

# 2022 Annual Report

## Glenhaven Public School



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# Introduction

The Annual Report for 2022 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 Strategic Improvement 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 vision

At Glenhaven Public School we believe in high expectations where effective, explicit, evidence based teaching practices create optimal learning environments where all students are challenged and engaged to achieve their educational potential. We believe that with the development of strong partnerships, the school will inspire the development of confident, innovative and self-directed learners through giving every child opportunities within a culture of continual growth and high performance.

## 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 an enrolment of approximately 330 students. Our diverse community includes students from different cultural backgrounds. Approximately 16% of our students are from a non-English speaking background and 1.7% 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 our dedicated staff, comprehensive programs and supportive community that ensure our students are offered the best possible fully rounded education.

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.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further development will occur on ensuring that collected data and assessments will drive teaching and learning practices where teachers can successfully deliver quality differentiated instruction to all students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

There will be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results. Further work will occur around collaboratively designing teaching and learning programs that embed and implement evidence based strategies and explicit teaching methods supported by high impact professional learning.

Pre and post assessments will take place with identified areas of further revision and student need being actively reflected on. Strategies will be implemented and measured through the introduction of Rapid Action Cycles with the success of these implementations being measured consistently.

Work will take place on increasing student engagement to ensure their maximum potential is achieved. This will involve students taking a more proactive role in their learning with student voice being an essential element of this process. A focus will be on whole school initiatives with time allocated to measure the impact of any initiative on student outcomes.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the school, student and whole community in this process will be essential for success.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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To improve and maximise student achievement, growth and performance in Literacy and Numeracy through whole school data driven practices that are responsive to the learning needs of individual students.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Whole School Data Driven Practice and Assessment.

### Resources allocated to this strategic direction

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**Professional learning:** \$7,450.00

**QTSS release:** \$40,000.00

**Literacy and numeracy:** \$250.00

### Summary of progress

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#### Data Team

Targeted professional learning was provided to voluntary members of the Data Team in the platforms employed across the school. This enabled opportunities for the Data Team to analyse data to determine the next steps. The data walls were updated throughout the year to reflect the variety of internal and external assessments. Through the completion of online modules in SCOUT, team members were able to access results of Check-In and NAPLAN as well as the school's internal platforms of Essential Assessment and PAT reading and vocabulary. Presentations were developed at different times for staff through professional learning afternoons where the team highlighted areas of strength and those of further focus. Student learning has improved significantly as evidenced in NAPLAN and Check-In results, owing to the initiatives implemented and a much greater focus on data informed practices. Moving forward the team will continue to strengthen its capacity and ensure succession planning is in place.

#### Rapid Action Cycles

To support the implementation of data driven practices across the school Rapid Action Cycles were implemented. All class teachers, including RFF, had planned targeted Rapid Action Cycles utilising the Class Data Snapshots to identify and target intervention groups. Stage meetings and planned professional learning of data reviews were utilised to evaluate how the targeted groups of students were progressing to determine the next steps either with the targeted students or the next round of students.

Analysis of students' growth in assessments in NAPLAN data indicate a significant improvement. Over 90% of staff found the Rapid Action Cycles to be useful in their classroom with 14% identifying that the cycles helped to hone in on their targeted group with an obvious improvement in student learning. This initiative will continue owing to its success and the high level of buy in from staff however, the proforma may be adjusted in minor ways as well as looking at the time of 5 weeks allocated to each cycle and whether this needs to be lengthened for more in- depth impact.

Further attention and professional learning is needed to encourage more staff to fully utilise the resources that are provided by these online platforms that can support differentiated teaching.

#### Class Data Snapshots

The development of a proforma to organise collected data, incorporating analysis of successes and where to next, occurred throughout the year. Data was collected from NAPLAN, Check-In. Essential and PAT reading assessments. These snapshots were built throughout the year with teacher feedback being gathered as they were developed.

Rapid Action Cycles had evidence that teachers were utilising the Class Snapshots to determine areas of focus, particularly when assessments were recent. Snapshots were also utilised by Assistant Principals to lead data driven discussions in the scheduled professional learning allocation for Data Review in Weeks 4 and 9 each term.

Over 80% of staff found that class data sheets were useful when planning future lessons with 81% also finding them useful to guide student learning. 15% of staff stated that they used them regularly to determine where to direct their teaching and learning focus and to ensure all students were being catered for at their relevant levels.

Having the High Potential students identified was beneficial to ensure this targeted group is at the forefront of teachers' minds.

The areas of concern with these snapshots is that they were time intensive to complete especially at the end of the year when the school agenda is so busy and there is an increase in online assessments at this time so that the school can measure growth. Future directions after staff feedback would be to place students in ability level from top to bottom instead of alphabetical and this simpler screenshot would be easier to manipulate quickly.

### Text Exposure

The refinement of the whole school Text Exposure program continued throughout the year. After extensive evaluation and collegial discussion, the focus this year was on the development of high impact and differentiated explicit follow-up lessons partnered with professional learning in explicit teaching methods. The refinement and moderation of existing kits was also undertaken in response from feedback from students and staff.

An important part of this initiative also included observations by the instructional leader of explicit text exposure lessons by staff as well as demonstration lessons when requested.

Through teacher observation it was evident that there was a vast improvement in explicitly teaching the different features of each text type with teachers using metalanguage more readily and consistent revision of previously taught text types.

The continued impact of this program was highlighted with NAPLAN results continuing to improve across the school in regard to reading and writing, with the school exceeding the upper-bound targets in NAPLAN reading.

Future focus will be on developing vocabulary and the identification of unknown words with support from the new APC&I who will provide evidence-based teaching strategies to improve the explicit teaching and the importance of vocabulary to comprehension and fluency development.

### Progressions

Professional learning was provided in both the Literacy and Numeracy progressions with a focus on utilising these to determine future learning targets within the teaching cycle to determine and identify future lesson focus for individual students. After pre and post surveys were administered, staff were then involved in guided practice in generating areas of focus. Staff experimented with content already taught in the previous fortnight and then set some areas of focus. Small groups were then plotted from targeted student cohorts within the class. This was also linked to targeted students which the school had identified as High Potential and those receiving learning support.

