

## Glenhaven Public School

### 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Glenhaven Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

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## School background

### School vision statement

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

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

### School context

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Individualised, engaging, rich and innovative learning experiences in partnership

### Purpose

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

### Improvement Measures

- 100% of staff and students will use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes.
- Surveys reflect an improved understanding of how children can progress academically and what support is needed to get them there.
- 75% of explicitly set growth targets are met across the school.

### Progress towards achieving improvement measures

**Process 1: Positive Behaviour for Learning** – Collect, analyse and use data to monitor and refine the whole school approach to well-being and engagement to improve student learning.

Evaluation	Funds Expended (Resources)
<p>Over the course of 2019, we implemented PBL into classrooms, which has been well received. The newsletter has information each week, with the fortnightly focus addressed at lines and the parents informed through the newsletter. The students are well informed about behaviour expectations and this is evident through the Tell Them From Me survey results where our students reported that they felt that they knew the rules about school behaviour. The student's scored this area a 9.2 out of a possible 10. The State norm for this question was 7.7, clearly indicating that the students are aware of our expectations.</p> <p>Concerning behaviour patterns have been identified and spoken about at communication meetings and learning support team meetings. Detention is held on an as needed basis, with one Assistant Principal conducting all detention settings to ensure consistency.</p> <p>PBL will be continued to be monitored, and adjustments made as necessary, to ensure the ongoing success of this initiative. PBL also allows our students to connect, succeed and thrive at school, in future schools and society.</p>	<p>Data from yellow and red cards</p> <p>Collaborative discussions</p> <p>Staff and parent surveys</p> <p>TTFM Surveys</p>

**Process 2: Formative Assessment** – Align professional learning to cater for individual teacher needs through the establishment of Teacher Learning Communities. Formative practices will focus on explicit quality criteria, consistent teacher judgement and quality feedback.

Evaluation	Funds Expended (Resources)
<p>Formative assessment continued to be implemented during first semester with teachers participating in Formative Assessment learning teams. Groups spent sessions reflecting upon past practice and making comparisons with current practices. Staff noted greater confidence in their ability to implement Formative Assessment strategies into their everyday classroom practices.</p> <p>At the end of semester one, evaluation of programs showed that all staff were incorporating Formative Assessment strategies into their teaching and learning programs and were using Formative Assessment to drive the modification of teaching in order to improve student learning outcomes.</p> <p>Upon reflection of semester one's evaluation, it was decided that such an overt presence of Formative Assessment was not needed for the second</p>	<p>Surveys</p> <p>Classroom observations</p>

## Progress towards achieving improvement measures

semester as it was shown to be embedded into all teaching and learning programs and classrooms. Term "check ins" and sharing sessions of Formative Assessment strategies, practices and successes and challenges will be the focus for the future.

**Process 3: Reporting** – Develop explicit processes to share both school and student data on a regular basis with parents so they are presented with a clear view of how to support their child's learning progression.

Evaluation	Funds Expended (Resources)
Valuable and concise assessment and reporting systems continue to be evident across the school. After evaluating the school's present Semester reports and surveying those in use at neighbouring schools, Glenhaven will be changing the format of these reports to be more specific about all outcomes in the relevant curriculum areas. It is hoped that this will also increase the continuity of these reports across the school and provide a clear and transparent sequence of learning in a comprehensible language for our community.	Survey  Stage assessments

**Process 4: Curriculum** – Differentiated curriculum delivery through dynamic teaching and learning programs which address individual student needs with evidence of revisions based on feedback and ongoing student assessment. Curriculum provision aligned to NSW Education Standards Authority.

