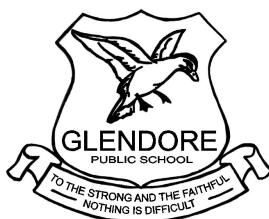


# Glendore Public School

## Annual Report



2018



4620

## Introduction

This year was the first year of the implementation of the 2018–2020 Strategic Plan, with a new focus explicitly upon developing Excellence in Learning, Teaching and Leading. This year also saw the impact of significant focuses on Instructional Leadership becoming apparent through internal and external data as well as the school's highly-successful External Validation. In August, 2018 Glendore Public School's internal validation assessment was assessed as highed against the NSW Standard – *School Excellence Framework* by an external team. The school's strong focus on instructional leadership as a function of world-class researchers and their research saw increasingly high standards in English and Mathematics being delivered over 2017 and in 2018, the first year of the current Strategic Plan.

A continued explicit focus on teacher professional learning, via whole school and stage-based strategic development enhanced the culture of professional learning communities (PLCs) in the school. This was amplified by the transformation of all Assistant Principals into off-class Instructional Leaders, who provided daily support, mentoring, coaching and development to all staff and students in the areas of instructional leadership, learning support, training and development and wellbeing support. It was particularly this area that the External Validation Team measured the school as *Excelling* in.

Significant professional learning opportunities were also made available for the whole staff, including the entire teaching staff receiving five years of expected professional training in one. This included development with The Glasser Institute (40 hours – Judy Hatswell) in Choice Theory, The Hailebury Institute (24 hours – John Fleming), the Centre for Educational Statistics and Evaluation (3 hours), National Disability Insurance Agency (3 hours), MAPA (6 hours), SPinS (Speech Pathology in Schools–2 hours) and many other school-based delivered items totalling 100 hours. Much of this training was completed by the staff in their own personal time. A large team of Year 3–6 staff was released to write items for the NSW online VALID Science Assessments. Many staff acted as markers later in the year when the school continued to be a training venue for K–12 teachers from across the Hunter. The school also acted as a centre of professional learning for the Callaghan West Pre–Sch Links Network of five partner primary schools and their 16 Early–Childhood partners.

The School also focussed support for all students and staff based upon its new vision of an environment: *where everyone can succeed*. Significant longitudinal analysis of student performance and wellbeing measures by the school's total student population and its Aboriginal students led to many honest discussions with the school's Aboriginal parent and caregiver community and the Mulobimbah LAECG. As a result, Equity funds were specifically targeted towards the merit-selection and full-time employment of an Aboriginal Education Officer to develop staff, and better engage students and the school's Indigenous families. The school focused on enhancing cultural partnerships, building cultural competencies into all teaching and learning programs and specifically examined educational outcomes against the Premier's and State Priorities. A number of support programs and initiatives were implemented, with differentiated plans and programs designed to meet the individual learning needs of the students.

The school continued to be a K–12 training venue for admin, teaching and support staff with the rollout of the new school-based NDIA scheme, data-informed practice, the English Textual Concepts Framework, Valid 6/8/10 and was a pilot school for the first full year of NAPLAN Online. The School strengthened community partnerships to improve educational opportunities for all. Parents and caregivers were encouraged to engage in their child's learning at home and increasingly at school that continued to rapidly increase in size. An additional 8 staff were permanently appointed to the school through merit-selection, with other 4 merit-selected into temporary higher duties executive positions. New positions of Business Manager and Teacher Mentor were created. Another 10 temporary teachers were merit-selected into full-time and part-time temporary teaching appointments over 2018 and for the commencement of 2019's scholastic year. This continued an aspiration for the 2018–2020 School Plan priorities to deliver Excellence for all students in their emotional, social and educational wellbeing.

The school was opened for many community events, including Easter Hat Parades, ANZAC and Remembrance Day, Mothers' and Fathers' Day, Grandfriend's Day, M–Goals and PLP Celebrations, Harmony Day, School Discos, Kindergarten Transition, Creative Arts Evening, K–6 Art Show and many more. A highlight of the school year was Glendore Public School's first ever professional-level school musical, *Seussical the Musical Jr.*, which saw over 1000 audience members appreciate the collaboration, artistic endeavour and teamwork by 90% of the school's population (525 students). This engagement extended into significant community consultation all year via P&C meetings and at each evening event, to gain insights and feed forward into the 2018–2020 School Plan, School Vision and their ongoing implementation. I thank the community for their support, engagement and participation.

Over 2018, many significant changes occurred in the school. The most apparent was the continuation of a massive staffing operation, delivery of a large electrical upgrade and air-conditioning to every student space in the school. Many rooms also began their reconfiguration over the final term and Christmas break of 2018 in anticipation of bringing the school's BYOD network, 5 breakout tutorial spaces and STEM Lab online by 2019. The school also saw its Staff House delivered, recognising the massive increase in both teaching and student numbers. The school's population grew by another two classes (60 students) over the year and a significant amount of school and community funds were expended to support the delivery of assets projects that supported the 590 students enrolled by the end of the year.

Significant engagement also continued between the school and Newcastle City Council to initiate much-needed safety improvements to Garawon Place for students to arrive at and depart from the school. Glendore Public School is committed to improving outcomes for all students. I conclude with my sincere thanks to a wonderful administrative, support and teaching staff team, led by a talented 2018 executive team: Simone White, Evan Booth, Erin Lewis, Cara Budd, Tara Davison, Suzanne Rigley and Rachean Boyce. They have all worked enthusiastically and tirelessly over the year to enhance opportunities for our students and community. Thank you also to our wonderful school's 2019 executive, named individually at the end of this report, for their role on the School Evaluation Team.

To our parents and caregivers, thank you for being strong partners on the first year of our school's new 3-year Strategic Plan. To our wonderful P&C and its Canteen, Fundraising and Uniform Sub-committees and volunteers, and their outgoing 2018 office-bearers (Ann Perrot, Kasey Haigh, Sarah Thoms, Corrina Robinson and Justeen Gould) – Thank you! Finally, to a wonderful student body, this is a great school. You make it a wonderful place for us to teach and learn in every day. I am proud to be the principal of a school with such opportunity for growth, continued success and potential to be at the centre of an activated community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Mr Khalil Khay, Principal 2017–2019**

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## Message from the school community

Glendore's P & C Committee had a very successful year of fundraising and collaboration with its school in 2018. The P&C was heavily involved in consultation towards the School Vision and 2018–2020 School Plan for Glendore Public School. Many parents and caregivers were able to gain insights into how the school operated across its academic, artistic, cultural, sporting and wellbeing programs. We also were able to learn from guest speakers at our meetings, including all of the Executive staff from across the school.

Our ongoing fundraising goal was to raise enough money to support our school with the fit-out of a STEM Laboratory and further resourcing of the English, Mathematics, Science and Technology curriculums. We held all our usual fundraising events such as the Easter Raffle, Hot Cross Bun Drive, Mothers' Day Stall, Fathers' Day Stall, School Disco's, and the Colour Fun Run. In addition to these we held our first school musical's catering and further Movie nights at Event Cinemas. Both were great successes. It was a year of consolidation for our P&C with many new parent and community members stepping up to take on P&C Executive roles. Through strong support from our community we were able to present the school with some support for its projects along with a great deal of work towards the P&C-run canteen under the NSW Government's new *Healthy School Canteen Guidelines*.

P&C Representatives were also heavily involved in ten separate merit selection processes for permanent teaching and non-teaching positions in the school. The merit-selection process for our own, new Canteen Manager's position was the P&C's final activity. Thank you to our very dedicated volunteer Canteen Supervisor, Mrs Tania Duggan, who provided many years of service to our students and the P&C, along with the outgoing 2017 P&C executive. This year continued the outstanding work of 2017 and reinforced how positively our school is perceived in the community. Its stature and reputation continue to grow and there is a genuine desire for parents and caregivers to send their children to Glendore Public School. This reflects how well our dedicated staff and hard-working P&C have been working collaboratively to help our school become the best learning environment possible for our children.

It has been both unexpected and wonderful to be leader of the P&C. I would like to thank all of our wonderful P&C committee and executive members of 2018. I would also like to thank our Principal Mr Khay, for his hard work and dedication in persistently driving the achievement of this for our school. Our school is a fantastic place to be, when you have a such a leadership team. Finally, best wishes to our new 2019 P&C Executive and Committee and the parents of our 615-strong school. Please continue to be involved in the life of our wonderful school.

**Justeen Gould, 2018 P&C President**

## Message from the students

2018 was an exciting year for Glendore Public School students. As school leaders, we enjoyed participating in a range of activities such as: Grandfriend's Day, Shake-a-Leg, Deadly Seven's, SportLink and LeaderLink with primary students from across Callaghan, PSSA weekly sport competitions, and a variety of school excursions for each of the stages. There were many more lunchtime and before-school performing arts and STEM activities, including dance, choir, drama, coding and our first ever school musical, *Seussical the Musical Jr*.

In class, we were able to have fun with all of our subject areas and we eagerly participated in the many P&C Fundraisers that went towards fitting out our STEM Laboratory. As leaders of the 2018 School Parliament, we worked with 6 other wonderful leaders as part of the student leadership team. We coordinated fundraising activities such as Harmony Day.

Students were involved in a range of whole-school activities, such as participating in the Colour Fun Run and recording our fitness for the Premier's Sporting Challenge. We even helped to make hats for our Easter Hat Parade. We were proud to be student leaders of Glendore Public School.