This approach proved to be successful with staff reportedly feeling confident in the use of these progressions.

Future steps will involve providing staff with more exposure to the new progressions and more time to work together when examining student work samples.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN: 70% of students in the top 2 bands in Reading.	72.6% of students achieved in the top two bands in NAPLAN reading exceeding the upper-bound target.
NAPLAN: 59.3% of students in the top 2 bands for Numeracy.	60.16% of students achieved in the top two bands in NAPLAN numeracy indicating achievement of the upper-bound target.
4% increase in students achieving expected growth in numeracy in NAPLAN.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
4% increase in students achieving expected growth in reading in NAPLAN.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Target for end of 2022 is that 64% of students are working 10 months or more beyond classroom expected	48% of students working 10 months or more beyond expected levels in Number indicating progress yet to be seen toward school determined target.

levels in Number.	
Target for the end of 2022 is that 48% of students are working 10 months or more beyond classroom expected levels in Measurement and Geometry.	32% of students working 10 months or more beyond expected levels in Measurement and Geometry indicating progress yet to be seen toward school determined target.
Target for the end of 2022 is that 50% of students are working 10 months or more beyond classroom expected levels in Statistics and Probability.	34% of students working 10 months or more beyond expected levels in Statistics and Probability indicating progress yet to be seen toward school determined target.
Projected target for PAT Reading in 80th percentile and above for 2021 is predicted to be that 29% of students are in this bracket when compared with their grade.  End of 2022 target is that 36% of students achieve this.	37% of students working in the 80th percentile or beyond indicated by PAT Reading assessment demonstrates achievement of school determined target.
End of 2022 target data is that 64% of students improve their raw score by 6 questions correct in PAT reading.	23% of students achieved this growth from the beginning of the year, however 25% of the students could not achieve this target as they made less than 6 errors on the assessments at the beginning of the year. This makes 48% in total.
Staff are using the Literacy and Numeracy Progressions in classroom practice.	All staff are familiar with the progressions and have used them at varying levels throughout the year.
<b>School Excellence framework</b>  Teaching Domain: Professional Standards  Literacy and Numeracy  Excelling	Self-assessment against the School Excellence Framework shows the theme of Literacy and Numeracy focus to be excelling which is on target.
<b>School Excellence Framework</b>  Teaching Domain: Data Skills and Use.  Data Literacy  Excelling	Self-assessment against the School Excellence Framework shows the theme of Data Literacy to be excelling which is on target.
<b>School Excellence Framework</b>  Learning Domain: Assessment  Formative Assessment: Excelling	Self-assessment against the School Excellence Framework shows the theme of Formative Assessment to be excelling which is at target.
<b>School Excellence Framework</b>  Learning Domain: Assessment  Student Engagement: Excelling	Self-assessment against the School Excellence Framework shows the theme of Assessment: Student Engagement to be excelling which is at target.

## Strategic Direction 2: Improve teacher practice and deepen curriculum knowledge through a culture of high expectations

### Purpose

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Teachers are committed to identifying, understanding and implementing the most effective research based teaching methods and deep curriculum knowledge that promotes learning excellence in meeting the needs of all students.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evidence based classroom practices focused on explicit teaching and curriculum compliance

### Resources allocated to this strategic direction

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**Professional learning:** \$13,850.00

**QTSS release:** \$35,000.00

**Literacy and numeracy intervention:** \$22,000.00

**Literacy and numeracy:** \$26,830.00

### Summary of progress

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#### High Impact Professional Learning

Staff were surveyed at the completion of 2022 to determine staff opinions and views of current practice regarding professional learning sessions. This information was utilised to plan a full year TPL plan overview to ensure consistency and achievement of School Improvement Plan.

Staff were surveyed through Google Docs at the conclusion of each TPL session to determine impact of TPL on staff knowledge, next steps in learning, knowledge of presentation, elements of the delivery that engaged staff the most and any other questions the presenter may like to have answered.

Results were shared with staff on Google Drive and discussed weekly at executive meetings.

The feedback provided, whilst very honest, ensured that the executive were able to address the needs of the staff. Staff were able to have a voice and reflect on their learning whilst providing constructive criticism to help executive as TPL presenters, to improve.

Future directions include the use of a yearly overview of planned sessions and the continued focus on hands on practical sessions that can be transferred directly to classroom or teaching and learning activities. Stage based professional learning will be looked at as the introduction of new curriculum commences to roll out.

#### K-2 Curriculum

We were very fortunate to be a self-selected school to trial the new units for the English and Mathematics syllabuses. This gave us the opportunity to delve deeply into the new syllabuses as well as give the school an opportunity to purchase all relevant books and resources ready for the 2023 implementation. Our Year One teachers were given the opportunity to trial units and develop their understanding of the content and organisation of the two new syllabuses. Whole school TPL was delivered by the Instructional Leader to introduce the staff to and explain the need for the new syllabuses as well as how they are evidence based. Sessions also included breaking down the components and content, explaining the difference between the old and new and how the content has a huge emphasis on developing early Literacy and Numeracy skills. Teachers were also introduced to the new digital syllabuses and how to navigate through them.

Teachers have been allocated their grades and the Early Stage One and Stage One teachers are confident to implement the two new syllabuses in 2023. At this stage, the teachers are going to use the units supplied and modify them according to their cohort of students. Time will be allocated in weekly stage meetings to debrief on implementation, assessment strategies, lesson organisation and reports for Early Stage One and Year Two will both have to be modified in line with the content taught. The teachers are quite enthusiastic to use the new syllabuses as they have witnessed the positive comments from the Year One teachers and the academic standard reached by our Year One cohort.

#### Trial Units



Teachers in Year one trialed and taught from set fortnightly units supplied from the Department as a result of self-selecting to be part of the introduction to the new K-2 curriculum. Teachers evaluated and modified units to cater and differentiate for the needs of the Year One cohort. As a result, Year One reports were also modified to be inline with the new outcomes and indicators.

