

2023 Annual Report

Glenhaven Public School



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Introduction

The Annual Report for 2023 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.

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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 so 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 280 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	2023 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	Excelling
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

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

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

QTSS release

Professional learning

Per capita

AP Curriculum & Instruction

Summary of progress

Data Team

Targeted professional learning at stage levels was provided to all staff members. Throughout this time staff were also surveyed on the positive and more challenging aspects of data collected across the school. This enabled opportunities for the data team, led now by a new Assistant Principal, to analyse data to determine the next steps. The data walls were updated throughout the year and then analysed to reflect the variety of internal and external assessments. Through continuing 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. 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. Succession planning has proved to be successful with new leaders of this initiative doing an outstanding job. Future focus will be on the introduction of DIBELS assessment and an attendance pyramid in the data room to allow relevant conversations on any links between achievement and attendance rates.

Rapid Action Cycles

To support the implementation of data driven practices across the school, Rapid Action Cycles continued to be 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. It proved to be more successful and relevant with making these targeted groups a focus for 7 to 8 weeks, which allowed for interruptions such as camps, excursions and other events on the school calendar. This initiative will continue owing to its success and the high level of buy in from staff, however, it will take the form of fortnightly meetings with the APc& I in the data room to discuss plans for these nominated children with both LaST and APC&I providing additional support to these students.

Further attention and discussions will continue to encourage 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, was modified throughout the year after in depth feedback from staff. These snapshots were changed to an excel spreadsheet formation to allow staff to manipulate the data for their own class use and to aid in the preparation of individual differentiated teaching and learning experiences. Data was collected from NAPLAN, Check-In, Essential Assessment and PAT reading assessments. These snapshots were built throughout the year with teacher feedback being critical to their success.

Rapid Action Cycles provided 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.

Staff found that class data sheets were useful when planning future lessons as well as finding them useful to guide student learning. There was an increase in staff stating 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 however, staff still found that they would focus on those students who were finding it more challenging to reach grade expectations. This will be an area of focus for next year.

The new class snapshots excel proforma has proved to be extremely beneficial as it enables staff to manipulate the various amounts of data according to specific needs. They can rank students' abilities in many areas of Literacy and Numeracy and can be added to each year. This has resulted in a fluid data sheet of all students which can also be easily transferred to new classes each year to enable staff to have valuable data at the beginning of each school year for students within their class.

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 to feedback from students and staff. Staff who were implementing the new curriculum K-2 continued to conduct these very explicit text lessons.

An important part of this initiative also included observations by the APC&I 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.

Focus continued 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. With the new curriculum being introduced next year 3-6 concerns were that with the impact of this, that text exposure may not maintain its focus. Therefore, as part of the RFF program these one hour lessons will be taught by both library and curriculum reform support teacher to ensure the longevity of this successful program.

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
Target for end of 2023 is that 50% of students are working 10 months or more beyond expected levels in Number based on Essential Assessment data.	<p>At the end of 2023, 51% of students are working 10 months or more beyond classroom expected levels in Number. Out of the 226 students tested, the following were 10 months or beyond:</p> <p>Year 1 = 22/41</p> <p>Year 2 = 20/35</p> <p>Year 3 = 15/41</p> <p>Year 4 = 36/55</p> <p>Year 5 = 22/54</p> <p>115/226 students are 10 months or beyond = 51% of students.</p>
Target for the end of 2023 is that 40% of students are working 10 months or	At the end of 2023, 26% of students are working 10 months or more beyond classroom expected levels in Measurement and Geometry. Out of the 226