Evaluation	Funds Expended (Resources)
<p>The school continues to review all PDHPE lessons, programs and the scope and sequence in readiness for the initial implementation phase of the new syllabus in 2020. The implementation team proactively sought out collaboration and engaged with 7 neighbouring schools to implement an additional training day for our schools and liaised with all PDHPE leaders within these schools for the purposeful sharing of resources.</p> <p>We proficiently and collaboratively designed, led, mentored, implemented and facilitated all staff professional learning. Staff feedback was used to inform future professional learning surrounding what we, as a staff, need as the next step in our collective learning journey both to build further capacity and in relation to the PDHPE syllabus implementation.</p> <p>The overall result has been the expansion in teachers pedagogical base in successful teaching practice, curriculum implementation and high educational standards through quality and individualised professional learning.</p>	PDHPE syllabus

## Strategic Direction 2

High quality, evidence based and explicit teaching

### Purpose

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

### Improvement Measures

- NAPLAN results reflect a sustained increase in percentage of students who achieve in the proficient bands.
- 85% of students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data.
- School data shows 90% of students achieve school reading exit levels in Years K–6.
- TTFM survey indicates an increase in student learning engagement.
- Increased parent attendance at school run workshops and information sessions which support student improvement.
- Evidence of Seven Steps to Writing Success program and Targeting Early Numeracy strategies are embedded into teaching programs leading to an improved growth in NAPLAN scores by 20%.

### Progress towards achieving improvement measures

**Process 1: Data Skills** – Staff use assessment data to monitor achievement in student learning and inform planning. Grade teams focus on establishing frameworks for consistent assessment and reporting including reflective practices to plan future learning.

Evaluation	Funds Expended (Resources)
A significant increase in student's spelling skills especially decoding, were evident. ES1 teachers were very pleased with the end of ES1 standard and level of skills. Teachers commented on not only the significant increase in spelling ability but also reading levels of their students. Teachers could identify a definite correlation between the two subjects.	Phonic resources for each classroom were made to support the implementation of this program.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and Numeracy (\$5000.00)</li></ul>

**Process 2: Literacy and Numeracy** – The use of Literacy and Numeracy progressions are embedded in classroom practice to support the effective differentiation of the curriculum.

Evaluation	Funds Expended (Resources)
The majority of teachers are now introducing lessons with Number Talks and exposing students to more collaborative problem-solving tasks. This includes teachers from every stage. Many positive comments regarding the active participation of students have been noted. Additive strategies are now included more often in programs and revised more readily. Students developed a greater understanding of how to approach different types of questions in mathematics. with rich tasks being incorporated into weekly lessons, utilising lateral extension and concrete materials at all levels.  Team teaching took place to model rich tasks, highlighting the benefit of lateral extension, embedding problem solving within all strands and focus on student's Working Mathematical skills.	Resources were created for teachers to embed rich tasks into the classroom.  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Literacy and Numeracy support (\$20000.00)</li></ul>

**Process 3: Explicit Teaching** – Staff demonstrate and share expertise of current evidence-based teaching practices. Develop inclusive, relevant and differentiated learning programs as an adjustment to core programs. This includes the provision of both STEM and Project Based Learning initiatives K–6.

Evaluation	Funds Expended (Resources)
Staff and supervisor observations demonstrated the true depth of increased knowledge and explicit teaching in the area of mathematics and synthetic	Instructional leaders utilised from QTSS and Literacy and Numeracy

### Progress towards achieving improvement measures

phonics. Formative Assessment is also fully embedded in all programs and learning experiences.

Specific areas of noted improvement and focus included writing, spelling strategies, individualised reading instruction and problem solving.

funding.



### Strategic Direction 3

Effective and strategic leadership through high expectations and proactive engagement

#### Purpose

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

#### Improvement Measures

- TTFM survey indicates an improved result of overall parent and community satisfaction.
- Staff survey displays an increase of 40% indicating that professional learning has been beneficial in the implementation of change to teaching practice.
- More staff members are confident in the implementation of LMBR systems and structures.
- Performance and Development Framework annual review processes provide clear evidence that 100% of staff are engaged and actively working towards achieving professional goals.

#### Progress towards achieving improvement measures

**Process 1: Professional learning** – Professional learning programs are personalised, needs-based, collaborative, reflective and aligned to the schools strategic directions.