Through class observation of lessons and annotations and the evaluation of programs, it is evident that the teachers are effectively teaching the new syllabus. Lessons are sequential in skill development and engaging. Meetings were consistently held to discuss new assessment techniques, progress of students, effectiveness of the units and any issues that may have occurred with implementation.

Teachers found the Mathematics units were very precise and there was a definite progression of skills and content knowledge. The teachers were very conscious about consistently referring back to the new syllabus and not just teaching from the set units. Teachers embraced the conceptual area of the English syllabus that is broken down into 5 main concepts that are taught for a fortnight at a time. Discussions and meetings have been undertaken as a stage to introduce the new syllabus to the Year Two teachers in 2023. Discussions centred around the steps we took, organisation of content and the presentation of the content that was taught as well as assessment techniques.

### Explicit Direct Instruction

Professional learning activities were conducted on Explicit Direct Instruction based on John Hollingsworth's research.. This included The Power of a Well-crafted Lesson and an overview of research and implications in the classroom. Staff worked through the 8 norms with discussion in regard to this being a common practice and why this may work in explicit teaching. Emphasis was also placed on the value of explicitly teaching concepts and how this relates to success criteria and learning intentions.

Lessons were conducted with teachers as a modelling exercise, leading to classroom demonstration lessons given across the school. As a result, staff became more aware of the the structure of an explicit lesson and the value of modelling, guided and independent activities. TAPPLE was discussed thoroughly with staff commenting that they were willing to try many aspects of this or that they were familiar with these aspects of a quality lesson. Staff survey highlighted many aspects that are now formally in place during lessons including explicitly teaching a concept, modelling, guiding and independent practice and checking for understanding. Staff survey also revealed that over 72% of staff stated they use Explicit Direct Instruction regularly each day.

As a result, students are more engaged in lessons and results in both internal and external assessments reflect further student improvement in outcomes. Further directions will be based on ensuring this practice is embedded continually as part of quality teaching and learning practice with revisions of approaches provided during scheduled professional learning sessions. Links to the Text Exposure program and the new K-2 syllabus will also remain a focus.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Staff evaluation survey on High Impact Professional Learning reflects an increase in the area of: <ul style="list-style-type: none"> <li>Understanding the link between teaching practice and student needs from Delivering ( 45%) and Sustaining and Growing ( 55% ) to Sustaining and Growing ( 50%) and excelling ( 50%)</li> <li>Measure the impact of professional learning on student progress and achievement from Delivering ( 60%) Sustaining and Growing ( 30%) and Excelling ( 10%) to Sustaining and Growing ( 60%) and Excelling (40%)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the link between teaching practice and student needs resulted in Sustaining and Growing ( 22% ) and Excelling ( 78%) which exceeds targets,</li> <li>Measure the impact of professional learning on student progress and achievement resulted in Sustaining and Growing ( 31%) and Excelling (69%) which exceeds targets.</li> </ul>
80% of students achieve expected growth on in school assessments.	Due to some internal assessments not being able to measure growth of excelling students this could not be measured accurately. However students were measured through class snapshots individually, as a class, grade and school to ensure growth was continuous.
An increase in teacher survey scores	Teaching strategies received a score of 8.6 which is below target however

<p>in Tell Them From Me Eight Drivers of student learning in:</p> <ul style="list-style-type: none"> <li>• Teaching Strategies from 8.8. to 9.0</li> <li>• Collaboration from 8.6 to 8.9</li> </ul>	<p>this was an increase from the previous year and was .7 above the NSW Govt norm.</p> <p>Collaboration received a score of 8.6 which was below target however it was an increase from the previous year and is and .8 above NSW Govt norm.</p>
<p>An increase in student survey scores in Tell Them From Me in Student Outcomes in:</p> <ul style="list-style-type: none"> <li>• Positive teacher-student relations from 8.4 to 8.6</li> <li>• Effective learning time from 8.4 to 8.6</li> <li>• Expectations of Success from 9.0 to 9.1</li> </ul>	<p>Positive teacher relationships received a score of 9.1 which is above target.</p> <p>Effective learning time received a score of 8.1 which is below target .</p> <p>Expectations of Success received a score of 8.6 which is below target.</p>
<p><b>School Excellence Framework</b></p> <p>Teaching Domain: Effective Classroom practice</p> <p>Explicit Teaching :Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Effective classroom practice: Explicit teaching to be excelling which is above target.</p>
<p><b>School Excellence Framework</b></p> <p>Leading Domain: Educational Leadership</p> <p>High Expectations Culture: Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Educational Leadership: High Expectations Culture to be sustaining and growing which is at target.</p>
<p><b>School Excellence Framework</b></p> <p>Leading Domain: Educational Leadership</p> <p>Instructional Leadership: Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Instructional Leadership to be excelling which is above target.</p>
<p><b>School Excellence Framework</b></p> <p>Teaching Domain: Learning and Development</p> <p>Collaborative practice and feedback: Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the theme of collaborative practice and feedback to be excelling which is above target.</p>

## Strategic Direction 3: Engagement and Enrichment

### Purpose

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The school supports evidence based changes to whole school practices resulting in measureable improvements in high potential students, wellbeing and engagement to support learning

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student engagement and enrichment

### Resources allocated to this strategic direction

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**Professional learning:** \$800.00

### Summary of progress

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#### High Potential and Gifted Education Policy

Professional learning was provided to develop strategies to support students who are identified as underachieving or not reaching their true potential. The school Data Team triangulated internal and external data to identify patterns throughout the school. Teachers were provided with a list of identified gifted students across the four domains with a focus on developing staff expertise to extend and enrich these top students academically. Support and ongoing whole school structures included developing and updating the school's data walls placing a focus on high expectations.

Support provided through Instructional Leaders in the classroom and the use of progressions to support the question of "where to next" was implemented successfully. Additional programs were implemented to ensure all domains were covered including the Glenhaven Gazette for talented writers and Glenhaven Gallery to showcase the school's artistic students. Two identified students were also invited to attend Year 8 Mathematics classes twice a week at Castle Hill High School.