**Destiney French and Georgia Newman, 2018 School Captains**

# School background

## School vision statement

### ***The School's Vision:***

***Glendore Public School is a respectful, caring, learning environment, where everyone can succeed.***

Glendore Public School celebrates and acknowledges student successes, and values supportive, cooperative and communicative relationships with its learning community.

## School context

Glendore Public School, established 1997, is located on the western foothills of Newcastle. The school provides excellent educational programs for students in the rapidly-growing Fletcher and Maryland communities. The school's enrolment is 615 and has grown exponentially over the past 3 years (+150 students). It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools. The school is expected to grow by another 185 students by the end of the 2021–2023 School Plan.

All staff strategically focus on improving student outcomes in literacy and numeracy. Research-based teaching practices are a feature of the school. All staff are practising Explicit Instruction and have access to an array of technology to support 21st Century learners. Glendore Public School's staff are passionate about supporting Student Wellbeing and enable this through a variety of programs, including Kindergarten Buddies, Peer Support and Choice Theory.

Glendore Public School engages students in a broad range of activities and initiatives including; creative and performing arts, technology, culture, sports and leadership. The school conducts several programs to promote excellence and creativity through opportunities to participate in enrichment and extension programs, including: Aboriginal Dance, Choir, Coding, Junior/Senior Dance Groups, Year 3–6 Extension Writing group, Art Club, Children's University, Musical Theatre, PSSA, Robotics, Solar Challenge, SportLink, STEM, the School Parliament and Visual Arts.

Glendore Public School is a proud partner of the Muloobinbah Local Aboriginal Education Consultative Group (LAECCG). The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals. Glendore Public School staff work in partnership with the school community, explicitly utilising MGoals to co-design learning, to plan for success and to enable students to exceed the State Priorities.

## 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 and a Principal School Leadership considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Over Terms 1–3, 2018, staff provided feedback on each domain of the School Excellence Framework (SEF) and reflected on the implications of each aspect for informing, monitoring and validating Glendore Public School's successes. Teachers identified areas of strength, weakness and areas for future development by reflecting upon the elements within the *Learning, Teaching and Leading domains*. By analysing the SEF data, the information from The Learning Bar's surveys and significant 2018–2020 School Plan consultation, staff explicitly and actively collaborated on goals for 2018. A further and final review of each domain was concluded in August, 2018 by stage-based PLC teams, the whole school and the Executive in partnership with its new Director Educational Leadership. This was with reference to the School Excellence Framework (Version 2).

Within the domain of Learning, Glendore Public School staff identified the school as *Sustaining and Growing in Wellbeing, Assessment and Reporting and Student Performance Measures*. An on-balanced judgement recommended the school's evidence indicates the school is also *Sustaining and Growing* in the areas of *Learning Culture and Curriculum and Learning*. As a result of SEF reflections, the school is implementing whole school professional learning and focusing on explicit instruction and future focussed learning over 2018–2020.

Glendore Public School's strengths within the Teaching domain, with evidence for *Sustaining and Growing*, were in the elements of *Effective Classroom Practice*, *Collaborative Practice*, *Data Skills and Use*, *Learning and Development* and *Professional Standards*. Significant professional learning around *Data Skills and Use* formed a large focus in 2018 milestones of the 2018–2020 School Plan.

Glendore Public School's strengths in the Leading domain were: *School Planning, Implementation and Reporting, Leadership, School Resources and Management Practices and Processes* initially rated as *Sustaining and Growing*, as supported by evidence within the school. Staff noted that the school's resources were significantly aligned to improve student outcomes. Glendore Public School staff also recognised that management systems, structures and processes were underpinning the strong holistic professional development of all staff. By the end of 2018, and with regards to a highly-successful External Validation, further Improvements, and measures by the staff in the *Tell Them From Me—Focus on Quality Survey*, these measures were all raised to *Excelling*.

Our self-assessment and the external validation process continue assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. Given that the school is only one year into its 2018–2020 Plan, it is well on track to achieve its aims of Excelling in each of the three School Excellence Framework areas: Learning, Teaching and Leading. 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

### Developing Excellence in Learning

#### Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about students' capabilities and needs to plan for rich learning experiences. The school works in partnership with parents/caregivers as active participants in their children's education.

#### Overall summary of progress

**The school self-determined a finding of *Sustaining and Growing*. The school's External Validation supported this finding, but suggested the school was *Sustaining and Growing towards Excellence*:**

- The EV team analysed a range of data sources to support our judgement of Sustaining and Growing. These included analysing the School Plan, NAPLAN, VALID, SCOUT and Annual Report data, school operational systems, programs. The school expects at least a years learning for a years teaching.
- Multiple internal and external transition processes are embedded to support student learning and wellbeing, including Pre→K, Internal K→6, Year 6 to secondary destinations, vulnerable students programs, Defence Force students support.
- Attendance data is similar to state levels. Innovative systems have been implemented to improve regular attendance, including SMS messaging to alert parents and caregivers each morning regarding late/non-attendees.
- The school has a range of activities set up to assist with the development of their social skills and special interests. Individualised programs are enacted by all staff to support emotional, social or academic wellbeing.
- Open-ended TTFM responses identified that the students, teachers and parents wanted to see more structured play at break times. As a result, additional lunch and recess activities were created.
- The Learning Support Team meets regularly, discussing the learning needs of individual students. IEPs, adjustments, PLPs and OOHc plans are developed/reviewed in consultation with parents/caregivers and external agencies.
- The school has clear expectations of behaviour and communicates these to its community. GPS implements a *Values, Steps to Success* program based on the DoE Core Values, the *Steps to Success* and *The Virtues Project* research.
- The school has begun implementing Choice Theory, Reality Therapy and Lead Management, with all staff participating in a 5-day training program that duplicated the NSW Primary Principals' Association's *Art of Leadership* course.
- The school provides quality teaching and learning environments which accommodate differentiated needs of the students. Instructional delivery is via evidence-based teaching practices. All teachers regularly analyse and monitor student/cohort performance data, use anecdotal records, data walls, PLAN, NAPLAN, VALID to investigate growth and data trends.
- Teaching and learning programs are collaboratively developed and aligned with the Australian Curriculum and NESA syllabi.
- Teachers develop collective efficacy through whole-school/stage engagement in professional learning community sessions that focus on syllabus outcomes. Student performance is measured consistently across classes.
- Teachers and Executive engage in *data dives* to ensure that their programs reflect pedagogical requirements across different cohorts.
- Differentiation occurs in every room. K-2 groups are flexible and change according to student needs and interests. In Years 3-6, ability-based English/Mathematics groups are formed utilising additional staffing to provide smaller class groupings.
- Teachers use a range of formative assessments to monitor student progress. They discuss learning with their students in informal/formal situations. Students are asked to explain how they developed solutions to posed questions.
- All stages use assessment schedules to ensure that summative assessments is implemented consistently across the school in order to analyse, reflect and report on. Teachers collaboratively develop and source reliable assessments across all KLAs to capture information regarding their student's learning needs and class/stage patterns.
- Teachers share expectations with students when unpacking criteria for assessments. Students are provided with written assessment criteria for aspects of learning and are aware that tasks will assess what they need to learn.
- All off-class APs lead their teams to monitor and analyse assessment data to track student progress within classes or across stages. This process allows collaborative teams to identify patterns of achievement/areas for improvement.
- Staff utilise a range of systems to collect, analyse and report both internal and external student data. Internal data

is collected regularly via a learning management system (LMS) to be analysed and reported on by class teachers and executive.

- Parents and caregivers receive individualised reports regarding student progress and achievement biannually, providing clear and specific information about their learning, growth, next steps and areas for improvement.
- Annually, the school hosts a *Meet and Greet* evenings to engage and inform parents/caregivers on what their child will be learning. A stage-based *Learning Journey* is sent home each term, updating families on the content/progress of studies.
- Valued-added across Years 3–5 (2016–18) display a slight elevation. Years 5–7 value-added results also show a sustained upward trend over the past four years and have consistently exceeded the growth of the average NSW public schools.
- NAPLAN results show at least 90% of students are achieving at or above the national minimal standards. 2018 Reading and Numeracy results for both Year 3 and 5 show that nearly 35% of students are achieving in the top two bands.
- There is an upward trend with an increased growth of 9.06% and with the implementation of Explicit Instruction (EI), L3, TEN, MBB4N pedagogies and additional LaST support, Glendore staff are confident this trend will continue to increase. Analysis of NAPLAN Online performance in the top two (High) performance bands showed that the school is well on track to meet Premier's Priorities and the State Plan targets
- Stage-based *data dives* and discussions allow staff to reflect on teaching practices and identify support where needed. Analysis of 2013–2017 internal and NAPLAN data drove a professional development focus on EI for 2018, as well as the decision to increase in-class LaST support with every off-class, stage-based AP.
- A review of external assessment identified a need to improve student academic growth for ATSI students, who were value-adding at the same rate as non-ATSI students. This resulted in employment of a school-funded AEO.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year   |
|--|--|---|
| By 2020, 90% of K–2 students will be reading at/above the following levels:<br><ul style="list-style-type: none"> <li>• Kindergarten: Level 8.</li> <li>• Year One: Level 18.</li> <li>• Year Two: Level 26.</li> </ul>  | <ul style="list-style-type: none"> <li>• Explicit Instruction Program – share of \$36,500 PL and Resources.</li> </ul> | <ul style="list-style-type: none"> <li>• Cohort expectations met.</li> <li>• Texts ordered to support implementation of new Australian Curriculum Learning Progressions</li> </ul>  |
| The number of Year 3, 5 and 7 students in the top 2 NAPLAN achievement bands contributes towards a NSW 10% increase (Premier's Priority). Current baseline (2015–2017) averages for Years 3, 5, and 7 respectively are:<br><ul style="list-style-type: none"> <li>• Reading: 43%, 38% and 20%.</li> <li>• Writing: 42%, 10% and 15%.</li> <li>• Numeracy: 32%, 21% and 36%.</li> </ul>     | Explicit Instruction Program – share of \$36,500 PL and Resources.   | <ul style="list-style-type: none"> <li>• Significant growth in Year 3 and 5 students across whole cohort.</li> <li>• Opportunities for further growth in Year 5 Reading</li> <li>• Need to analyse with NAPLAN 2019 data due to new testing methodology's variability.</li> </ul> |
| The number of Year 3, 5 and 7 Aboriginal students in the top 2 NAPLAN achievement bands contributes towards a NSW 30% increase (State Priority). Current baseline (2015–2017) averages for Year 3, 5 and 7 respectively are:<br><ul style="list-style-type: none"> <li>• Reading: 20%, 12% and 16%.</li> <li>• Writing: 22%, 12% and 18%</li> <li>• Numeracy: 17%, 12% and 16%.</li> </ul> | <ul style="list-style-type: none"> <li>• AEO and Connecting to Country programs. Share of \$92,913.</li> </ul>         | <ul style="list-style-type: none"> <li>• Significant growth in Year 3 Aboriginal students to match whole cohort.</li> <li>• Opportunities for further growth in Year 5.</li> <li>• Need to analyse with NAPLAN 2019 data due to new testing methodology's variability.</li> </ul> |