<p>more beyond classroom expected levels in Measurement and Geometry based on Essential Assessment data.</p>	<p>students tested, the following were 10 months or beyond:</p> <p>Year 1 = 7/41</p> <p>Year 2 = 17/35</p> <p>Year 3 = 8/41</p> <p>Year 4= 23/55</p> <p>Year 5 = 5/54</p> <p>60/226 students are 10 months or beyond = 26% of students.</p>
<p>Target for the end of 2023 is that 40% of students are working 10 months or more beyond classroom expected levels in Statistics and Probability based on Essential Assessment data.</p>	<p>At the end of 2023, 40% of students are working 10 months or more beyond classroom expected levels in Statistics and Probability. Out of the 222 students tested, the following were 10 months or beyond:</p> <p>Year 1 = 12/39</p> <p>Year 2 = 10/35</p> <p>Year 3 = 12/39</p> <p>Year 4= 35/55</p> <p>Year 5 = 20/54</p> <p>89/222 students are 10 months or beyond = 40% of students.</p>
<p>Projected target for PAT Reading in the 80th percentile and above for 2023 is predicted to be that 29% of students are in this bracket when compared with their grade.</p>	<p>At the end of 2023, 43% of students are in the 80th percentile or higher bracket when compared to their grade. The break down of grades are as follows:</p> <p>Year 1 = 20/43</p> <p>Year 2 = 23/37</p> <p>Year 3 = 12/41</p> <p>Year 4 = 29/60</p> <p>Year 5 = 20/55</p> <p>Year 6 = 24/63</p> <p>Therefore, 128/299 students tested are in the 80th percentile or higher when compared to their grade.</p>
<p>Staff continue to consolidate the use of progressions.</p>	<p>Staff are confident in the use of the progressions especially in the area of individual plans and reporting when looking at "where to next".</p>
<p>School Excellence Framework.</p> <p>School self-assessment of the elements in Teaching Domain: Professional Standards: Literacy and Numeracy Focus: indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Literacy and Numeracy focus to be Excelling which is at target.</p>

<p>School Excellence Framework.</p> <p>School self-assessment of the element Teaching Domain: Data Skills and Use: Data Literacy indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Data Literacy to be Excelling which is at target.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Learning Domain: Assessment: Formative Assessment indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Formative Assessment to be Excelling which is at target.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Learning Domain: Assessment: Student Engagement indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Assessment: Student Engagement to be Excelling which is at target.</p>
<p>An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022.</p>	<p>There was an increase in Check-in Assessment mean scaled score for numeracy in Year 3 of 6.5% and Year 5 of 3.5% for 2023 compared with Year 3 and Year 5 in 2022.</p>
<p>An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022 was not achieved. In Year 3 a decrease of 1.5% was recorded and for Year 5 a decrease of 3.5%.</p>

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

Purpose

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

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

Per capita
AP Curriculum & Instruction
Professional learning
QTSS release

Summary of progress

English and Mathematics Curriculum

The new curriculum K-2 was fully implemented throughout the year. It was evident that the staff and school benefited from the fact that the school had been a self-nominated school the prior year and had worked through and adapted the many units of work in Year 1 classrooms.

Early Stage One and Stage One teachers were confident to implement the two new syllabuses, with time being allocated in weekly stage meetings to debrief on implementation, assessment strategies and lesson organisation.

Reports for Early Stage One and Year Two were modified and refined to align with the new syllabuses with indicators that ensured that there was a clear progression of learning. These reports will be further modified next year once K-6 are embracing the new English and Mathematics curriculum.

In depth professional learning as well as collaborative discussion was held throughout Term 4 to unpack the 3-6 curriculum in team groups, mentored and supported by K-2 staff. Units of work, with links to the syllabus itself, were the main focus of professional learning afternoons. Collaboration with the school's Librarian and text selection were vital to enable high quality Literacy resources to be purchased prior to the commencement of the new year.

Scope and sequences were developed to ensure syllabus outcomes were being covered adequately according to NESA regulations.

At the completion of the year, staff were confident in embracing the new curriculum and indicated they felt prepared and possessed a clear understanding of the research base at the core of this curriculum.

A focus will be to ensure time is continued to be allocated to staff for discussion of the provided units of work and to ensure that an understanding is embedded across the school to continue to focus on quality explicit teaching and not revert to only focusing on delivering the content to complete all aspects of the provided units of work.