Staff reported it was highly beneficial to be provided with some prior knowledge of these identified students as a base point and provided an insight when programming to ensure they are provided for and to encourage them to reach their full potential. The success of this was also seen in the use of Rapid Action Cycles to target these students after analysing the class data snapshots.

Future directions will include looking at further ways to cater for these students in the classroom and to ensure they remain engaged and challenged.

#### Well-being program

The school implemented the You Can Do It! well-being program. Teacher discussions during stage and whole school meetings identified that teachers were very happy with the easy outline of the You Can Do It! Education program. The step-by-step directions make it easy for teachers and students to follow along with the lesson outline. The content of the lessons are also very relevant with each grade having their own tailored grade specific program to follow. Many teachers highlighted the need for our students to learn how to regulate their emotions, deal with anxiety and different situations and this program has been the perfect tool in supporting our students in these areas of need. Many teachers found that these lessons linked perfectly to our school PBL system, allowing the students to positively reflect on their behaviours at school.

Moving forward, the school would benefit from the continual use of the You Can Do It! program. The school will look into a way to collect data from the students to see the impact the program is having on them personally.

#### Student Voice

Feedback received was that the Student Voice program implemented into classrooms was not suitable for all grades and too long in length. Most teachers found that the lesson ideas covered in the Student Voice program were already incorporated into their start of the year plans with their new classes.

More work is needed in adapting the Student Voice program for next year to ensure that all lessons are suited to the correct grade levels. The length of lessons also needs to be adapted to ensure that quality teaching time is not disrupted due to the program taking up too much learning time. Short, sharp class discussions would be best suited for next year.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Improvement in areas of student wellbeing as reflected in the Tell Them From Me Surveys in the following areas:</p> <p>Sense of Belonging 81% to 85%</p> <p>Advocacy at School 80% to 85%</p> <p>Interest and Motivation 65% to 80%</p>	<p>Sense of belonging received a score of 77% which is below target.</p> <p>Advocacy received a score of 82% which is just below target.</p> <p>Interest and Motivation received a score of 62% which is below target.</p>
<p>Attendance Data</p> <p>96% of students attending = or &gt;90% of the time.</p>	<p>47% of students attended &gt;=90 % of the time. This is well below target but can be attributed to COVID restrictions throughout the year in regard to isolation and flu like symptoms stopping a child from attending school.</p>
<p>Tell Them From Me survey on student engagement to show improvement of:</p> <ul style="list-style-type: none"> <li>• Decrease in percentage of students displaying early signs of disengagements by 5 %</li> <li>• Students with positive homework behaviour increased from 60% to 64%</li> </ul>	<p>There was an increase in the number of students displaying early signs of disengagement which is below target. This result was surprising as assessment marks and class observation indicated that students were more involved and engaged in learning. This area will be a focus in 2023.</p> <p>Positive homework behaviour received a score of 39% which is both below target and a decrease from the previous year. This area will be a focus in 2023.</p>
<p><b>School Excellence Framework</b></p> <p>Learning Domain: Wellbeing</p> <p>A planned approach to Wellbeing: Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Well-being: A Planned approach to Well-being to be Excelling which is at target.</p>
<p><b>School Excellence Framework</b></p> <p>Learning Domain: Learning Culture</p> <p>High Expectations:Sustaining and Growing</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Learning Culture: High Expectations to be Sustaining and Growing which is at target.</p>
<p><b>School Excellence Framework</b></p> <p>Learning Domain: Learning Culture</p> <p>Attendance: Excelling</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Learning Culture: Attendance to be Sustaining and Growing which is below target.</p>
<p>Increased number of students being identified and catered for from the four domains of High Potential and Gifted Education Policy implementation.</p>	<p>Staff identified students across the four domains of High Potential at the end of this year, after several professional learning sessions throughout the year on the High Potential Gifted Education Policy. Previously, students had only been identified within the intellectual domain. We identified 70 students from K - 5 in the intellectual domain, 16 students in the creative domain, 17 students in the physical domain and 16 students in the social emotional domain. This is a total of 119 identifications. Some students are identified as having potential in more than one domain. Intellectual domain students identified at the end of 2021 were 104.</p>
<p>Increased participation in GATEWAYs programs by 15%</p>	<p>This could not be measured as these programs were not offered consistently.</p>
<p>Increased number of parents <i>Supporting learning at home</i> as indicated from the Tell Them From Me</p>	<p>Due to the extremely low uptake of the Tell Them From Me Survey this was not able to be validated.</p>

<p>survey by:</p> <p>Increase from 6.6 to 6.9</p>	
<p>Increased student engagement reflected in growth in</p> <ul style="list-style-type: none"> <li>• all students in Essential Assessment</li> <li>• all students in PAT testing - Reading and Vocabulary</li> </ul>	<p>Student engagement in these assessments increased as reflected in student growth, where measurable, and the visible engagement and time taken to complete these online assessments.</p>
<p>Social-Emotional Wellbeing survey shows in increase in students identified as Highly Developed to be increased by 4% from 27% to 31%</p>	<p>Results from the social and emotional Well-being survey found students identified as Highly Developed has not increased from 2021.</p>
<p>Decrease by 30% in the number of late arrivals to school as measured by school attendance data.</p>	<p>Late arrivals continue to decrease since 2021. by over 30%.. This cannot be measured accurately against 2021 as many weeks of this year were spent in learning from home. Reduction in enrollment numbers and out of area enrollments should also support the decrease in the number of late arrivals.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$22,327.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenhaven Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding was utilised to provide support in specific activities when required.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The student receiving integration funding has been given full access to the curriculum and extra curricular activities and adjustments have been made where needed such as the use of modified equipment at the Cares excursion (bike safety). A risk assessment must be completed and accompany the student when attending incursions, excursions and school based activities such as carnivals. The student's classroom teacher has been in touch with her parents to discuss her learning plan and to communicate her goals and needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Successful transition to High School was completed.</p>
<p>Socio-economic background</p> <p>\$12,256.29</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenhaven Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support the implementation of mutliLit and Rip It Up programs.</li> <li>• resourcing to increase equitability of resources and service.</li> <li>• NCCD tracking system streamlined through use of Google Drive.</li> <li>• Learning plans and system of evidence collection streamlined through collaboration and consultation with all stakeholders.</li> <li>• Weekly learning and support team meetings to follow up on referrals and behaviour incidents.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with learning differences, difficulties and disabilities have been successfully identified, supported and monitored over the last 12 months. Program adjustments and differentiation have been put in place to ensure each student has equal access to the curriculum. The development and streamlining of learning plans and the NCCD accountability document has decreased the administrative load of teachers to ensure that data is collected throughout the year rather than retrospectively at the end of the cycle. Classroom supports such as visual timetables, scaffolding and behaviour plans have been developed and implemented to further support student learning. NCCD collaboration days also ensured that students were effectively supported throughout the year. APs monitor the Learning Plans across the year to ensure that the adjustments were visible within the teaching programs. SLSO and LaST meetings were introduced at the beginning of each term to disseminate information, evaluate intervention programs, discuss students and classroom dynamics, provide professional learning experiences and training and to ensure the term is planned for and</p>