## Next Steps

- *Student Performance Measures:* All staff will continue to use evidence-based practises to increase student achievement in literacy. This aims to increase the percentage of students achieving in the top two NAPLAN bands.
- *Curriculum:* Transition from TEN & TOWN to Maths Building Blocks for Numeracy pedagogy as numeracy progressions are implemented within the school.
- *Wellbeing:* Embed Choice Theory philosophy in all areas of leadership across the school , including school policies (Academic, Commendation) via collaborative engagement between students, staff and the community.
- *Curriculum:* Future focused Learning principles are experienced daily by all students, through explicit planning and programming across all K–6 KLAs.
- *Wellbeing:* All staff will implement evidence-based change to whole school practices to improve student wellbeing and discipline around the Choice Theory framework.

## Strategic Direction 2

### Developing Excellence in Teaching

#### Purpose

Student learning is underpinned in excellent schools by high quality teaching. Learning opportunities are engaging and teaching strategies are evidence-based. Teachers individually and collaboratively plan for student learning by evaluating the effectiveness of teaching practices and analysing student engagement, learning growth and outcomes.

#### Overall summary of progress

**The school self-determined a finding of *Sustaining and Growing*. The school's External Validation supported this finding, but suggested the school was *Sustaining and Growing towards Excellence*:**

- Stage teams are provided with a number of opportunities such as, stage meetings, whole staff meetings, and Professional Learning Community (PLC) sessions to self-assess, discuss areas of achievement and improvement and review and develop lessons and programs, ensuring continuous improvement of all students across all KLAS.
- *John Fleming* research-based *Explicit Instruction* warm-ups were implemented into Literacy pedagogy as a whole school program. Teachers utilise a range of high impact strategies to assist students in transferring information from short term to long-term memory, where learnt knowledge becomes automatised.
- Implementation of L3, TEN, Explicit Instruction and streamed Mathematics and Literacy Groups embed timely feedback as a function of daily teacher practice. Student feedback, achievement and progress are recorded.
- Staff utilise a range of effective and positive classroom management practices to engage and support learning. Students identify what a quality learning environment is and collaboratively create *T-charts* that depict how they want their class to be like.
- Analysing student data is a high priority for teaching staff at Glendore Public School. Literacy data collection and the analysis processes is a school-wide practice. Across K–2, Literacy data is collected every 5 weeks and analysed to identify learning progress of individual students and cohorts. Stage 2 and Stage 3 frequently collect and analyse formative and summative Literacy assessment data to effectively evaluate student understanding of lesson content.
- Consistent and comparable judgement of student learning is important when identifying achievement and areas for future focus. Staff have developed and sourced a range of assessments that are used regularly across year levels, stages and school-wide.
- The Annual Report and School Plan reflect on school performance in relation to student progress, achievement and identify strategies for improvement. Glendore has explicitly developed consultation pathways with its community over 2017–18 to reflect on school performance, vision and aspiration as part of the development of plans for improvement.
- Professional goals for teachers and executive staff are aligned with the schools strategic directions and the APST. PDP reflection and review is completed in a supportive environment, where professional dialogue and areas to focus on are discussed. Whole school professional learning supports the professional learning goals.
- The executive team at Glendore supports teacher accreditation and the professional development of all teachers. Beginning teachers are supported in identifying their professional goals and obtaining their accreditation. Mentor meetings are timetabled into weekly timetables to ensure that they are being supported. Executive regularly discuss and review PDPs.
- The beginning teacher program is designed to support induction and provide professional development that is guided by the professional teaching standards. The program provides ongoing feedback which enables collegial discussion, focusing on classroom and behaviour management, strategies to build student engagement, assessing and analysing data, programming and how to build effective strategies regarding building relationships with students, parents and caregivers.
- Professional learning and the development of all teachers is highly valued. Development is targeted to improve student outcomes and is evidence based, reflecting student data. In 2018, expenditure for staff professional learning and mentoring has exceeded \$225,000. Professional learning opportunities included whole-school training in Explicit Instruction and Choice Theory.

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources)  | Progress achieved this year  |
|--|--|--|
| <p>The proportion of students who exceed expected growth for NAPLAN measures between Years 3–5 and Years 5–7 exceeds (2015–2017) averages by 10%:</p> <ul style="list-style-type: none"> <li>• 3–5 Reading Growth: (65%) → 75%</li> <li>• 5–7 Reading Growth: (52%) → 62%</li> <li>• 3–5 Numeracy Growth: (56%) → 66%</li> <li>• 5–7 Numeracy Growth: (65%) → 75%</li> </ul>   | <ul style="list-style-type: none"> <li>• Share of \$36,500 of Explicit Instruction Training</li> </ul> | <ul style="list-style-type: none"> <li>• All teaching and SLSO staff are trained with <i>The Haileybury Institute</i>.</li> <li>• Significant growth in Year 3 and 5 students across whole cohort.</li> <li>• Opportunities for further growth in Year 5 Reading and for all Year 5 Aboriginal students.</li> <li>• Need to analyse with NAPLAN 2019 data due to new testing methodology's variability.</li> </ul> |
| <p>Staff extend positive differences between school–state means under TTFM: <i>Focus on Learning</i> survey's <i>Four Dimensions of Classroom and School Practice</i>. Specific improvement areas are:</p> <ul style="list-style-type: none"> <li>• Challenging Goals: 8.0 (GPS) vs 7.5 (NSW), <i>Providing A–E rubrics</i> = 6.8/10.</li> <li>• Planned Learning Opportunities: 8.3 (GPS); vs 7.6 (NSW), <i>Assisting planning of assessments</i> = 5.4/10.</li> <li>• Quality Feedback: 7.8 (GPS) vs 7.3 (NSW),</li> <li>• Parental feedback on student work = 5.6/10.</li> <li>• <i>Overcoming Obstacles to Learning</i>: 8.2 (GPS) vs 7.7 (NSW), <i>Students use ICT to track progress</i>; = 5.4/10.</li> </ul> | <ul style="list-style-type: none"> <li>• \$50,660 to support Choice Theory Training.</li> </ul>        | <ul style="list-style-type: none"> <li>• All 65 staff achieve 16 hours of professional learning with The Glasser Institute in Choice Theory.</li> <li>• All 36 Teaching and Executive Staff achieve another 30 registered hours of professional learning with The Glasser Institute in Choice Theory.</li> </ul>   |

## Next Steps

- **Explicit Teaching:** Glendore PS will continue to implement whole school literacy approaches and effective evidence-based teaching strategies, e.g. L3, EI, to optimise learning progress and increase student learning outcomes in literacy.
- **Data Skills and Use:** Progressive Achievement Tests (PAT) for Reading/Comprehension and Mathematics will be delivered and assessed across Years 1–6 over 2019–2023 as part of the school's *Formative Assessment* program. This self-initiated engagement with *The University of Newcastle (UoN)*, *The Ramsay Foundation* and *the Australian Council for Educational Research (ACER)* is specifically focused on raising the academic ability and achievement of students from the middle performance bands to the high and ultra-high performance bands.
- **Data Skills and Use:** Provide opportunities for staff to use numeracy progressions in assessment and data collection to drive programming and teaching.
- **Effective Classroom Practice:** Ensure staff are upskilled to deliver quality lessons in a dynamic learning environment.
- **Data Skills and Use:** Staff will collaborate with the school community and use feedback from Tell Them From Me surveys/informal responses to develop, implement and monitor plans for continuous school and student improvement.
- **Learning and Development:** Systematise a program of support for Early Career, Maintenance and pre-October 2014 staff as they develop professionally as mapped against the Australian Professional Standards for Teachers/Australian Professional Standard for Principals.

## Strategic Direction 3

### Developing Excellence in Learning

#### Purpose

All staff contribute to a self-sustaining and self-improving community that supports high levels of learning. Leadership at all levels fosters a school-wide culture of high expectations and a shared sense of responsibility for student engagement and learning, development and success. School leaders ensure that resource allocation and accountability requirements serve the overarching strategic vision of the school community.