Curriculum reform support will be supplemented by the school to an hour a week. All staff will have an hour a fortnight to meet with the APC&I to discuss specific students, the new curriculum, required support and collaborative discussion on areas of concern.

Explicit Direct Instruction

Professional learning activities were revised throughout the year on Explicit Direct Instruction based on John Hollingsworth's research. Through visits and demonstration lessons from the APC&I, these key structures to an explicit lesson were continually embedded. Observation lessons from grade supervisors continued to focus on well crafted lessons. The text exposure program will continue to be key in maintaining and developing teaching process in all classrooms.

Spelling

The Department Diagnostic Spelling assessment was administered K-6 with data being analysed and used as a benchmark to track individual student growth and identify school trends. This data was presented to staff in stage teams to inform planning for Spelling in 2024.

APC&I and relevant executive staff attended a two day professional learning presentation on Explicit Teaching in Spelling (SPELD NSW). This then progressed to networking across a variety of schools to share resources and view programs in action.

This has resulted in the development a K-6 Spelling Scope and Sequence and lesson planning aligning the new English syllabus with best practice in the explicit and systematic teaching of spelling.

Demonstration lessons were provided across the school as well as numerous high impact professional learning sessions. This new scope and sequence will be implemented in all class teaching and learning practices and be frequently reflected on during curriculum reform meetings.

Reading

The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment K-6 was implemented and measured the acquisition of literacy skills. The data collected from this was analysed to detect those students at risk and monitor the development of Literacy and Numeracy skills. These results were triangulated with existing data from PAT Reading assessments as well as NAPLAN and Check-In results where available.

The data was used as a benchmark to track individual student growth and to identify school trends. Students who were identified and considered to be at risk were then monitored, placed on learning and support initiatives and discussed during curriculum reform sessions.

Future directions in this area will be to collate whole school data from this new assessment platform to identify areas for future professional learning or intervention initiatives.

High Impact Professional Learning

Staff were surveyed through Google Forms in regard to professional learning sessions every 5 weeks to determine impact 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. This was a change from every week as staff feedback was that this was too frequent and with it being over a longer period of time, staff could be part of the sequential steps in the school's professional learning timetable and therefore have a clearer vision of its impacts and directions.

Results were shared with staff on Google Drive and discussed regularly 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 feedback to help executive as professional learning presenters, to improve.

Future directions will be to have a focus on grade and stage professional learning more frequently, especially in regard to the new curriculum. Whole school sessions will still hold an important place, especially in regards to other aspects of teacher development.

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>Staff evaluation survey on High Impact Professional Learning reflects an increase in the area of:</p> <ul style="list-style-type: none"> 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%) Measure the impact of professional learning on student progress and 	<ul style="list-style-type: none"> Understanding the link between teaching practice and student needs resulted in Sustaining and Growing (20%) and Excelling (80%) which exceeds targets, Measuring the impact of professional learning on student progress and achievement resulted in Sustaining and Growing (37%) and Excelling (63%) which exceeds targets.