<p>Socio-economic background</p> <p>\$12,256.29</p>	<p>students receive the optimal level of support. The LaST and APs were able to monitor and evaluate adjustments to programs to ensure that students were being provided with appropriate adjustments. The collaboration days kept the evidence collection process on track and reduced the administrative load of teachers as they were supported by the LaST and given time off class to work on the documents and evidence collection. Having APs sign off every term and program collection ensured that the accommodations were sighted within classroom programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to review Learning Plans and adjustments in stage teams with APs and through collaboration days with the LaST will allow teachers who are not yet confident in identifying students to have a clearer understanding of what is involved in the NCCD process. Ongoing, annual TPL on NCCD is required for all staff. Staff require a timeline, updates through team meetings, support from the LaST and Learning and Support team and a clear lists of requirements for NCCD students. Further AP and LaST support throughout the year (perhaps during program planning days) may assist teachers with the implementation of the planned interventions and the analysis of whether the interventions are successful or need adjustments. SLSO communication and written registers have also tracked the effectiveness of interventions.</p>
<p>Aboriginal background</p> <p>\$5,378.16</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenhaven Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Annual review meetings with parents and teachers highlighted that all ATSI students are being catered for within the school. The detailed goals provided by the classroom teachers demonstrated their deep understanding of their students and how to progress them forward. Embracing the cultural diversity we have at Glenhaven, empowered our ATSI students to advocate for their cultural beliefs, feel more connected to their culture and provide a greater understanding of Aboriginal culture amongst our non-Aboriginal community. The successful introduction of Aboriginal students doing the Welcome to Country at the beginning of school assemblies was greatly welcomed by all.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to ensure annual review meetings occur enables teachers and parents the opportunity to set goals for their children and evaluate the impact these goals have on their learning and to continue to further develop and provide a greater connection to their Aboriginal culture and our school.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenhaven Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• LaST and SSLOs supported students through one on one support and small group interventions.</li> <li>• SPELD SA Literacy program introduced along with small group Synthetic Phonics and phonemic awareness introduction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supporting students within the classroom for Literacy interventions has been successful in boosting results as indicated through the PAT reading assessment and the LaST assessments (SPAT and Educheck). The SPELD SA program greatly assisted students in Years 3-5 with phonics knowledge which was evident in their spelling results. All students made progress in this program.</p> <p>Essential Assessment has assisted in assessing Mathematical skills through the text to voice function, allowing students to focus on the mathematical processes. However, difficulties in language and low vocabularies can lead to students not understanding what is required of them.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students who are consistently identified through PAT testing or LaST assessments need to be targeted and supported in the classroom. The interventions provided through small group work or one on one interventions appear to be making gains in students academic outcomes. Evaluation of PAT testing is beneficial for creating SLSO timetables and designing support programs.</p> <p>Students require support in learning the language of Mathematics to enable them to have success in Mathematics assessments and deciphering word problems. A focus on Mathematics intervention (particularly Number and Mathematical language) will begin in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$97,167.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenhaven Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> <li>• employment of LaST and interventionist teacher.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• targeted students are provided with an evidence-based intervention Multi-Lit and Rip It Up Reading to increase learning outcomes.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>• NCDD tracking system streamlined through use of Google Drive.</li> <li>• weekly learning and support team meetings to follow up on referrals and behaviour incidents.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ensuring all the data is kept in one place has enabled consistent and regular monitoring of the evidence provided for NCCD. Allowing teachers time off to work with the LaST was invaluable to ensure teachers were aware of their responsibilities and to ensure they were on board with the process. The new Learning Plan and NCCD evidence collection system has reduced the administrative load of teachers. Students with learning differences, difficulties and disabilities have been</p>