#### Overall summary of progress

**The school self-determined a finding of *Sustaining and Growing*. The school's External Validation over-ruled this finding, suggesting that the school had already demonstrated significance evidence of *Excellence*:**

- \*With the implementation of EI, many teachers have taken on instructional leadership roles within their stages and the school, collaboratively working with others to improve teaching practice. The implementation of EI established a shared practice within GPS, developing a common belief and understanding of the teaching pedagogy.
- Teachers receive checklists to ensure DoE and school expectations regarding teaching practices are met. Corporate programming ensures consistency within each stage and across the school. At the same time, this ensures that teachers understand what a quality program consists of and what is expected of them when creating their own.
- Both teaching and non-teaching staff seek opportunities to improve their performance. SLSOs, AEO, GA and SAOs have weekly communication and PL meetings as a way to continuously monitor improvements and develop skills. As part of a whole school focus, all non-teaching received Choice Theory training. In addition, SLSO staff were involved with Explicit Instruction training. SLSOs and administrated staff responded positively to all the training stating that they felt valued and had a better understanding of the school's vision.
- The school is committed to engaging our school community and work collaboratively with its P&C, and has provided numerous opportunities for parents and caregivers to feel welcomed and valued within the school. To build positive relationships GPS organises a range of school related days such as NAIDOC, Grandfriends day, Book Week activities, Art Shows, and School performances. To maximise community engagement, Glendore uses newsletters, Skoolbag and Facebook advisories.
- The 2018–20 School Plan is embedded into all processes within the school. Staff meetings focus on the school's strategic directions and milestones, and are mapped for every 5 weeks throughout the school calendar. The Annual Report is constructed via collaborative input, involving all staff, the P&C and students.
- Timetabling effectively utilises all physical learning spaces across the school. All bookable spaces are reserved/booked on Sentral to avoid conflicts. Teachers can book both internal and external spaces to maximise learning opportunities. These spaces are used for differentiated learning groups and for lessons such as physical education and science. These spaces during recess and lunch for interest groups, co-curricular activities and to assist in decreasing negative incidents during these periods.
- STEM (Science, Technology, Engineering and Mathematics) is embedded into teaching practices across K–6 at Glendore Public School to support futures learning. iPads, Ozobots, Scratch Coding, Solar/Wind Cars and Lego EV3 Robotics are all embedded into K–6 programs.
- The local community regularly uses school facilities, including the YMCA OOSH for before and after school care and vacation care. The school is also part of the *Share Our Space* initiative, providing our community with a safe place to play during holiday periods.
- Sound financial management principles are employed to build capacity and systems in advance of demands within the school. This includes the strategic provisioning of over \$250,000 of professional learning, a \$65,000 AEO position and a \$55,000 SLSO position from school funds. Significant grant pursuit and engagement with P&C and AMU have resulted in the school receiving a \$100,000 upgrade of air conditioning, being scoped for \$30,000 of covered paths and a \$450,000 power upgrade. The school is about to have a 4-module Staff House installed. By the end of 2018, another \$100,000 was invested in 4 additional smart-boards, a STEM Lab and syllabus resources.
- Glendore Public School continues to rapidly expand through in-zone growth. With the expansion of the school and the employment of new staff, a majority of procedures have needed to be streamlined into 'large-school' systems. These procedures include: LaST, new student enrolment policies, line of management/supervision, communication between administration and teachers, newsletter organisation and the organisation of excursions.
- Administration staff are generally the first point of call. Communications are triaged to executive/teaching/support staff in a timely matter. To ensure that any reports and student paperwork were being given to the correct staff, all documentation is triaged, digitised and uploaded to secure areas of wellbeing tracking systems.



- The leadership team analyses community feedback and takes measures to make any reasonable adjustments. In 2016, the parent/caregiver body were concerned about student engagement due to the learning environment on hot days, as the school was not air-conditioned. This was echoed by all members of the teaching and non-teaching staff. The school and the P&C worked together to purchase air conditioners for all the classrooms throughout the school. This was successfully delivered into every classroom for the beginning of 2018 and every withdrawal tutorial space by the end of 2018.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources)  | Progress achieved this year   |
|---|--|---|
| Instructional and Distributive Leadership strategies align all staff PDP's align to whole-school professional learning and the APST (AITSL), with 50% tracking elements of professional growth against higher standards elements(HA.3/L.4) in APST (2015–17 Baseline 16%).  | <ul style="list-style-type: none"> <li>• \$29,875 of Professional Learning funds.</li> <li>• \$91,828 of SBAR (School-Based Allocation Resource) funding to support AP–IL release, mentoring and support from SSGT (Strong Start, Great Teaching).</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Every teaching and non-teaching staff member mapped their professional development goals against the School Plan and the School Excellence Framework.</li> </ul> |
| <p>Improvements in the <i>Partners in Learning for Two-Way Communication with Parents</i> and <i>School Supports Learning</i> dimensions are achieved. Specific improvement areas are:</p> <p>* Parents Feel Welcome: 6.8 (GPS) vs 7.4 (NSW), <i>Scheduling activities at a time I can attend</i> = 5.2/10.</p> <p>* Parents are Informed: 5.8 (GPS) vs 6.6 (NSW), <i>Being informed about my child's social and emotional development</i> = 5.4/10.</p> <p>* School Supports Learning: 6.7 (GPS) vs 7.3 (NSW), <i>High expectations for my child to succeed</i> = 6.4/10.</p> <p>* School Supports Positive Behaviour: 7.6 (GPS) vs 7.7 (NSW), <i>Time devoted to extra-curricula activities</i> = 6.8/10.</p> | <ul style="list-style-type: none"> <li>• Combined and shared effects from TPL, QTSS, SSGT, SBAR, EAL/D, Aboriginal Equity and LLES (&gt;\$465,000)</li> <li>• Tell Them From Me and other online surveys, e.g. Community Activities, BYOD Rollout, Seussical the Musical Jr (\$15,000).</li> </ul> | <ul style="list-style-type: none"> <li>• Significantly increased positive metrics about the school, its staff, communication and co-curricular programs have resulted.</li> </ul>                         |

## Next Steps

- *Student Performance Measures:* School data will show that student progress and achievement is greater than students at statistically similar schools on external measures, and that it is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students. Regular Formative Assessment and feedforward need to be consistent, school-wide, embedded practices.
- *Educational Leadership:* Provide further opportunities for authentic collaboration with students, staff and community that support explicit academic, arts, cultural, sporting and wellbeing programs.
- *Learning and Development:* Systematise a program of support for Early Career, Maintenance and pre-October 2014 staff as they develop professionally as mapped against the Australian Professional Standards for Teachers/Australian Professional Standard for Principals.
- *Educational Leadership:* The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.
- *Educational Leadership, Learning and Development:* The school will expand its leadership team and organisational structure into 5 AP-ILs (Assistant Principal-Instructional Leaders) for Kindergarten, Year One, Year Two, Years 3-4 and Years 5-6 (the Middle School). The school will also merit-recruit a Business Manager, and increase provision for a STEM/Technology Leader.

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <b>Aboriginal background loading</b>                | <ul style="list-style-type: none"> <li>• Full \$92,913 Aboriginal Equity RAM Allocation</li> <li>• Aboriginal background loading (\$2 500.00)</li> </ul>                          | <ul style="list-style-type: none"> <li>• Staff have time released from duties to analyse data, and ensure embedding of Aboriginal Histories, Cultural Competencies and Premier's Priorities.</li> <li>• AEO is hired to fully support this initiative, 5 days per week in Semester Two.</li> <li>• A large staff team (5) attend three days of Connecting to Country Training.</li> </ul>   |
| <b>English language proficiency</b>                 | <ul style="list-style-type: none"> <li>• Low level adjustment for EAL/D/NAP (\$34,567)</li> <li>• Low level adjustment for disability (\$8 642.00)</li> </ul>                     | <ul style="list-style-type: none"> <li>• Additional staffing and programs operate in English as an Additional Language/Dialect program (EALD).</li> <li>• Additional staffing and programs operate in Newly Arrived Programs (NAP).</li> <li>• Community Languages School Preliminary planning is completed.</li> </ul>   |
| <b>Low level adjustment for disability</b>          | <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$156,370)</li> <li>• Low level adjustment for disability (\$13 064.00)</li> </ul>                  | <ul style="list-style-type: none"> <li>• Additional staffing and programs operate in Learning and Support Teaching program (LaST), including a full-time LaST teaching and SLSO position.</li> <li>• Additional support of LaST intervention with model of 4x AP-IL's in 2018 implemented.</li> <li>• DP and AP-IL's released to successfully complete Access Request funding submissions, successfully resulting in an additional 6 full-time SLSO positions being funded.</li> </ul>  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$91,828)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$25 000.00)</li> </ul> | <ul style="list-style-type: none"> <li>• Staff and students see executive doing daily 'walk-through's', co-teaching and mentoring.</li> <li>• AP's know all of their students in far greater detail and are not being pulled off a home-class to deal with critical matters.</li> <li>• A Distributive Leadership Approach, builds teaching principal capacity in each of the Assistant Principal's.</li> <li>• Each AP has regular line-management meetings with the Principal regarding their stage. Distributive Leadership check-ins occur at weekly Exec meetings and also on each AP's 'Office Day' around Wellbeing, Finance, Curriculum, Data Analysis, Attendance and Co-curricula issues in their stage.</li> <li>• 2019 implementation is to expand this support/mentoring roll to 5 AP-IL's.</li> </ul> |
| <b>Socio-economic background</b>                    | <ul style="list-style-type: none"> <li>• Socio-economic background (\$68,947)</li> <li>• Socio-economic background (\$10 000.00)</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Fully-expended to support explicit, whole-school professional learning programs and the creation of 4x AP-IL positions.</li> </ul>   |
| <b>Support for beginning teachers</b>               | <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$67,751)</li> <li>• Support for beginning teachers (\$13 500.00)</li> </ul>                             | <ul style="list-style-type: none"> <li>• Significant advocacy for 3 permanent and 3 temporary full-time staff saw all six achieve near completion of their Professional Competence submissions for the NSW Education Standards Authority.</li> <li>• These will be submitted for 2019.</li> <li>• All first year Beginning Teachers receive the equivalent of 1 hour mentoring and 2 hours additional release to develop themselves against the professional standards.</li> </ul>  |