<p>achievement from Delivering (60%) Sustaining and Growing (30%) and Excelling (10%) to Sustaining and Growing (50%) and Excelling (50%)</p>	
<p>80% of students achieve expected growth in school assessments.</p>	<p>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.</p>
<p>An increase in teacher survey scores in Tell Them From Me Eight Drivers of student learning in:</p> <ul style="list-style-type: none"> • Teaching Strategies from 8.8. to 9.0 • Collaboration from 8.6 to 8.9 	<p>In 2023, there were 14 respondents to the teacher Tell Them From Me survey. Within the eight drivers of student learning, and of the teachers who responded to the survey, the average score for teaching strategies was 8.5 compared to the State Government Norm of 7.9. This was led by students receiving written feedback on their work at least once every week scoring 8.8.</p> <p>The school scored 8.1 for collaboration compared to the State Government Norm of 7.8. The forefront of this driver of student learning was discussion of learning problems of particular students with other teachers scoring 8.9.</p>
<p>An increase in student survey scores in Tell Them From Me in Student Outcomes in:</p> <ul style="list-style-type: none"> • Positive teacher-student relations from 8.4 to 8.6 • Effective learning time from 8.4 to 8.6 • Expectations of Success from 9.0 to 9.1 	<p>Of the 178 students in Years 4-6, the feeling that teachers are responsive to their need and encourage independence scored 7.4.</p> <p>The feeling that important concepts are taught well with class time used effectively scoring 7.2.</p> <p>These students also reported that staff emphasise academic skills and have high expectations for success scoring 8.1.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Teaching Domain: Effective Classroom Practice: Explicit Teaching indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Effective Classroom Practice: Explicit teaching to be excelling which is at target.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Leading Domain: Educational Leadership: High Expectations Culture indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Educational Leadership: High Expectations Culture to be excelling which is at target.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Leading Domain: Educational Leadership: Instructional Leadership indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Instructional Leadership to be excelling which is at target.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Teaching Domain: Learning and Development: Collaborative practice and feedback indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of collaborative practice and feedback to be excelling which is at target.</p>

Purpose

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

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

Low level adjustment for disability

Summary of progress

High Potential and Gifted Education Policy

The school Data Team continued to triangulate 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. The Rapid Action Cycles were also utilised in this area.

Support provided through the APC&I 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 Gallery to showcase the school's artistic students and an increase in the number of students offered and accepting places in a variety of GATEWAYS programs. Two identified students were also invited to attend Year 8 Extension 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 revisiting the policy and the introduction of talented mathematics groups. These students in Year 5 and 6 will take part in the Maths Olympiad program and will have weekly working mathematically challenge activity sessions to develop their expertise.

Well-being program

The school continued to implement the "You Can Do It!" well-being program with regular discussions at stage level on the challenge of allocated time for this initiative. 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 behaviors at school. A whole school and staff program was run by Small Steps in the area of anxiety which has seen an increase in student identification. There was also a parent information session run by Small Steps.

Moving forward, the school will be looking at other initiatives to supplement this program as the need for students to regulate their behavior increases in some grades. "You Can Do It!" will be refined to have an explicit focus in Term 3, 2024 where it will be taught as part of the new PDHPE Scope and Sequence.

Student Voice

Student Voice was incorporated into the daily life and decision making structures of the school. The SRC continued to play an important role within the school with the highlight being a written request to the P and C for funding of additional flagpoles to fly the Aboriginal and State flags. Consultation played an integral part in decisions for playgrounds,

equipment and fundraising initiatives.

Within classrooms, a variety of opportunities were provided to students in regard to routines, structures and class rules within their room.

Year 6 students played an important role in their end of year celebrations as well as designing a relevant and school related wall art for the brick walls outside their classrooms.

Future directions will continue to focus on students knowing they have a voice and that decisions across the school are made with them at the centre of these decisions. It is hoped that the sense of belonging will continue to increase through these procedures and opportunities.