<p>Low level adjustment for disability</p> <p>\$97,167.96</p>	<p>successfully identified, supported and monitored over the last 12 months. Program adjustments and differentiation have been put in place to ensure each student has equal access to the curriculum. The development and streamlining of learning plans and the NCCD accountability document has decreased the administrative load of teachers and ensured that data is collected throughout the year rather than retrospectively at the end of the cycle. Classroom supports such as visual timetables, scaffolding and behaviour plans have been developed and implemented to further support student learning. NCCD collaboration days also ensured that students were effectively supported throughout the year. APs monitored the learning plans across the year to ensure that the adjustments were visible within the teaching programs. SLSO and LaST meetings were introduced at the beginning of each term to disseminate information, evaluate intervention programs, discuss students and classroom dynamics, provide professional learning experiences and training and to ensure the term is planned for and students receive the optimal level of support.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Ensuring there are regular TPLs on the importance and legal implications for teachers in providing adjustments and collecting evidence for students is needed to consolidate understanding. There will be more staff movement in 2023 including two new AP roles so the NCCD Timeline will support APs as they oversee their teams.  An updated NCCD timeline will be created for 2023 to further streamline the learning plan/NCCD process and a schedule has been created to ensure staff are consistently monitoring the effectiveness, identifying the students with the highest support needs and in turn adjusting interventions and use of in class SLSO support throughout the year.  - Further AP and LaST support throughout the year (perhaps during program planning days) may assist teachers with the implementation of the planned interventions and the analysis of whether the interventions are successful or need changing. SLSO communication and written registers have also tracked the effectiveness of interventions.</p>
<p>Professional learning</p> <p>\$22,100.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Glenhaven Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Evidence based classroom practices focused on explicit teaching and curriculum compliance</li> <li>• Student engagement and enrichment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Provide targeted professional learning to voluntary members of the Data Team in the platforms employed across the school</li> <li>• Provide opportunities for the Data Team to analyse data to determine next steps across the school.</li> <li>• Support the implementation of data driven practices across the school K - 6 through professional learning, user guides and targeted team teaching.</li> <li>• Rapid Action Cycles implemented and tracked across the school.</li> <li>• Essential Assessment using Common Grade K-2 new Mathematics syllabus introduced.</li> <li>• Support across school with collaboratively placing students on appropriate progressions steps through high impact professional learning and one on one support.</li> <li>• Design a scope and sequence for grapheme/phonemes instruction that also includes a majority of the Synthetic Phonics program as it has been effective in developing spelling skills.</li> <li>• Implement planned Foundational and Conceptual units from Department (Curriculum Reform, self-selected schools) for Year 1</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Professional learning</p> <p>\$22,100.00</p>	<p>Student learning has improved significantly at Glenhaven evidenced through NAPLAN, Check In Assessments and the growth that students have made on Essential Assessment and PAT assessments. This improvement is owing to all of the initiatives and a much greater focus on data informed practices, which is the Data Team's focus.</p> <p>Results in NAPLAN data indicate a significant improvement. Over 90% of staff found the Rapid Action Cycles to be useful in their classroom, with 14% identifying that the Cycles helped to hone in on their targeted group with an obvious improvement in student learning. Staff mainly used work samples and class observations as data to determine their next targeted group.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Early Stage One and Stage One teachers need to be ready and confident to implement the two new syllabuses in 2023. At this stage, the teachers are going to use the units supplied and modify them according to their cohort of students. Time will be allocated in weekly stage meetings to debrief on implementation, assessment strategies, lesson organisation and reports for Early Stage One and Year Two will have to be modified in line with the content taught.  Plotting students will continue next year and time at stage meetings will be allocated to working with the Year 2 teachers to plot students using the new Mathematics syllabus. When teachers are more comfortable with the new English units, time will be allocated to devising ways of using the progressions by taking a particular concept for example, narrative and work on that small area first.</p>
<p>QTSS release</p> <p>\$75,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenhaven Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Evidence based classroom practices focused on explicit teaching and curriculum compliance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Results in NAPLAN across the last few years has exceeded expectations. The Instructional Leader has been focused on the younger years and results show an exceptional growth in core skills that have now been seen to support improvements in student outcomes in older years.  The use of team teaching as a means to develop teacher dialogue and expertise is fully embedded in the school's culture. The use of Class Data Snapshots have successfully been utilised to form goals for 5 weekly Rapid Action Cycles.  Implementation and trialing of the new K-2 syllabus as a self-selected school and successful creation of units of work to support this document.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to support executive teachers with their capacity to improve teaching and learning strategies across the school and to support the implementation of the School Improvement Plan especially data driven practices and class snap shots of students' results and growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenhaven Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$22,000.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based classroom practices focused on explicit teaching and curriculum compliance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of an Instructional Leader to address Literacy and Numeracy learning needs and implement differentiated and personalised intervention for students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improvement in teaching capacity, personalised resources to support the hands on teaching of Mathematics and team teaching in specific identified areas in both Literacy and Numeracy as highlighted by the triangulation of both internal and external assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support for the implementation of the K-6 Literacy and Numeracy syllabus through team teaching, collaborative practices and the updating of school reports and whole school scope and sequences.</p>
<p>COVID ILSP</p> <p>\$45,366.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in Numeracy .</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved results in Numeracy evidenced by NAPLAN, Check-In and Essential Assessments. An increase in collaborative discussions with students involved in these groups across Years 3-5. PLAN2 was also used effectively for the first time utilising this funding.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support for identified students will continue however, with funding being decreased substantially this will be now focused on reading and spelling to make implementation of support of one day a week more beneficial.</p>
<p>Literacy and numeracy</p> <p>\$27,080.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenhaven Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Evidence based classroom practices focused on explicit teaching and curriculum compliance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul>

<p>Literacy and numeracy</p> <p>\$27,080.00</p>	<ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> <li>• staff training and support in literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students' NAPLAN results continue to improve as well as results from Check-In online assessments. This funding was also used to supplement the COVID ILSP initiative to enable this support to run over 5 days. This continuity was beneficial to both COVID teacher as well as class teachers. Improvement was also seen in teaching capacity, personalised resources for support of identified students and literacy initiatives such as Text Exposure program, synthetic phonics and use of Literacy and Numeracy progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to embed these processes into all classroom teaching programs and to support the implementation of the new K-6 English and Mathematics curriculum.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	230	218	210	194
Girls	208	199	185	163

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.1	93.6	95.4	89.7
1	94.1	95.6	95.7	89.8
2	95.8	93.5	94.9	88.5
3	94.2	94.6	93.0	89.7
4	95.6	93.6	93.6	86.2
5	93.6	94.2	93.9	87.5
6	95.4	96.0	94.8	87.8
All Years	95.0	94.5	94.4	88.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	11.85
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	578,413
<b>Revenue</b>	3,404,902
Appropriation	3,102,994
Sale of Goods and Services	18
Grants and contributions	298,130
Investment income	3,759
<b>Expenses</b>	-3,561,707
Employee related	-3,068,525
Operating expenses	-493,182
<b>Surplus / deficit for the year</b>	-156,805
<b>Closing Balance</b>	421,607

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	22,327
<b>Equity Total</b>	117,202
Equity - Aboriginal	5,378
Equity - Socio-economic	12,256
Equity - Language	2,400
Equity - Disability	97,168
<b>Base Total</b>	2,699,402
Base - Per Capita	99,808
Base - Location	0
Base - Other	2,599,594
<b>Other Total</b>	200,041
<b>Grand Total</b>	3,038,972

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.

