC also partners with the external agency, Dot Point (Centacare), to run a homework centre on site once a week. Targeted students are supported to complete homework and develop social skills.</p> <p>Our SaCC facilitator works in collaboration with the GHPS transition to school program and the Live Better pre–school to link families with programs that are running at the school. Our SaCC facilitator supports family referrals to programs such as Early Intervention and the Home Interactive Program for Parents and Youngsters (HIPPY).</p>
Early Action for Success	<p>EaFS four days a week funding \$127,481 (staffing)</p> <p>Socio Economic background and Aboriginal background funding paid for 1 day per week.</p>	<p>Evidence of effective teaching practices –based on data collected and analysed during collaborative planning. Instructional Leadership through modelled practice, observations and applying evidence based practices across key learning areas. Introduction of L3 led to an overall increase in students reaching required benchmark levels.</p>



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	116	105	112	122
Girls	101	107	97	103

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90	91.3	89.4	88.2
1	88	91.4	84.6	84.5
2	90.6	90.9	90.1	83.4
3	91.5	89.9	85.9	87.2
4	89.4	90.7	89.4	86.9
5	89.7	90	82.9	87
6	88.5	86.9	92.5	88.1
All Years	89.6	90.2	87.8	86.4
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 school has an attendance team that closely monitors student attendance. Sentral data is analysed every fortnight with our Home School Liaison Officer present at these meetings. There is a process in place to record contact with home including phone calls and letters. Personalised Attendance Plans are utilised for students with high non-attendance rates. The school also runs a range of incentive programs to encourage student attendance including fortnightly attendance rewards, term attendance rewards and yearly attendance rewards.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	9.92

*Full Time Equivalent

10% of our staff identify as Aboriginal.

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	14

Professional learning and teacher accreditation

Professional learning for teaching and support staff is an integral part of school improvement. All staff at Glenroi Heights Public School participated in professional learning during 2018, including all mandatory training. Teaching staff completed the SCOPE professional learning, building on their knowledge of questioning and how to incorporate this into their classroom practice to improve student learning. We received \$29610.00 in professional learning funds. All of which was expended. We utilised RAM equity funding to pay for the professional learning that was not covered by professional learning funds.

A number of staff members participated in a variety of professional learning activities specific to their needs including L3, Art of Leadership and Stronger Smarter.

All teachers at Glenroi Heights Public School are accredited at Proficient or working towards this accreditation status.

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	501,887
Revenue	4,702,451
Appropriation	4,658,883
Sale of Goods and Services	6,767
Grants and Contributions	34,146
Gain and Loss	0
Other Revenue	0
Investment Income	2,655
Expenses	-4,686,638
Recurrent Expenses	-4,686,638
Employee Related	-4,371,177
Operating Expenses	-315,461
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	15,812
Balance Carried Forward	517,699

This financial summary accurately reflects a view of our school's revenue and expenditure. Employee wages makes up the bulk of expenditure for 2018. School operating expenses are also reflected in the Summary. A detailed view of our school's expenditure can be viewed in our School's Overview Report. This report is monitored closely throughout the year by the Principal, School Administration Manager and Executive Team to insure the financial tracking of revenue and expenditure against each budget area.

The financial summary shows balance carried forward figure of \$517,699 which includes funds set aside for the refurbishment of playground, security fencing and building works to be completed in the January school holiday period. \$107,000 SaCC funding is also included in the balance carried forward which is for the running of Schools and Community Centre programs in 2019. The balance carried forward figure also includes school and community funds allocated to programs that will run in 2019.

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	1,603,686
Base Per Capita	48,064
Base Location	2,313
Other Base	1,553,309
Equity Total	901,781
Equity Aboriginal	191,763
Equity Socio economic	549,049
Equity Language	0
Equity Disability	160,968
Targeted Total	1,322,865
Other Total	428,459
Grand Total	4,256,790

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

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.

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

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

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Glenroi Heights Public School has made progress against the Premier's Priority of increasing the number of students achieving in the top 2 bands. The average percentage of students in the top two bands over 2017/2018 was 12.24%.

The State Priority of increasing the number of Aboriginal students achieving proficiency in NAPLAN by 30% is an area we will continue to target. The average percentage of Aboriginal students in the top two bands over 2017/2018 was 7.69%.



Parent/caregiver, student, teacher satisfaction

In Term 4, 2018 we undertook the 360 Customer Service feedback survey. The survey was sent to all parents, carers and staff. I am proud that our school was identified as having strengths in the following areas: Inclusivity; Ethical behaviour and Customer Service. It was clear that all stakeholders were extremely satisfied with our administration staff and this is evident every day when you see and hear their interactions with our students and community. Well done to Michelle, Katrina and Lisa. You are a great asset to our school.

We also telephoned every family and invited them to come to a communication meeting to share ideas on ways to make our school more inviting to our parents and community and how to improve our communication. We had nearly 40 people come for breakfast and share their thoughts and feelings. It was a very productive and positive meeting with parents sharing what they love about our school and providing ideas on ways we can engage them with the school.

Areas identified in need of further development were ensuring the school vision is shared; engaging with others and community partnerships. We will apply this information when planning for 2019. Some positive feedback from parents is set out below.

Keep doing what they are doing.

Awesome to work with.

I feel that Glenroi is a good school , very satisfied.

The staff do a wonderful job my children have been there for 6yrs and the staff has always been great, polite and respectful.

The Tell Them From Me Survey was completed by all students in Years 4, 5 and 6. The data indicates students feel a strong sense of learning including understanding the relevance and importance of learning time. Students reported that they had a high level of positive student teacher relations and felt they had someone at school who they felt supported them. 59% of students reported that they felt they could persevere with tasks, even when faced with obstacles. 95% of our students believe that school is useful and will impact on their future.

In regard to our Aboriginal students Tell Them From Me (TTFM) survey results show that 80% of our Aboriginal students agreed and strongly agreed that they felt good about their culture. 70% of our Aboriginal students agreed and strongly agreed that teachers understood their culture. 57% of our Aboriginal students reported that they expect to go to university.

We will continue to seek feedback from all members of our school community to ensure we are meeting their needs. The feedback we received in 2018 has been applied to planning for 2019 including a new strategic direction 'Caring Connected Community'.



Policy requirements

Aboriginal education

Glenroi Heights Public School recognises the importance of Aboriginal Education. We embed the Stronger Smarter philosophy and learning framework into every aspect of school life. All students participate in cultural learning which supports them in gaining a better understanding of their identities, relationships and leadership skills. It also assists in the development of stronger links between our community and the school. Glenroi Heights Public School recognises the importance of all students gaining an appreciation of Aboriginal history and culture, and an understanding of contemporary Aboriginal Australia. Sharren Horton is employed as our Aboriginal Education Officer and works hard to support our students and our community.



Multicultural and anti-racism education

Awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds is highlighted in class teaching programs. Multicultural Education is incorporated into key learning areas through literacy themes, creative arts and celebrations throughout the year such as Harmony Day.