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>Student results in the Tell Them From Me student survey are based on 178 respondents across Years 4-6.</p> <p>69% of students surveyed demonstrated a sense of belonging and were feeling valued by their peers. This is a reflection of state decline in this area.</p> <p>71% of students felt they had someone to turn to for advice and someone who would consistently advocate for them. Only 54% of students were interested and motivated in their learning, however it is interesting to note that 83% believe schooling will be useful in their everyday life.</p> <p>It is also of importance that within the social-emotional wellbeing survey, 95.15% of students reported that they get along well with their teacher.</p>
<p>Attendance Data</p> <p>96% of students attending = or >90% of the time.</p>	<p>67.5% of students attended >=90 % of the time which is an increase of over 20%.</p>
<p>Tell Them From Me survey on student engagement shows improvement of 'Students with positive homework behaviour' increased from 60% to 64%.</p>	<p>39% of students reported having a positive attitude towards homework which is an area that will require further attention in partnership with parents.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Learning Domain: Wellbeing: A planned approach to Wellbeing indicates an improvement from Sustaining and Growing to 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>School Excellence Framework</p> <p>School self-assessment of the elements Learning Domain: Learning Culture: High Expectations indicates an improvement from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Learning Culture: High Expectations to be Sustaining and Growing which is below target.</p>
<p>School Excellence Framework</p> <p>School self-assessment of the elements Learning Domain: Learning Culture: Attendance indicates an improvement from Sustaining and Growing to 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>There was an increase in the number of students being identified and catered for from the four domains of High Potential and Gifted Education Policy implementation. This increase can be contributed to the use of Rapid Action Cycles as well as data class snapshots being a springboard for collaborative discussions, including early identification.</p>
<p>Increased participation in GATEWAYS programs by 20%.</p>	<p>There was an increase in the number of students participating in GATEWAYS programs by over 20% .</p> <p>The school also offered more opportunities throughout the year which supported this increase.</p>
<p>Increased number of parents <i>Supporting learning at home</i> as indicated from the Tell Them From Me survey by:</p> <p>Increase from 6.9-7.2</p>	<p>The Tell Them From Me Parent report was based on 43 respondents. The school average for <i>parents support learning at home</i> disappointingly scored only 5.9.</p> <p>Praising your child at school scored 6.5 whereas talking about how important school work is only scored 5.2.</p> <p>This will be a focus area in 2024.</p>
<p>Increased student engagement reflected in growth in</p> <ul style="list-style-type: none"> • all students in Essential Assessment • all students in PAT testing - Reading and Vocabulary 	<p>Growth was seen in both assessment platforms. Staff sharing results and providing feedback in these has supported this increase and engagement as students have been able to see clear links to their learning process and what they need to do next.</p>
<p>Social-Emotional Wellbeing survey shows an increase in students identified as Highly Developed to be increased by 4% from 31% to 35%</p>	<p>161 students completed the Social-Emotional wellbeing survey in 2023. The overall social-emotional wellbeing of students at Glenhaven Public School showed 13% of students at very highly developed and 21.1% of students at highly developed. This totals 34.1% of students ranking at highly or very highly developed sense of wellbeing.</p>
<p>Decrease by 35% in the number of late arrivals to school, as measured by school attendance data.</p>	<p>Late arrivals continue to decrease since last year. This cannot be measured accurately as a percentage as a reduction in enrolment numbers has affected the data. However, it has been evident that the new system through School Bytes, with automated messages being sent to parents as well as clear and frequent communication in regard to attendance and arrival times, has been beneficial.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for targeted professional learning around managing challenging behaviours in the classroom, strategic support of students with Autism and other curriculum based withdrawal programs. • Consultation with external providers for the implementation of target support for students diagnosed with anxiety. • Employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Staff were better able to manage behaviour of students using consistent language, management techniques and follow plans with greater autonomy when assisting students with emotional regulation. The whole school approach empowered teachers to support the students during RFF sessions, excursions, incursions, school sport and in the playground so they knew the students' triggers and were aware of the approach to assist with deescalation and emotional regulation. This led to consistent daily execution of the management plans and gave the students the best chance of success. The extra support assisted students with emotional regulation which lead to improved engagement in the afternoon session and a calmer classroom environment for the other students.</p> <p>After evaluation, the next steps to support our students will be: An assessment of current needs of the student population determined that staff professional development sessions would include training in the area of ASD and behaviour management to raise awareness of best practice and evidence based techniques with a focus on ADHD.</p>
<p>Socio-economic background</p> <p>\$12,506.72</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • NCDD tracking system streamlined through use of Google Drive. Staff TPL covering the NCCD process including the four phases of planning, implementation, validation and reflection run by APLAS • Introduction of a quiet play space to support students with sensory overload in the playground • Learning plans and systems of evidence collection streamlined through collaboration and consultation with all stakeholders for students on the NCCD • Weekly learning and support team meetings to follow up on referrals and behaviour incidents <p>The allocation of this funding has resulted in the following impact: Ensuring all the data is kept in one place has enabled consistent and</p>