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.

# Parent/caregiver, student, teacher satisfaction

## Teacher satisfaction

An in-depth analysis of the Tell Them from Me survey was conducted which was based around a focus on learning.

It was extremely pleasing to see that in all areas responses reflected a moderate to high increase in what was measured including collaboration, leadership, and parent involvement.

In some areas, specific questions received lower marks due to the actual question not being relevant in any way to our actual school setting or culture.

Results from the Eight Drivers of Student Learning has the following responses:

### Leadership

School Mean 8.1 NSW Govt Norm 7.1 Increase of 0.4

Specific high areas of success were around school leaders creating a safe and orderly school environment, being provided guidance for monitoring student progress as well as providing useful feedback on teaching practice.

### Collaboration

School Mean 8.6 NSW Govt Norm 7.8 Increase of 0.3

There was a noted consistency across all eight drivers of success in this area. It was apparent that teachers talk about strategies that increase student engagement as well as any specific learning problems that students in their class may have. Discussing assessment strategies was also extremely high which highlights the in-depth implementation of data analysis leading to quality teaching and learning programs and the implementation of Rapid Action Cycles.

### Learning Culture

School Mean 8.6 NSW Govt Norm 8.0 Increase of 0.3

Setting high expectations for student learning received exceptionally high results which highlights the core values underpinning the School Improvement Plan. The monitoring of student progress was also ranked very high and reflects the newly introduced Class Snapshots of assessment conducted throughout the year.

### Data Informs Practice

School Mean 8.5 NSW Govt Norm 7.8 Increase of 0.3

It was pleasing to note that the highest response to these eight drivers was around using formal assessment tasks to inform future lesson planning as this has been a core focus as shown in the school's Strategic Direction One. Student feedback was also highly noted and reflected on, as well as staff feeling that the assessment tasks also provided a deeper understanding of where students are having difficulty. This is a wonderful reflection on the online platforms and data analysis conducted by the Data Team to ensure data is used genuinely to identify students needs and to provide a "where to next" which ensures all students are being catered for at an individual level.

### Teaching Strategies

School Mean 8.6 NSW Govt Norm 7.9 Increase 0.3

It was strongly evident that teachers linked new concepts to previously mastered skills and knowledge. Utilising over two types of teaching strategies per lesson and providing quality written and oral feedback have been a result of the discussions and professional learning around Explicit Direct Instruction.

### Technology

School Mean 6.8 NSW Govt Norm 6.7 Increase 0.5

Responses to the relevant questions were vastly affected by the fact that technology is taught by an expert teacher in grades from Kindergarten to Year 6. Most staff felt the opportunities and expertise in this area from simple touch typing to robotics and coding were extremely high.

## **Inclusive school**

School Mean 8.6 NSW Govt Norm 8.2 Increase 0.4

Establishing high expectations for behaviour ranked extremely high and is a result of the school's PBL program with clear expectations being specifically taught across the school. Students with specific needs are a focus, as shown through both programming and delivery of quality teaching and learning activities. A need to support students who are low-performing with their assignments was also highlighted as a future direction with more detailed scaffolding.

## **Parent Involvement**

School Mean 7.6 NSW Govt Norm 6.8 Increase 0.5

Rankings in this driver were lower than in other areas. Staff felt that parents understood the expectations that were in place within the classroom and that they could work together with a parent of a child in their class to help solve problems interfering with their child's progress. Staff felt that some questions were not specifically appropriate to our school currently, however it was noted that the school has still seen an increase of 0.5.

## **Student Satisfaction**

Students in Years 4,5 and 6 participated in the Tell Them From Me Survey at the completion of 2022. Questions asked of the students were based around many areas including homework, sporting activities and their engagement in the classroom.

Results were at times conflicting which has raised the question of whether students fully understand the question that is being asked of them.

## **Social-Emotional Outcomes**

Student participation in school sports with an instructor in the school, other than in PE and participation in extracurricular activities, both increased throughout the year at a rate of 27% and 19%, which were considerable increases. The school brought in outside agencies with a full school gymnastic program, an athletic program and whole school dance program. Due to this, it was surprising that the percentage rates of participation were not higher.

Student sense of belonging has decreased slightly throughout the year with boys displaying a higher sense of belonging than girls. However, it is good to note that students with positive relationships, where students have friends at school they can trust and who encourage them to make positive choices, has increased and is considerably above the NSW Govt norm.

An average of 93% of students believed that schooling is useful in their everyday life and will have a strong bearing on their future. It was disappointing to note that only 38% of students complete homework with a positive attitude and in a timely manner. This will be an area for further investigation as to the factors which are impacting on this, whether it is after school activities or disengagement and perceived relevance of set work.

A total of 89% of students responded that they did not get into trouble at school for disruptive behaviour or inappropriate behaviour, with a result of 91% of students stating they always try hard to succeed in their learning. However, this is contradicted by the low scores for students being interested and motivated in their learning. Further investigation through Student Voice activities and student feedback will be looked at in the future.

## **Drivers of Student Outcomes**

Students clearly felt that important concepts are taught well, class time is used effectively and homework and evaluations support class objectives. They also indicated that classroom instruction was relevant to their everyday lives. As a result of the school's focus on Explicit Direct Instruction as part of the School Improvement Plan, the feedback from students that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback reflected the effectiveness of this initiative and focus area in the teaching and learning cycle.

The percentage of students who reported that they were subjected to moderate to severe physical, social, or verbal bullying or are bullied over the internet was pleasingly below the NSW Govt norm. Through analysis of varying grades responses, it was apparent that one grade reported a much higher level of verbal and physical abuse which was above the NSW Govt norm.