|   |   |   |
|---|---|---|
| <b>Support for beginning teachers</b>                         | <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$67,751)</li> <li>• Support for beginning teachers (\$13 500.00)</li> </ul> | <ul style="list-style-type: none"> <li>• second year Beginning Teachers receive 1 hour additional release to develop themselves against the professional standards.</li> </ul>  |
| <b>Targeted student support for refugees and new arrivals</b> | <ul style="list-style-type: none"> <li>• Low level adjustment for EAL/D/NAP (\$34,567)</li> </ul>   | <ul style="list-style-type: none"> <li>• Additional staffing and programs operate in English as an Additional Language/Dialect program (EALD).</li> <li>• Additional staffing and programs operate in Newly Arrived Programs (NAP).</li> <li>• Community Languages School Preliminary planning is completed.</li> </ul> |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2015       | 2016 | 2017 | 2018 |
| Boys     | 211        | 236  | 279  | 293  |
| Girls    | 235        | 246  | 252  | 290  |

The school's enrolment policy was updated to include staffing changes and was re-endorsed by the school's P&C. It was published for the school's community. Student enrolment is strictly limited under both the school's and the NSW Department of Education's policies to people residing in Glendore Public School's drawing zone.

This is due to the school now being at full capacity with permanent buildings, and by the end of 2018, also having seven demountable classrooms on site.

By the end of 2018, the school's population was 590. At census date for 2019 (06/02/19), the school's enrolment was 615.

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2015 | 2016 | 2017 | 2018 |
| K         | 95.7 | 95.1 | 94.6 | 95.3 |
| 1         | 94   | 94.9 | 93.3 | 94.5 |
| 2         | 92.9 | 94.5 | 92.5 | 92.7 |
| 3         | 94.9 | 94.5 | 94.1 | 92.8 |
| 4         | 94.5 | 92.9 | 92.6 | 93.1 |
| 5         | 93   | 93.7 | 93.4 | 91.8 |
| 6         | 94.1 | 93   | 90.8 | 93.1 |
| All Years | 94.2 | 94.1 | 93.1 | 93.4 |
| 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

- Glendore Public School continues to match the State DoE attendance averages.
- An enhanced roll-marking system, with the capacity to check on co-curricula as well as home class attendance was instated.
- Non-attendance issues are addressed promptly by the school staff including letters, emails, phone calls and/or post.
- A daily SMS feature to alert all parents and caregivers to partial and full day absences was fully implemented.
- Parents/Caregivers of these students were supported with strategies and advice to enhance the wellbeing of their child,
- Partial attendance plans that supported significant health and wellbeing needs were negotiated in consultation between the school, student services and wellbeing staff, external health care providers and the Director of Educational Leadership.
- More serious matters required regular supervision by Assistant Principals in partnership with the Deputy Principal, Principal, School Counsellor and Wellbeing Advisors to support the state's attendance policy.
- Issues affecting a child's attendance were discussed via scheduled formal learning support and/or attendance meetings.
- By implementing support structures and routines regular attendance usually resumes quickly.
- In cases where non-attendance continues the HSLO is invited to work in partnership with the school and family to develop an attendance plan.
- This assists families to meet attendance guidelines prior to the need for imposition of a formal Secretary's Attendance Plan.
- Ultimately, the school will work with the Department of Education NSW, Health NSW and other bodies should legal intervention be required to ensure *Educational Access* is maintained.

## Class sizes

| Class | Total |
|-------|-------|
| B1    | 21    |
| H1    | 21    |
| B4    | 21    |
| B3    | 21    |
| B2    | 19    |
| DEM 1 | 20    |
| DEM 5 | 20    |
| DEM 4 | 21    |
| DEM 3 | 21    |
| H2    | 22    |
| I2    | 21    |
| I1    | 21    |
| DEM 2 | 22    |
| J2    | 30    |
| J1    | 32    |
| F6    | 33    |
| G2    | 31    |
| G1    | 31    |
| F1    | 30    |
| F5    | 30    |
| F4    | 31    |
| F3    | 29    |
| F2    | 30    |

## Structure of classes

The school was organised into 23 core classes across four stages, each with an Assistant Principal having line management of:

- Early Stage One: Five(5) Kindergarten classes,
- Stage One: Four (4) Year One classes and four (4)Year Two classes,
- Stage Two: Two (2) Year Three classes, a single (1) Year 3/4 home class and two (2) Year Four home classes, which rotate for English and Mathematics ability-based groups and KLA experiential groups.
- Stage Three: Five (5) Year 5/6 home classes, which rotate for English and Mathematics ability-based groups and all other KLAs via Stage Three's innovative *Middle School*.

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 1     |
| Assistant Principal(s)                  | 4     |
| Classroom Teacher(s)                    | 21.93 |
| Teacher of Reading Recovery             | 0.42  |
| Learning and Support Teacher(s)         | 1     |
| Teacher Librarian                       | 1     |
| School Administration and Support Staff | 4.06  |

\*Full Time Equivalent

At the end of 2018, four members of Glendore Public School's permanent and temporary staff identified as being of Aboriginal descent.

### Workforce retention

- The massive staffing operation of 2017 continued throughout all of 2018.
- During Term One, three (3) additional staff were recruited through full-merit to the school's classroom teaching workforce via the Graduate Recruitment Scheme (2) and the Aboriginal Scholar Scheme (1). These were due to continued significant population growth.
- An additional eight (8) temporary, full-time teaching staff were recruited for a full-year teaching block based on a state-wide, open merit process. These were to fill full-time and part-time vacancies created by permanent staff taking a variety of forms of leave.
- All staff were provided with full access to mentoring/mentoring/supervision and professional development support commensurate with their entitlements and experience-level. This covered the full range from early career teachers to teachers seeking accreditation at higher levels.
- The school's population growth led to the permanent appointment of a General Assistant (GA) under the GSE (Government Services Employment Act).
- The school also innovatively engaged with the AECG (Aboriginal Education Consultative Group) at local, regional and state level to successfully negotiate a set of conditions and complete the process for one of the first, school-funded AEOs (Aboriginal Education Officers).
- This position was negotiated and endorsed in partnership with the school's Aboriginal Community and specifically addressed the school's plan to improve all Aboriginal students' academic performance.

- This was and continues to be benchmarked against the Premier's Priorities and the school's 2013–17 (five-year) performance figures.
- Six (6) staff were supported directly in their first year with SSGT (Strong Start, Great Teaching) mentoring. An additional staff member received a second-year allocation.
- A state-wide, open merit process led to the employment of two (2) permanent classroom teachers at higher duties as Assistant Principals. These candidates met the full criteria of the Australian Professional Standards for Teachers at Highly Accomplished level.
- A temporary, full-time Business Manager (BM) position was created and filled. This had to be withdrawn when the relieving School Administration Manager (SAM) withdrew and was unable to be replaced. This position was successfully re-activated by the end of 2018.
- A retirement by one of the school's permanent members of staff led to the permanent employment of a third teacher under the Graduate Recruitment Scheme in the final week of 2018.
- The successful extension of the school's previous principal's appointment as a Principal School Leadership, led to the creation of a permanent vacancy for the Principalship of the school.
- By the end of the year, another twelve (12) temporary, full-time teachers were merit-selected from a state-wide recruitment process, the relieving principal's contract was extended until the end of Term One, 2019.

## 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             | 32         |

## Professional learning and teacher accreditation

### The University of Glendore:

All professional learning undertaken by staff in 2018 was aligned to the 2018–2020 School Plan's directions: Achieving Excellence in Learning, Teaching and Leading. In order to meet the school's targets staff were provided with professional learning with a focus on all three areas. Professional learning largely occurred onsite with significant partnerships between the school and *The Glasser Institute*, *The Haileybury Institute*, as well as the NDIS/NDIS, CESE, DoE, being forged. Over 100 hours (50 registered, 50 non-registered) were accessed through school-based learning opportunities by all staff (temporary and permanent, teaching and non-teaching).

Nearly \$300,000 was purposefully expended to support the explicit professional learning of every Glendore Public School staff member, so that every student could improve.

Major professional learning initiatives included:

- Language, Learning and Literacy (L3),
- *Targeted Early Numeracy (TEN)*,
- *Mathematics Building Blocks for Numeracy (MBB4N)*,
- *Managing Actual and Potential Aggression (MAPA)*,
- *Science, Technology, Engineering and Mathematics (STEM)*,
- Explicit Instruction, and
- Choice Theory.