Evaluation	Funds Expended (Resources)
Professional Learning each term was aligned to staff needs and school strategic directions. Mapping of these sessions to the Australian Teaching Standards was a priority each term.  Areas covered specifically included PDHPE new curriculum, Cognitive Load and district support in training in the new progressions for Literacy and Numeracy. including the use of PLAN2.	RAM Teacher Professional Learning Allocation \$24000

**Process 2: Leadership** – The leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet NESA and DoE requirements and support a culture of high expectations and community engagement resulting in measurable and sustained whole school improvement.

Evaluation	Funds Expended (Resources)
The development and participation in a variety of Leadership initiatives across the district provided a valuable learning experience for many of the school executive.  Reports from the Tell Them From Me surveys highlighted the trust, respect and transparency of the leadership team, whilst implementing supervision, whole school initiatives and a focus on improving student outcomes in all KLAS.  Key executive including the Principal and Assistant Principal played an integral role in a leadership development initiative "Bridging the Gap" where prospective future leaders were supported through discussion, Principal credential training and one on one mentorship with a variety of Principals across several networks.	Network Funded

**Process 3: Financial Management** – Long term strategic financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.

Evaluation	Funds Expended (Resources)
The school effectively allocated both QTSS and Literacy and Numeracy funding appropriately to support increased opportunities for learning. This	QTSS funding

## Progress towards achieving improvement measures

involved the introduction of TEN as well as a specialist staff member to support years 3–6 in problem solving in Mathematics and K–2 in reading strategies and synthetic phonics.

The EFPT tool was effectively used with expertise increasing in the ability to use this tool for budgeting of human resources effectively. All strategic priorities were catered and budgeted for effectively and efficiently with monitoring of these initiatives being carried out throughout the year. All feedback will help support and direct funding allocation and management for 2020.

Literacy and Numeracy allocation

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>RAM Equity \$104,941</p> <p>Integration Funding \$19,756</p> <p>Aboriginal Education Funding \$4,200</p>	<p>Staff have implemented a more streamlined referral processes, formal requests for support in classrooms and new transitional information structures (students moving from grade to grade). These newly implemented processes have ensured the equitable allocation of SLSO time, in relation to student need and according to the school RAM Equity Funding utilising ESL, Aboriginal, socio-economic and disability adjustment flexible funding. The LST has implemented many programs including Multi-Lit, Spelling Mastery, Rip It Up Reading and Sight word programs. The flexible and fluid SLSO timetable assists teachers in implementing short-term interventions whereby we can easily monitor and review the outcome achieved against the anticipated outcomes and adjust plans accordingly at regular intervals. Additional programs that have been introduced as part of the LST initiatives include, games room, play support and homework club whereby students are supported on a variety of levels within our school environment.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS Funding \$80.000	<p>QTSS funds have been used to release one Assistant Principal off class and they have been responsible for a myriad of school responsibilities including; overseeing the Learning Support Team, management of staff, LMBR procedure implementation, assistance with staffing and supervision, assistance in EFPT budgeting, updating policy documents and maintaining the school technology requirements and asset management within the school including the upgrade of different areas within the school grounds. Data management and measured growth targets have also been a focus in the utilisation of this funding.</p>
<b>Support for beginning teachers</b>	School Professional Learning budget	<p>The school developed a document 'Beginning Teachers Procedures', which was ratified by the staff and wider community. The procedures outline the need for induction of both beginning teachers, and teachers new to the school, and the role that each staff member plays in this process. This has resulted in streamlined communication between mentor, teacher and supervisor. This process clearly communicates meeting agendas, meeting minutes, additional lesson observations and congruent feedback to all beginning teachers and their supervisors. This has allowed for both the beginning teacher and their supervisor to be fully aware of the support being provided and then professional learning can be suitably adjusted to meet the teachers' professional needs at the time. Each individual involved in the Beginning Teachers journey is clear of their role and how they can assist each other in the continual improvement of pedagogy and focus on high quality educational outcomes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	203	223	238	230
Girls	216	214	203	208