The school's Student Voice and Well-Being programs were utilised to ensure students feel they have someone at school who consistently provides encouragement and can be relied on for advice. In this area, again the school scored above the NSW Govt norm with students also feeling teachers are responsive to their needs.

The culture of high expectations with an emphasis on academic skills was high with an increase from the beginning of

the year.

### **Parent Satisfaction.**

Due to the low number of parents completing the Tell Them from Me survey the results could not be validated. The school decided to compose their own survey which contained similar questions as in the past with additional ones to gather a deeper and more relevant opportunity for parents to provide feedback.

A total of 79 families responded from a total of 248. Participation in this survey is an increase from the 7 responses achieved the previous year. Participation rates were the highest in Year 6 followed by Year 4 with the least responses from Kindergarten, however it should be noted that this is the smallest cohort across the school.

### **Parents and Citizens**

It was surprising that 40% of parents responded that the school has a dedicated Facebook page when in fact the school does not. This was obviously confused with the P and C Facebook page with this needing further clarification.

A total of 10 responses confirmed that they were a member of the school's P and C with 70% being open to assisting the P and C with the organisation of events.

### **Communication**

A total of 83.54% of respondents replied that they regularly look at the school newsletter. The preferred form of communication was:

email 70%

classroom dojo 20 %

school newsletter 10 %

school website 1% approx.

The school's communication was rated extremely high with over 80% of respondents ranking the school in the top two bands. This was pleasing considering the issues the school has had with technology platforms over the last few months.

### **Homework**

All respondents agreed that their child received regular homework with only 3 responding that they do not help their child at all. A low number of parents stated they only check it the night before with parents equally spending time with English and Mathematics and support for larger assignments being around 20% each. Personal feedback should be noted that some parents raised the issue that they were not able to tick more than one box which has made results lower than occurring. This will be noted for future surveys.

### **Participation**

Nearly 40% of parents reported that their child was in a PSSA team and 16% in Dance Troupe. A reported 30% were not involved in any activity. With no parents reporting that their child was involved in academic opportunities, the school will move to focus on ensuring the community is aware of what is offered. In 2022, this has included Glenhaven Gazette for talented writers, GATEWAYs initiatives, Tournament of the Minds, Glenhaven Gallery, and extension programs in Mathematics at Castle Hill High School.

Over 70% of parents felt that Glenhaven Public School provided ample opportunities for their child to excel outside the classroom with 10% stating it did not apply to their child.

As the school decreases in numbers, the available members of staff to run these programs will also decrease which will impact opportunities. The school will continue to investigate ways to minimise this.

### **Reporting**

A total of 72% of parents felt that their child's academic report explains what their child can and cannot do with 20% neither agreeing nor disagreeing. Due to the fact that the students in Kindergarten have not received a formal report yet, this is understandable.

### **Expectations**

It was pleasing to note that 80% of parents responded that Glenhaven Public School sets high expectations for their child

to achieve academic success and a similar percentage feel that their child's classroom teacher caters for a range of learning styles.

Teachers creating an environment where expectations are clear was responded to as extremely high and reflects the success of the school's PBL classroom structures as well as Classroom Expectations being displayed through all classrooms.

Students being motivated to achieve their best received over 70% of parents agreeing or strongly agreeing with 20 % not being able to respond.

Most students were reported to understand the steps needed to improve his or her work which reflect on the school's focus on Literacy and Numeracy progressions as well as constructive oral and written feedback from staff. Excursions and other activities outside the classroom were reported to be an effective learning tool for students.

## **Well-Being**

When asked about whether parents were confident in their own ability to help their child deal with his or her emotions, 76% felt either extremely confident or quite confident. Over 12% only felt slightly confident or not confident at all.

Over 80% of parents responded that they would be interested in attending a professional psychologist session to explain childhood anxiety and how this impacts the household.

Most parents responded that they were extremely confident or quite confident in helping their child deal with their emotions appropriately.

As part of the school's well-being program, initiatives for parents are already being planned regarding support in this area with 90% indicating they would be open to attending seminars in a variety of identified areas.

Parents were asked whether their child felt comfortable informing a teacher regarding playground, friendships or personal issues. Over 60 % strongly agreed or agreed, with over 30% neither agreeing or disagreeing.

## **Learning**

Over 95% of respondents agreed or strongly agreed that parents, students and teachers have a shared responsibility for student learning.

Many parents felt that they were confident that they could motivate their child to try hard in school with only 4 respondents not being confident at all.

Parents reported that an average of 70% of students read up to 30 minutes a day for enjoyment and 30% from 30-60 minutes. A total of 6 responses stated that their child reads approximately 60-90 minutes a day.

## **Technology**

Parents were asked how long their child spends at home on an individual technological device (including gaming, iPad, laptop, phone or game console)

Results per day were:

0-1 hour 24%

1-2 hours 26%

2-3 hours 15%

3-4 hours 5%

Weekend use only 25%

Homework use only 4%

Parents responded that they felt their child was familiar enough with the school's technology to be ready to cope with the technological demands of NAPLAN online and the use of the school's online assessment platforms. Over 58% felt they were either extremely familiar or very familiar with 33 % percent feeling they were somewhat familiar.

## **School Environment**

Parents were asked if they would be available to attend a working bee (for a few hours) if the school was able to hold one towards the end of the term.

Only 55% replied they were likely to attend with 45% stating they were not likely to.

Responses regarding whether parents considered school grounds and facilities to be in good condition, showed over 90% responded that they were either very high quality or high quality. This is a direct reflection on the partnerships over many years between the school and the P and C collaborating to improve school grounds and providing exciting and innovative facilities. This includes play equipment, outdoor seating and a sand pit to be constructed in 2023.

When asked about how many times a parent has been able to assist the school in any capacity, nearly 70% replied almost never or once or twice with 10% stating weekly or more.

### **Leadership**

Nearly 60% of parents felt that a Year 6 student, should be able to hold multiple leadership roles.



# Policy requirements

## Aboriginal Education Policy

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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

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.