<p>Socio-economic background</p> <p>\$12,506.72</p>	<p>regular monitoring of the evidence provided for NCCD. It was our goal to use Sentral more effectively to track student counsellor referrals this year to ensure that all stakeholders can quickly track the progress of a referral. With the move to using School Bytes, we will reevaluate the method for tracking referrals using this new program. This will be developed this year and streamlined next year. Allocating teachers' time to collaborate with the LaST was invaluable to ensure teachers were aware of their responsibilities and to ensure they were on board with the process, including evidence to confirm that accommodations are consistently made and adjusted throughout the term to support students.</p> <p>After evaluation, the next steps to support our students will be: The NCCD timeline document was developed but underutilised. Next year we would like to add discussions about NCCD and learning plan progress to stage meetings more often so that teachers are given the opportunity to raise questions and concerns within their stage at the appropriate time of the data collection cycle. The adjustment record will indicate the true scope of interventions and time investment in each student requiring interventions so that everything that is being done is also seen.</p>
<p>Aboriginal background</p> <p>\$4,728.20</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SSLOs supported classroom teachers to achieve these goals through small group or one to one instruction. • Aboriginal Pathways document was modified to be more streamlined and to follow the student through primary school. Goals were set and support needs were identified and monitored <p>The allocation of this funding has resulted in the following impact: ATSI students are catered for individually. Their goals are annually reviewed and evaluated to ensure they are able to access the curriculum and are moving forward. Parents are involved in the goal setting process to ensure they are on board with the direction their child is moving and to discuss any cultural impacts on their learning.</p> <p>After evaluation, the next steps to support our students will be: Improving this document would ensure that we have access to the information needed to support each ATSI student academically and culturally. It would also improve the relevance of the Aboriginal perspectives that are embedded throughout the curriculum.</p>
<p>English language proficiency</p> <p>\$6,796.01</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives • LaST and SLSOs supported students through one on one support and small group interventions • SPELD SA Literacy program introduced along with small group synthetic

<p>English language proficiency</p> <p>\$6,796.01</p>	<p>phonics and phonemic awareness instruction</p> <ul style="list-style-type: none"> • MultiLit program run by SLSO <p>The allocation of this funding has resulted in the following impact: Discussions and classroom based evidence indicates that students who struggle in Literacy also struggle with the assessments and word problems in mathematics. Essential Assessment has assisted in assessing mathematical skills through the text to voice function, allowing students to focus on the mathematical processes.</p> <p>After evaluation, the next steps to support our students will be: We will strive to build more targeted mathematical language support into the 2024 timetable to further assist students affected by this deficit.</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student engagement and enrichment • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Targeted students are provided with an evidence-based intervention such as Spelling Mastery and Multi-Lit to increase learning outcomes • 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 <p>The allocation of this funding has resulted in the following impact: Continuing to ensure all the data is kept in one place, has enabled consistent and regular monitoring of the evidence provided for NCCD. The new Learning Plan and NCCD evidence collection system has reduced the administrative load of teachers with teachers being more prepared for these meetings than in the previous years. SLSO and LaST meetings continue to be held 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>After evaluation, the next steps to support our students will be: An updated NCCD timeline will be created for 2024 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. A future partnership with the new APC&I will be developed to work with staff utilising data from internal and external assessments with a focus on individualised instruction as part of the new curriculum reform.</p>
<p>Professional learning</p> <p>\$22,119.53</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Evidence based classroom practices focused on explicit teaching and curriculum compliance