**Teacher Accreditation:** An increased significant focus on the *Australian Professional Standards for Teachers (APST)* and the *Australian Professional Standard for Principals (APSP)* continued in 2018. This included:

- Six (6) members of staff undertaking the initial stage of teacher accreditation to obtain registration at the *Proficient* level.
- Five (5) members of staff working towards accreditation at the *Maintenance* level.
- Three (3) staff submitted Maintenance reports to report on their next 5 years of service.
- There were seven (7) early career teachers in 2018 – six in their first year and one in their second year, who received funding under Strong Start, Great Teachers (SSGS). This is part of the Great Teaching, Inspired Learning (GTIL) initiative.
- Three of these staff were supported by the NSW Department of Education's program to support beginning temporary teachers.
- Three of these staff were supported by the NSW Department of Education's program to support beginning permanent teachers.
- The seventh allocation was for the second year of two to support a 2017-appointed permanent member of Glendore Public School's staff.
- All new teachers were allocated an executive staff member as a mentor; and were buddied with a second teacher to support their induction into the school. Both staff worked with these early career teachers to develop best teaching practices within the classroom.
- The school introduced its model of Assistant Principal–Instructional Leaders (AP–ILs), who were each released from full-time, classroom teacher duties to support and mentor all staff and students in their stages, via daily engagement and contact in every room.
- This began the school's approach for every staff member and every student to have someone that they could turn to for support.

## Financial information

### Financial summary

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

|                                       | 2018 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 61,921                  |
| <b>Revenue</b>                        | 5,212,426               |
| Appropriation                         | 4,950,283               |
| Sale of Goods and Services            | 33,252                  |
| Grants and Contributions              | 225,455                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 100                     |
| Investment Income                     | 3,336                   |
| <b>Expenses</b>                       | -4,918,288              |
| Recurrent Expenses                    | -4,918,288              |
| Employee Related                      | -4,355,423              |
| Operating Expenses                    | -562,865                |
| Capital Expenses                      | 0                       |
| Employee Related                      | 0                       |
| Operating Expenses                    | 0                       |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | 294,138                 |
| <b>Balance Carried Forward</b>        | 356,058                 |

The Financial Summary Table depicted above is fully reconciled. The school continues to moving towards new online HR Tools (SAP) and electronic Financial Planning Tool (eFPT). The 2018 budget supported significant project delivery in the following areas:

- Early Career Teacher Mentoring (\$85,000),
- Whole School Professional Learning (\$215,000),
- Employment of a full-time Aboriginal Education Officer (\$65,000),
- ICT, STEM and TEchnology upgrades across the school (\$150,000), and
- Assets, Building and Infrastructure upgrades (\$130,000).

### Financial summary equity funding

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

|                       | 2018 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 3,909,516               |
| Base Per Capita       | 102,679                 |
| Base Location         | 0                       |
| Other Base            | 3,806,837               |
| <b>Equity Total</b>   | 352,798                 |
| Equity Aboriginal     | 92,913                  |
| Equity Socio economic | 68,947                  |
| Equity Language       | 34,567                  |
| Equity Disability     | 156,370                 |
| <b>Targeted Total</b> | 254,682                 |
| <b>Other Total</b>    | 139,202                 |
| <b>Grand Total</b>    | 4,656,198               |

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

### The University of Glendore:

Glendore Public School has affectionately and colloquially become known in its local, parent/caregiver and Callaghan educational community as *The University of Glendore*. This title gives due acknowledgment to the explicit focus on whole-school, professional learning as a driver of student engagement, academic improvement and enhanced wellbeing in every room. The school's vision includes the statement, *Where Everyone can Succeed!* In 2018, as in 2017 every teacher at Glendore was explicitly supported so that every student could be advantaged. This meets the NSW Department of Education's Strategic Priority that: *Every Student, Every Teacher, Every Leader and Every School will Improve Every Year*. At Glendore Public School in 2018, nearly \$300,000 strategically underpinned the professional learning of every staff member, with all staff achieving 5 year's worth of professional learning in one. This set a strong foundation for continued improved student performance measures.

### L3:

Glendore Public School continued its purposeful approach to whole-school professional learning for all staff in 2018, with eleven additional staff trained in L3 (Language, Literacy and Learning). The impact of consistent literacy practice by all teachers as a result of program for Glendore Public School's students has been:

- Student growth on the PLAN Literacy Progressions in Reading, Writing and Comprehension aspects;
- 87% of Year 1 students met or exceeded the end-of-year target for Reading;
- 5-weekly assessment collection and data analysis allowed for a tiered intervention approach to assist staff with meeting the needs of students at both ends of the Literacy Progressions, through quality differentiation;
- Staff analysis of L3 data and CTJ allowed staff to implement fluid grouping strategies to group students according to their needs and assisted with differentiation of the curriculum; and
- Professional Learning resulted in the development of the 'Conceptual Literacy' programs to increase student's writing and vocabulary skills.

### Reading Recovery:

Glendore Public School continued its delivery of Reading Recovery throughout semester one of 2018. With the Department's withdrawal of systemic support for Reading Recovery, a needs-analysis was conducted across the school's Infants Department (K-2). The school's two merit-selected members of staff negotiated with each grade to offer a modified Reading Recovery program in a 1:2-1:4 format, rather than the original 1:1 program. This significantly increased the school's capacity to support students with higher literacy acquisition needs. The impact of this program has been:

- Addressing the needs of all students with a tiered approach to intervention, Reading Recovery students were identified as requiring the most immediate need for intervention so that all students can achieve their potential;
- Thirty-seven (37) students were supported over 2018; and
- Due to the growth in student achievement from L3, students entering the Reading Recovery program have commenced at a higher level than in previous years.

### TEN/MBB4N:

Glendore Public School continued its delivery of Targeting Early Numeracy (TEN) training in 2018 and added in explicit support for the delivery of Mathematical Building Blocks for Numeracy (MBB4N). The impact of consistent numeracy practice by all teachers as a result of program for Glendore Public School's students has been:

- Student growth has resulted in more than 77% of students in Years 1 and 2, by the end of 2018 achieving at figurative or above in the early arithmetic strand of the numeracy continuum/progressions;
- Early Career Teachers (ECTs) in Stages Two and Three (Years 3-6) also delivered a consistent approach to student-centred and driven mathematics curriculum.
- Consistency of teacher judgement has allowed students greater access to the Mathematics curriculum through differentiated lessons and consistent assessment across stages;
- As a result of consistent pedagogy and teaching, student representation in the Top 2 bands for Numeracy again increased between 2016 and 2017, and 2017 and 2018;
- Five (5) new staff members were trained in TEN in 2018. These and continuing staff members of staff delivered and monitored the TEN program over 2018; and
- As a result, 100% of K-2 staff were using the TEN pedagogy in Mathematics lessons, with many Stage Two staff also implementing TEN strategies.

## Best Start:

The Best Start Kindergarten Assessment is undertaken in the first week of Early Stage One to allow teachers to assess children's early reading and writing, their ability to communicate with others, and how they recognise and work with numbers, groups and patterns.

### Best Start:

- data is used to find out what each child knows and can do so that teachers can plan and teach what their students need to learn next as well as differentiate the curriculum to meet each student's needs;
- gives our teachers, and those teaching Kindergarten across New South Wales, a common set of high quality assessment tools and professional training.
- provides parents and caregivers with individualised feedback for their child, stating where their child is learning on the literacy and numeracy continuums/progressions as well as ideas to use at home to help students progress to the next level; and
- better enables teachers to monitor student achievement against the literacy and numeracy continuums/progressions from the first day of school and see growth across the year as a result of sound pedagogical practices.

## VALID (Validation of Assessment for Learning and Individual Development):

Glendore Public School continued to the Hunter Region's training venue for the NSW Department of Education's *Centre for Educational Statistics and Evaluation's* VALID 6/8/10 state-wide online assessment program in 2018.

- The VALID program represents world's best practice in online assessment and is based on high-effect sizes strategies, and research from Professor John Hattie.
- On the strength of Glendore Public School's staff commitment, twice in 2017 and twice again in 2018, the school has become a site for state-level professional development in training and assessment for all NSW public educators.
- Glendore Public School's staff and students have revised to specifically target improvements in Writing and to develop skills in Extended Response tasks, improve student data analysis in Science and Technology, and deepen levels of Consistency in Teacher Judgement for the mandatory implementation of the revised K-6 Science and Technology syllabus in 2019.

## 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. Traditionally, schools have reported student performance across six bands within these 10:

- Year 3 – Bands 1–6 (Low: 1–2, Proficient 3–4, High 5–6);
- Year 5 – Bands 3–8 (Low: 3–4, Proficient 5–6, High 7–8);
- Year 7 – Bands 4–9 (Low: 4–5, Proficient 6–7, High 8–9); and
- Year 9 – Bands 5–10 (Low: 5–6, Proficient 7–8, High 9–10);

With regards to the Premier's Priorities and State Plan Targets, Glendore Public School's students performed particularly well against state expectations of at least 35% of all students performing in the High Bands for both *Reading* and *Numeracy* by the end of 2020. For 2018's NAPLAN Online performance, the staff's impact was respectfully: Reading – 54% and 46% (Years 3 & 5), and Numeracy – 40% and 32% (Years 3 and 5).

The advent of NAPLAN Online and its formative and diagnostic nature, student performance in higher bands (Ultra-High) is both able to be assessed and reported on than previously possible. In 2018, this revealed both an overall trend and potential for the school to provide more explicit work in moving students from the Proficient performance band to the High Bands. In this area, the school was under-performing against State measures.

However, highly pleasing was the result that showed consistently the school was out-performing the State in the Ultra-High bands for both Years 3 (Bands 7–10) and 5 (Bands 9–10), with 3x the proportion of Glendore students in these bands when compared with NSW. This result, when analysed in comparison with the July 2019 release of NAPLAN Online 2019 results, will drive the 2019–20 and 2021–2023 response in the areas of higher order thinking skills, gifted education and formative assessment.