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96	96.4	94.5	96.1
1	95.7	95.3	95.6	94.1
2	94.3	95.4	94.9	95.8
3	96.2	94.1	94.6	94.2
4	96	94.8	94.9	95.6
5	95.4	95	95.9	93.6
6	95.5	94.9	94.6	95.4
All Years	95.6	95.2	95	95
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.29
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	3.12

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	538,593
<b>Revenue</b>	3,886,008
Appropriation	3,455,652
Sale of Goods and Services	23
Grants and contributions	427,119
Investment income	3,214
<b>Expenses</b>	-3,787,947
Employee related	-3,181,157
Operating expenses	-606,790
<b>Surplus / deficit for the year</b>	98,061

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	19,756
<b>Equity Total</b>	109,141
Equity - Aboriginal	4,200
Equity - Socio-economic	9,440
Equity - Language	0
Equity - Disability	95,501
<b>Base Total</b>	3,067,634
Base - Per Capita	103,475
Base - Location	0
Base - Other	2,964,158
<b>Other Total</b>	206,150
<b>Grand Total</b>	3,402,681

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.

## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.



## Parent/caregiver, student, teacher satisfaction

Glenhaven Public School took part in the "Partners in Learning Survey" which was a comprehensive questionnaire covering several aspects of parent's perception of their children's experiences at home and school. This survey measures the school's communication with parents and how much involvement the parent has in their child's school work as well as the involvement in the school such as volunteering.

The survey included seven separate measures which were scored on a 10 point scale. At Glenhaven Public School 55 parents responded to this survey which was conducted between 16 Sept – 24 Sept.

In the area of two way communication the school scored above the NSW Govt. norm. The school scored particularly well in regards to the how helpful the school's administration staff are (9.3) and that they felt welcome when visiting the school (8.5) When asked whether parent activities are scheduled at times when I can attend (5.7) highlighted the increase in the number of both working parents in the current climate.

Parents responded that they received reports that were written in terms that they understood (7.8) however felt that they were not as informed in regards to their child's opportunities for their future or social and emotional development (5.8 and 5.3)

When looking at parent's participation at school responses reflected that 43% had talked about their child's learning and behaviour two or three times where 30% responded that they had done so more than three times. In regards to being involved in any school committees such as P and C 78% responded that were not. This is definitely an area that the school will look into developing as this parental support for programs and community initiatives is vital for the schools success and inclusiveness.

A major concern for the students learning development were the responses in the area of "Parents Supporting Learning at Home". Parents were asked if someone in the family talks about how important school work is and how their child is doing in class. These questions only elicited a 5.4 and 5.2. Taking an interest in their child's school assignments was also a concerning low score of 6.3. In this overall area the school was well below the state norm for parental support at home with learning. The school will endeavour to further stress the importance of home school partnerships in regards to learning and the importance that this home support plays in a child reaching their full potential and remaining engaged in a teaching and learning processes.

In the area of "School Supports Learning" Glenhaven scored well above the state norm. Parents acknowledged that teachers had high expectations for their child to succeed (7.7) were encouraged to do their best work (8.1) expected homework to be done on time (8.3) and finally expected their child to work hard (8.1) These are pleasing results as these reflect on the schools strategic directions of high expectations and proactive engagement.

Glenhaven is a PBL school and had actively been implementing this program for several years. The response from teachers expect my child to pay attention in class (8.5) and my child is clear about the rules for school behaviour (9.2) reflect the success of this program.

Safety at School resulted with children feeling safe at school including coming and going. However the response that the school helps prevents bullying (6.4) is an area that the school will communicate with the community more thoroughly the processes it has in place.

Responses from parents in the area of inclusiveness raised some issues that the school will need to address and communicate more thoroughly.