<p>Professional learning</p> <p>\$22,119.53</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher relief for staff engaging in professional learning • Curriculum reform directive • Presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • Middle Leadership development and APC&I implementation. <p>The allocation of this funding has resulted in the following impact: Supported the implementation of the new curriculum specifically K-2 Literacy and Numeracy by providing grade and stage time to collaboratively unpack the provided units of work and make necessary adjustments to ensure teaching and learning delivery catered for all levels and abilities within the classroom. Provided opportunity to support a variety of staff to further develop identified areas of need or leadership capabilities.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the implementation of new Literacy and Numeracy curriculum with a focus on 3-6, including the provision of staff support through the Curriculum Reform directive. Collaborative activities with APC&I to support the identification of students at all levels, incorporating triangulated data from school and external sources to directly identify, monitor and direct future programming to ensure students are achieving their full potential.</p>
<p>QTSS release</p> <p>\$70,192.22</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Evidence based classroom practices focused on explicit teaching and curriculum compliance • Whole School Data Driven Practice and Assessment. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional time to existing APC and I allocation to support the implementation of K-2 curriculum and improvement and support in teaching pedagogy. • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Assistant Principals provided with additional release time to support classroom programs and school policies and organisation. • Administer whole school assessments to drive future teaching and learning directions. <p>The allocation of this funding has resulted in the following impact: Improved confidence with the implementation of the new K-2 curriculum in Literacy and Numeracy with units of work evaluated and modified accordingly. Resources were purchased to support this initiative and successful team teaching and feedback sessions have developed teachers' capacity in this area. The implementation of DIBELS (Dynamic Indicators of Basic Early Literacy) to measure the acquisition of literacy skills. This data was analysed to detect risk and monitor the development of literacy and reading skills across the school. Benchmarks were developed to track individual student growth and identify school trends including those students at risk.</p> <p>After evaluation, the next steps to support our students will be: To implement the new K-6 Spelling Scope and Sequence ensuring the alignment with the new English syllabus with best practice in the explicit and systematic teaching of spelling. To timetable in grade time with APC&I to look at data and collaboratively plan for specific and targeted interventions</p>

<p>QTSS release</p> <p>\$70,192.22</p>	<p>of all students in the class. To update the Data room to include these whole school assessments with Essential Assessments and NAPLAN.</p>
<p>COVID ILSP</p> <p>\$16,544.47</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition for 4 hours a week. • Providing targeted, explicit instruction for student groups in literacy/numeracy - with a focus on Spelling. <p>The allocation of this funding has resulted in the following impact: Students were given one to one support in identified areas throughout the year with a focus on Years 3-6 students due to the fact that these students were affected by the COVID pandemic. Although students still benefited from this initiative, the decreased funding has resulted in less impact than in previous years.</p> <p>After evaluation, the next steps to support our students will be: Utilising these funds to support students in the classroom through the employment of SLSOs which will result in more flexibility of addressing student needs and can be incorporated into existing programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	218	210	194	173
Girls	199	185	163	156

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.6	95.4	89.7	94.0
1	95.6	95.7	89.8	92.5
2	93.5	94.9	88.5	93.9
3	94.6	93.0	89.7	93.4
4	93.6	93.6	86.2	92.3
5	94.2	93.9	87.5	90.5
6	96.0	94.8	87.8	92.0
All Years	94.5	94.4	88.3	92.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.6
Classroom Teacher(s)	11.64
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	421,607.49
Revenue	3,523,097.11
Appropriation	3,193,895.15
Grants and contributions	314,522.06
Investment income	13,771.08
Other revenue	908.82
Expenses	-3,218,805.09
Employee related	-2,763,285.60
Operating expenses	-455,519.49
Surplus / deficit for the year	304,292.02
Closing Balance	725,899.51

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	121,199
Equity - Aboriginal	4,728
Equity - Socio-economic	12,507
Equity - Language	6,796
Equity - Disability	97,168
Base Total	2,554,168
Base - Per Capita	92,913
Base - Location	0
Base - Other	2,461,255
Other Total	252,840
Grand Total	2,928,207

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The Partners in Learning parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. In 2023, 43 parents responded to this survey providing feedback about communication, learning, behaviour and inclusivity.