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.

NAPLAN Literacy results continued the 2017 turnaround of achievement. In cohort averages for each subscale of assessment, 2018's Year 3 and 5 student cohorts continued to equal or exceed 3-year school averages. When examining the school's cohorts against MySchool data (<https://myschool.edu.au/school/42069/naplan/>), the school continued to match or exceed similar Australian schools in terms of 2018 achievement and growth over 2016–2018 (3-year average).

Individual sub-scale achievement relative for the top two performance bands (Premier's Priority) is summarised as follows:

- Year 3 Grammar and Punctuation – exceeded the school's 3-year average for 2016–2018 and matched State performance.
- Year 3 Reading – exceeded the school's 3-year average for 2016–2018 and matched State performance.
- Year 3 Spelling – exceeded the school's 3-year average for 2016–2018, but was slightly below State performance.
- Year 3 Writing – below the school's 3-year average for 2016–2018 and slightly below State performance (NAPLAN Online was an impact).
- Year 5 Grammar and Punctuation – matched the school's 3-year average for 2016–2018 and matched State performance.
- Year 5 Reading – matched the school's 3-year average for 2016–2018, but was slightly below State performance.
- Year 5 Spelling – below the school's 3-year average for 2016–2018 and slightly below State performance (NAPLAN Online was an impact).
- Year 5 Writing – below the school's 3-year average for 2016–2018 and slightly below State performance (NAPLAN Online was an impact).

The K–6 implementation of Explicit Instruction and continued work with L3 and Conceptual Literacy will extend this turnaround over 2019–2020.

NAPLAN Numeracy results represented a turnaround of achievement. In cohort averages for each subscale of assessment, 2018's Year 3 and 5 student cohorts performed close to or exceeded 3-year school averages. When also examining the school's cohorts against MySchool data

(<https://myschool.edu.au/school/42069/naplan/>), it is clear that the school is matching or exceeding similar Australian schools in terms of 2017 achievement, and growth over 2016–2018 (3-year average) after being below these figures. Individual subscale achievement relative for the top two performance bands (Premier's Priority) is summarised as follows:

- Year 3 Numeracy – exceeded the school's 3-year average for 2016–2018 and exceeded State performance.
- Year 5 Numeracy – exceeded the school's 3-year average for 2016–2018 and matched State performance.

The K–6 implementation of Explicit Instruction and continued work with TEN, TOWN and MBB4N strategies will extend this turnaround over 2019–2020.

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.

As mentioned previously, Glendore Public School's 2018–2020 School Plan specifically focuses on addressing the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Glendore Public School's students performed particularly well against state expectations of at least 35% of all students performing in the High Bands for both *Reading* and *Numeracy* by the end of 2020. For 2018's NAPLAN Online performance, the staff's impact was respectfully: Reading – 54% and 46% (Years 3 & 5), and Numeracy – 40% and 32% (Years 3 and 5). Had this result been available at the time of External Validation, it is quite possible that the school would have also been rated as *Excelling* in this area of the *School Excellence Framework*.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, caregivers, students and teachers about the school. This was via an array of Langford tool informal measures, Google Surveys and with use of *The Learning Bar's* three (Student, Staff and Parent/Caregiver) surveys.

Their responses are presented below:

**Parents and Caregivers:** Ninety (90) parents and caregivers (an increase of 125%) engaged in The Learning Bar's *Partners in Learning* parent/caregiver survey. Information provided by the parents continued to indicate that strength of the school included: being made to feel welcomed, being well-informed in many areas about their child's progress, and believing that there is support for learning and positive behaviour at Glendore Public School.

Parents and Caregivers identified an area for improvement as being the scheduling of community events and open days at a time when they could attend. They did acknowledge that there had been more of these as well as increased online communication about them in 2017–2018. This assisted to better stay connected with the school.

Parents and Caregivers also commented on the desire and need to be more informed about and better enabled to provide formative assessment feedback/feedforward to their students about their academic performance.

**Students:** Seventy-three (73) Year 4, sixty-two (62) Year 5 and sixty-four (64) Year 6 students (a total of 199 from Years 4–6) engaged in The Learning Bar's *Tell Them From Me* student survey. Ninety-seven (97)% of students said that they tried hard to succeed, exceeding the NSW government school norm of 88%. Eighty-three (83)% of students said that they were valued by their peers and others, again exceeding the NSW norm of 81%. Ninety-eight (98)% of Aboriginal students felt good about their culture when at school and 88% believed their teachers have a good understanding of their culture. Further reflections need to revolve around the survey results collated that indicated that 72% expected to go to university after secondary school, which represented a 57% increase over 2016 data. Possibly the availability of many more lunchtime activities including Children's University contributed to this result. Seventy-two (72)% of students were interested and motivated in their learning, compared to the state norm of 78%. The school's move to futures-focused and inquiry-based learning over 2019–2020 will focus on this.

**Teachers:** Thirty-seven (37) teaching staff, both temporary and permanent, participated in The Learning Bar's Focus on Learning survey. Staff provided a variety of responses to a series of questions under two domains: Eight Drivers of Student Learning and Four Dimensions of Classroom and School Practice. Each area below indicates the school's average score/10 v's the state's and a future area for improvement, some of which are still higher than state average scores:

- School Leadership: 7.9 v's 7.1, with *in-class support and observation* recording 7.2/10;
- Collaboration: 8.0 v's 7.8, with *time to discuss feedback* recording 7.9/10;
- Learning Culture: 7.9 v's 8.0, with *providing feedback to students* recording 6.9/10;
- Data-Informed Practice: 7.6 v's 7.8, with *providing A–E rubrics and feedback* recording 6.3/10;
- Teaching Strategies : 7.7 v's 7.9, with *providing written feedback* recording 6.3/10;
- Technology: 6.9 v's 6.7, with *students use ICT to track progress* recording 5.6/10;
- Inclusive Schooling: 8.2 v's 8.2, with *assisting planning of assessments* recording 6.6/10;
- Parental Involvement: 7.1 v's 6.8, with *parental feedback on student work* recording 5.2/10;
- Challenging and Visible Goals: 7.6 v's 7.5, with *providing A–E rubrics* recording 6.3/10;
- Planned Learning Opportunities: 7.8 v's 7.6, with *assisting planning of assessments* recording 6.8/100;
- Quality Feedback: 7.3 v's 7.3, with *parental feedback on student work* recording 5.2/10; and
- Overcoming Obstacles to Learning: 7.8 v's 7.7, with *students use ICT to track progress* recording 5.6/10.



# Policy requirements

## Aboriginal education

During 2018, the Aboriginal and Torres Strait Islander Education Team continued to work towards delivering the School Plan, as outlined below:

- Members of the Aboriginal and Torres Strait Islander Education Team (staff, families and community members) met to discuss progress and future direction for the school.
- Aligned to the School Plan, staff were provided with school based and external professional learning and development opportunities including from its newly-appointed and merit-selected Aboriginal Education Officer (AEO), AECG and LAECG training and meetings and from five (5) staff building their cultural competencies at *Connecting to Country* training.
- During Term 1, staff undertook professional learning for 2018's implementation of *M-Goals/StoryLines*. This program focused on linking our local Aboriginal and Torres Strait Islander school community with the wider Aboriginal and Torres Strait Islander communities across Australia. It enabled teachers and Indigenous students to learn and make a connection to the students' family origins. By the end of 2018, the school's first *StoryLine* was completed for the online website.
- The school was successfully onboarded into Hunter New England Health's Shake-a-Leg PDHPE program, commencing as a 'control group' in Semester One of 2018 and provided with intervention resources for Semester Two to Stage 3 classes.
- The school's Aboriginal Education Officer, provided wellbeing support and academic support to all Aboriginal students, as well as explicitly building positive relationships with all students and staff across the school through regular timetabling and class visits.
- The 8 Ways of Learning pedagogies were specifically incorporated into teaching and learning programs developed over 2018 to support the implementation of new NESA syllabi.
- In both Terms 1 and 4, staff, students and families were invited to congratulate and celebrate the success of reaching set goals set within the students' individual Personalised Learning Pathways (PLPs). The PLP process was successful in enhancing the relationship between teachers and families. With the implementation of these plans the staff were given the opportunities to learn more about the Aboriginal students, and their families, in the classroom.
- Sista Speak continued for nearly the full year, with a new Boys Yarning Group being created. This was initially supported by Callaghan College's ACLO, and was continued from Semester Two by the school's AEO.
- The contemporary dance group, Sista Speak Group and Boys Yarning groups performed a variety of culturally-appropriate performances within school and during NAIDOC.
- NAIDOC Day was again a successful day, involving the school's Aboriginal community being welcomed in to participate in a variety of cultural activities, including Aboriginal dancing, storytelling and art.
- Significant gains by Aboriginal students in Year 3 NAPLAN performance data were noted for the first time, which was highly pleasing for a student cohort that represents 15% of the school's total population.