Parents were asked about their involvement in Voluntary work within the school. Responses in regards to supporting the school canteen were that 75% never or only once a year were involved in this service to the students. This of course has been a concern of the community and P and C with the low levels of support in volunteers in this area. This resulted in the canteen being reduced to a 3 day operation.

Useful communication types were looked at with school newsletters generally being thought as very useful as were school emails. The school does not have or use a Social media platform however only 9% stated that this was not available at school. Educational aspiration for their children delivered responses that 91% would finish Year 12 and 54% go to University.

Finally 91% of parents responded that they would recommend Glenhaven Public School to other parents. This of course is reflected in the high number of Out of Area applications the school receives each year.

Staff at Glenhaven Public School were given the option of taking part in a survey in regards to "Focus on Learning". Only 11 members of a staff of 24 competed this survey.

One of the key drivers of student learning is Leadership within a school. An overall ranking of 8.2 was achieved against a

Govt norm of 7.1 which is a clear indicator of the cohesive and collaborative culture of the staff at Glenhaven Public School and the high level of support and clear decision making by the school's executive. Staff responded very highly that school leaders helped them create new learning opportunities for students as well as supporting them through stressful times.

When asked about Collaboration in the school again respondents ranked Glenhaven Public School well above the NSW norm. Particularly high responses were in regards to discussing learning programs with other teachers (9.0) and strategies to increase student engagement (9.1).

In the area of learning culture one area that respondents ranked considerably lower than other areas was in regards to student engagement in all activities (7.3). This has and will continue to remain a focus in the school to ensure students accept the school culture of high expectations and that they give of their best at all times and accept challenging work.

Due to the school work in the area of Formative Assessment staff who completed this survey felt strongly that data does inform their practice and felt that their assessments helped them to understand where students are having difficulty (8.6) and to provide effective feedback leading to improvement (8.4).

When looking at inclusiveness responded that they establish clear expectation for classroom behaviour and that they are regularly available to help students with special learning needs (9.3). This correlates to parents responses in regards to expectations which is commendable. Staff also responded that they work with parents to help solve problems that are interfering with their child's progress (8.6)

When asked about setting challenging and visible goals an area which was ranked considerably lower than other areas was in regards to helping students set goals in new technologies. This score is a result of the fact that computer and technology lessons are provided by a specialist teachers for an hour a week therefore staff cannot really answer this accurately.

When planning learning opportunities staff responded that when they present a new concept they link it to previously mastered skills and knowledge (9.1%) They also responded that school leaders helped them create new learning opportunities for students (8.6%) and to create a safe and orderly school environment (8.9) Quality feedback was evident in all response with students receiving written and verbal feedback consistently. This is a result of the school implementation of Formative Assessment which incorporates feedback, both peer and teacher.

When overcoming obstacles to learning responses again highlight the schools collaborative and collegial culture with staff referring and discussing with colleagues about any issues (9.2)

Staff responded that school leaders are leading improvement and change (91.00%) and that they clearly communicate their strategic vision and values for the school (91.00%)

Students in the school also completed a Student Engagement survey. Students who took part in this survey were from Years 4 to 6.

Students responded that they valued schooling outcomes and that they had positive behaviours. However it was disappointing but not surprising that students were below the State norm in regards to positive homework behaviours. This also correlates to the lower score from the parent's survey in regards to supporting students with homework and assignments.

Students responded that they felt that they were putting in effort in the classroom and that they were receiving quality instruction but a lower score was achieved in regards to students being interested and motivated.

When analysing the drivers for student engagement students also reflected that the school had expectations for success and that the school provided quality instruction with positive student-teacher relationships

Looking at social engagement 87% of students replied they participated in school clubs and sport and a high 92% felt that they had positive relationships.

The school will continue to put in place structures to continue to develop student's levels of engagement as well as to increase the support provided and effort from the students in valuing quality homework assignments as a way of reinforcing skills and knowledge taught throughout the day.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.