In relation to communication, the school scored an impressive 7.5 out of 10 when parents were asked 'if there were concerns with my child's behaviour at school, the teachers would inform me immediately'. This score ranks in the top 20% of schools participating in the survey across the state. 51% of respondents also reported that they had spoken to the school more than three times in the year about their child's learning and/or behaviour.

When examining parents' perception of student learning, expectations of their child to work hard and be encouraged to do their best work both scored 7.7 out of 10. This places the school in the top half of all schools who participated in this survey.

Student behaviour scored highly across the full range of questions. Pleasingly, 'My child is clear about the rules for school behaviour.' scored 8.5 out of 10 placing our school in the top 10% of schools for this area. Parent responses also recorded a result of 8.3 out of 10 for going safely going and from school as well as feeling safe at school.

When asked if the school is a culturally safe place for all students, 79% of respondents either agreed or strongly agreed with a further 12% being neutral in opinion, 86% of parents would highly recommend our school to other parents.

The student survey is designed to assist the school in planning and identifying improvement initiatives, as well as monitoring their progress. In 2023, 178 students participated in this survey (Years 4-6). 69% of students reported a positive sense of belonging compared to the state norm of 81%, however 85% of students reported have positive relationships evidencing their misunderstanding of the sense of belonging question. Pleasingly, only 29% of students surveyed expressed they were victims of bullying compared to the state average of 36%.

When asked about positive teacher-student relations, students scored 7.4 out of 10 when specifically asked if they feel teachers are responsive to their needs. When asked about future aspirations, 72% of students expected to go to university. This is supported by students' perception that teachers hold high expectations for them to succeed scoring 8.1 out of 10.

A secondary student survey examining social and emotional wellbeing trends, was undertaken by 307 students in 2023. This survey provided additional information pertaining to feelings and behaviours as well as internal strengths. Overall, 26.1% of students reported that they have very highly developed skills in this area compared to national norms of 23.8%. This result is quite impressive considering the Year 2 cohort results have significantly skewed these results with only 13.5% reporting highly developed skills. This leads to a feeling that these students have perhaps misinterpreted the questions presented in this survey.

When asked about feeling safe at school and free from danger, 83.3% of students agreed with this statement. Again, this result was significantly brought down by Year 2 boys responses. If this data is discounted, 86.9% of the remaining students across the school agreed to feeling safe and free from danger at all times.

The teacher survey is designed to assess the most important drivers of student learning as well as the dimensions of classroom and school practices. The survey provides data based on the responses of 14 teachers, reflecting 93% of teachers at the school. When posed with 'I work with school leaders to create a safe and orderly school environment', teachers scored 8.9 out of 10 compared to the NSW norm of 7.1 out of 10. Teaching staff also scored leadership support during stressful times and taking time to observe teaching 8.6 and 8.8 respectively.

In relation to collaboration, discussing learning problems of particular students scored 8.9 out of 10 compared to the NSW norm of 7.8. The other areas of collaboration to note are discussing assessment strategies (8.4), talking to teachers about strategies to increase engagement (8.8) and sharing lesson plans and materials (8.4).

When questioned about learning culture, teachers scored setting high expectations as 9.1 out of 10 and discussing learning goals for most lessons at 8.8 and the same for providing written feedback on their work. Teachers report that assessments help them understand where students are having difficulty (9.1 out of 10) and using results from assessments to inform future planning (8.9).

Looking at school inclusivity, teachers attempting to understand learning needs of students with additional needs scored 8.9 out of 10. Establishing clear expectations for behaviour (9.2), creating opportunities for success (8.8) and including students with additional needs in class activities (8.9) all scored higher than the NSW norm of 8.2.

Finally, 100% of teachers reported agree or strongly agree that they feel they belong at this school. Furthermore, all teachers feel well supported in their job.

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 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

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.