## Multicultural and anti-racism education

Glendore Public School continued to promote multicultural education through a range of initiatives to an increasingly diverse student population. This included:

- Students were presented with inclusive teaching practices to recognise and value the backgrounds and cultures of all students.
- Staffing to support the teaching of NAP (Newly Arrived Programs) and EAL/D (English as an Additional Language/Dialect) students was increased.
- This student cohort came to represent nearly 13% of the school's total population.
- Attitudes of acceptance of different cultures, religions and world views were encouraged.
- Teaching and learning programs integrated the culturally and linguistically diverse backgrounds and perspectives of our students. Stories, videos and texts studied across various Key Learning Areas were selected to represent a wide range of cultural perspectives and understandings, e.g., History units such as *Community and Remembrance*, explore the different traditions, significant contributions and the celebrations of various cultures.
- Students were enthusiastic in celebrating Harmony Day, which acknowledged and celebrated Australia's cultural diversity. This day focused on strength through diversity and promoted inclusiveness, respect and a sense of belonging for everyone.
- Teachers at Glendore Public School recognised and responded to the cultural needs of the school community. Classroom teachers, librarians and English as Additional Language (EALD) teachers continued to work cooperatively to develop strategies that best catered for student's individual needs.
- Two staff members continued their roles as Anti-Racism Contact Officers. They acted as a point of contact between students, staff, parents and the community and supported the resolution of concerns regarding potential racism. Pleasingly, in both 2017 and 2018, this role only required activation once.

## Other school programs

### Student Leadership:

Glendore Public School maintained a student parliament of eight members.

- Roles within the parliament included a Prime Minister and Leader of the Opposition, and Ministers with portfolios such as Sport, Environment, Functions, Education, Communications and Aboriginal Affairs.
- Each portfolio has specified responsibilities within the school and employs the use of helpers from the senior classes, who are nominated each term.
- In 2018 the student leadership team ran Parliament once a term.
- The roles of Prime Minister and Leader of the Opposition was continued with both of the school's captains alternating between the two.
- Throughout the year the Ministers and their helpers coordinated a number of fundraising activities to raise money for student-nominated charities.
- Parliamentarians greeted special visitors to the school, helped during school activities such as Mothers' Day and Fathers' Day stalls, NAIDOC and Book Week activities.
- Parliamentarians attended regular meetings during lunch times, ran the School Parliament, liaised with the Principal and ran assemblies for the whole school and K-2 at the beginning of the year.
- In 2018, the Parliament took on a greater role in running and managing fundraising activities. They supported special events to raise funds and donations for charities such as *Buy a Bale* and *Maryland Neighbourhood Centre-The Canopy*.
- In 2018, Parliamentarians attended the Dawn Service organised by the Wallsend RSL (Diggers) Club, representing the school, laying a wreath at the cenotaph and participating in the march.
- Students elected Sport House Captains. These leaders and their assistants ran organised playground activities during lunchtimes. House Representatives were responsible for setting up playground equipment, organising teams, refereeing games and packing away equipment.
- House Captains also led their teams at school swimming carnivals, cross country carnivals and athletics carnivals.

## Sport:

Through a wide variety of sports activities, Glendore Public School students continued to develop their sports and fundamental movement skills during 2018.

- Students participated for both enjoyment and to improve their overall fitness. Activities ranged from participation in weekly sport activities, carnivals, Daily P.E., Sport in Schools, Gala Days and the Zone Crossroads PSSA soccer and netball competitions.
- Gala Days included sports such as Touch Football for Stage 2 and Stage 3 students.
- The Transition Program for Callaghan College Wallsend Campus(CCWC) included Soccer and Rugby League.
- In 2018, students continued their sporting successes in swimming, cross country and athletics. Students represented the school at Regional level for cross country, with teams and individuals making it through to the State level for Swimming and Athletics.
- The school achieved its first National Representative for Athletics in two events, 100m and 4x 100m relay.
- Glendore Public School's Junior and Senior PSSA teams were represented in finals rounds in both netball and soccer.
- In Term 4, students from Year 2 to Year 6 participated in the *Learn to Swim* program that ran each Thursday, providing students with swimming and water-safety skills.
- This program was followed by the 2019 Swimming Carnival, which was held indoors to great positive response from the community. This sun-safe event represented the culmination of the *Learn to Swim* program and was highly participated in.

## The Arts:

Glendore Public School provided students with a range of programs to allow them to extend and enrich their creative talents and skills. The highlight and surprise for Glendore Public School's community was its first full, professional level, performing arts event.

- Every student at Glendore Public School was provided with the opportunity to participate in *Seussical the Musical Jr.* This show followed the same organisational structure as would be experienced in a fully-selective Performing Arts school. Over 90% of the school (535 students) participated in front of a combined audience of over 1000 visitors to the school. Feedback from the community indicated outstanding support for both annual and bi-annual events. The school took the decision to support its Bi\_Annual Art Show by offering a full-scale, school musical every second year and to also provide a smaller key musical for its 120 students involved in dance, musical theatre, art and drama groups in the alternate year. Lead performers from *Seussical the Musical Jr.* also performed at the CEP Digital Media Festival.
- The school's second *Creative Arts Showcase* was held in early-December, 2018. All parents and caregivers were invited to watch our wonderful Aboriginal, Junior and Senior Dance groups, Choirs and Drama Group perform. Parents and Caregivers welcomed the opportunity to watch our talented performers for an evening performance. Over 90% of performers attended the concert with family support. Entry for the evening was a gold coin donation, which supported Creative Arts resourcing.
- Both the elective Junior and Senior Dance groups represented the school at the annual Hunter Dance Festival. There was a great deal of positive feedback from parents and it was a wonderful opportunity for our dancers to view a variety of dance genres and interpretations.
- Glendore Public School's Choir and Musical Theatre Groups involved students from Years 1-6. They regularly performed at school functions and performance afternoons each semester. The Choir performed at the school ANZAC Day service, NAIDOC celebrations, Grandparent's Day, Presentation Day and CAPA Showcase.
- The Contemporary Dance Group comprised of Aboriginal and Torres Strait Islander students from across the school. These students engaged in movement to express their culture. This group performed for the school NAIDOC celebrations and at local early childhood education centres. The group was led by Aboriginal staff members, who taught authentic cultural dance elements, including the use of rhythm and song to connect students with their culture.
- Two Drama groups were formed in 2018. Both Infants and Primary students learnt a range of new dramatic and teamwork skills. The group confidently performed at a range of school functions, including school assemblies, the Creative Arts Showcase and at Presentation Day.

## Book Week:

Glendore Public School's annual Book Week celebration continued to be a success in 2018:

- Students and staff came dressed as their favourite book characters, alongside 400 visiting friends and family members.
- This year's activities included a picnic lunch, activity rotations and a special assembly.

## Grandparents and Grandfriends Day:

Over 360 Grandparents and Grandfriends gathered with all K–6 students to celebrate Grandfriends' Day:

- This recognised the important role that our older relatives and community members play in the lives of our students.
- Grandparents and Grandfriends enjoyed a cupcake with each other during recess.
- Guests then had the opportunity to attend a special assembly, which involved performances by our dance groups and choir.

## STEM and IT Education:

In 2018, significant and ongoing progress was made towards embedding STEM and IT education across the school:

- STEM continued within the Stage 3 Middle School and was expanded across all K–4 classrooms with the rollout of over 150 iPads, 150 OSMO–Coding sets, and an additional two IT laboratories in the school.
- This allowed all students to authentically engage in a range of STEM activities linked to our curriculum and included students building their own wind and solar cars as well as programming in Scratch, of LEGO EV3 robots, Mini–Me Robots, Osmo's and Ozobots
- Ozobots were used in Kindergarten (Early Stage 1) and Stage 3.
- Stage 1 held a second Technology Day, where students participated in a range of activities, including coding and robotics and stop–motion film–making
- Stage 2 participated in a STEM afternoon, where students engaged in a range of STEM–based activities that encouraged critical and creative thinking, collaboration and communication and utilised the Scratch coding tool.
- Stage 3 staff specifically supported staff across the school with the implementation of a Virtual Reality–Coding STEM–Share kit. This resource delivered further access and opportunity to students and staff across the school.
- Staff presented at a range of teacher and parent–based events, and the school was highlighted for its programs at the Hunter IT
- Stage 3 Students researched wind–powered vehicles and solar–powered vehicles. The winners of the wind–powered competition went on to compete in the Solar Car Challenge at Callaghan College Wallsend Campus, against students from other local
- Stage 2 and 3 coding and robotics groups continued. Students used a range of programs, including online coding tools, Scratch, Ozobots and LEGO EV3 robotics.
- Thirty (30) Stage 3 students participated in a STEM Challenge Day run by the University of Newcastle.
- The school successfully completed the full 2018 NAPLAN Online for Years 3 and 5 students and the VALID Science and Technology online assessment for Year 6 without incident.

## **School Evaluation Team:**

Thank you to Glendore Public School's School Evaluation Team, whom have each played a key role in the evaluation of 2018 programs within, across and outside of the school:

- .
  - Mr Khalil Khay,  
Principal K–6
  - Mrs Simone White  
Deputy Principal K–6
  - Mr Evan Booth  
Assistant Principal (Rel.) Kindergarten
  - Ms Samantha McDowell  
Assistant Principal (Rel.) Year One
  - Miss Erin Lewis  
Assistant Principal, Year Two
  - Mrs Cara Budd  
Assistant Principal (Rel.) Years Three–Four
  - Mrs Suzanne Rigley  
Assistant Principal (Rel.) Middle School
  - Ms Casey Dunn  
Assistant Principal Middle School
  - Mrs Lisa Matheson  
School Administration Manager K–6
  - Mrs Kathryn Probert  
School Business Manager K–6
- .

I certify that the information in this report is the result of a rigorous school self–evaluation process and its External Validation process.

I further certify that is a balanced and genuine account of the school's achievements and areas for development.

**Mr Khalil Khay, Principal 2017–2019.**