Glenhaven Public School
Annual School Report 2013
School context
Glenhaven Public School is a co-educational school with 423 students enrolled. Approximately 11% of students are from a non-English speaking background.
In 2013 the school formed 17 classes including five Stage 2 classes, four Stage 3 classes and 3 Kindergarten classes which have been a common trend for many years.

Principal’s message
2013 has been an outstanding year for students, staff and the community at Glenhaven Public School. This report highlights many achievements, both academic and cultural of our school
Students continue to become more engaged through quality teaching and learning experiences. Professional learning for staff took priority, ensuring that all students accessed rich, quality teaching and learning opportunities. A highlight was the schools amazing achievement in winning the 17th Series of “Its Academic”, showcasing the school’s ability to succeed in both the academic and cultural arenas.
I would also like to commend the dedicated, hardworking and committed support, teaching and administrative staff at Glenhaven Public School whose dedication to our students ensures that our school continues to be “The Only Place to Be”
School partnerships based on mutual trust and respect continue to be the cornerstone of the success of Glenhaven Public School. Our community provides a rich source of information and expertise which can only strengthen our school.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.
Kerry Maxwell
Principal

P & C message
A huge thank you to all the families who have supported the P & C in 2013 through selling/buying some chocolate Easter Eggs, running a stall at the Spring Fair, working in the canteen, running the Uniform Shop or second hand uniform, coming along to our famous Trivia Night, buying a calendar or making a lovely Gingerbread House with your kids. All of you have helped make Glenhaven Public School a better place for our kids to learn!
All of the fundraising for this year has allowed the P & C to pay for additional support teachers in the classrooms, replace all of the blinds in the demountable classrooms, and also to have the interior of the demountables painted over the summer holidays. The intention is to have the demountables re-carpeted early this year now the playground outside is no longer a “dust bowl”.
Thanks to the P and C executive who have been a wonderful group of people to work with this year and for some many years now! Special thanks to Michelle Rofe who will also be leaving the school after 11 years of service to the P and C.
A special thanks to Kerry Maxwell and all her wonderful staff and teachers, and thanks to Glenhaven families for making Glenhaven Public School the “Place to be” in 2013.
Narelle Browne President.

Student representative’s message
The SRC consisted of the School Captains, a number of Year 6 Executive (elected in 2012) and elected class representatives from years 2-5. The SRC met fortnightly throughout the year to discuss issues that concerned the students of the school. Representatives then communicated these concerns to the Principal if appropriate. The SRC undertook a number of initiatives this year, focusing particularly on the playground where they operated
the sports storeroom for students to have access to a variety of equipment. Students were also involved in the Kindergarten Transition Days.

**Student information**

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
<td>196</td>
<td>209</td>
<td>198</td>
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<td>Female</td>
<td>193</td>
<td>212</td>
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**Student attendance profile**

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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>K</td>
<td>96.1</td>
<td>95.7</td>
<td>96.9</td>
<td>95.9</td>
<td>96.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.7</td>
<td>94.9</td>
<td>96.2</td>
<td>95.2</td>
<td>96.2</td>
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<tr>
<td>2</td>
<td>94.9</td>
<td>94.9</td>
<td>95.8</td>
<td>94.8</td>
<td>96.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.6</td>
<td>95.8</td>
<td>96.7</td>
<td>95.5</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.6</td>
<td>94.9</td>
<td>95.4</td>
<td>95.5</td>
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<td></td>
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<tr>
<td>5</td>
<td>95.8</td>
<td>94.7</td>
<td>96.3</td>
<td>94.1</td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>95.3</td>
<td>94.8</td>
<td>95.1</td>
<td>94.4</td>
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<tr>
<td>Total</td>
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<td>95.3</td>
<td>95.1</td>
<td>95.1</td>
<td>95.7</td>
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**Management of non-attendance**

School attendance has been a concern this year especially in the area of non-explained and partial absences. A generic note is sent home by the class teacher if an explanation has not been received in 5 days. The newsletter and school assemblies are used to stress the importance of regular school attendance and the importance of arriving at school on time. Rolls are also now marked prior to Scripture lesson to ensure accountability for attendance is maintained.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Classroom Teachers</td>
<td>13</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Primary Part-Time Teacher</td>
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</tr>
<tr>
<td>Primary Teacher RFF</td>
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</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1.622</td>
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<tr>
<td>School Administrative Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>23.836</td>
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</table>

At present there are no staff members who are recognised as coming from an Indigenous background.
Workforce Retention.

The school has seen numerous members of staff retire throughout the year which include Mrs Hanney, Mrs Callcott, Mrs James and our Teacher Librarian Mrs Laurie. Mrs Gosman’s outstanding leadership and involvement in the school for over 12 years resulted in a much deserved promotion to the position of Deputy Principal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>40</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<table>
<thead>
<tr>
<th>Income</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>112,188.88</td>
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<tr>
<td>Global funds</td>
<td>233,631.34</td>
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<tr>
<td>Tied funds</td>
<td>84,737.24</td>
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<tr>
<td>School &amp; community sources</td>
<td>263,682.71</td>
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<tr>
<td>Interest</td>
<td>40,883.33</td>
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<tr>
<td>Trust receipts</td>
<td>32,451.45</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>730,779.95</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>191,266.85</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Significant programs and initiatives

Learning and Support.

Three students received individual funding through the Departments’ “Every Student Every School” initiative with the remainder of funding being derived from combination of P&C funds and government funding.

The fabulous team of School Learning Support Officers continue to work in the classrooms, under the direct supervision of teachers to administer a variety of programs including class guided reading support, across all stages, numeracy support in Stage 2 and 3 developing basic skills with struggling students in numeracy and assistance with auditory skills with a select group of Year 1 students.
This year saw the continuation of the Reading Tutor Program using Multilit resources with parent volunteers. Our dedicated team dwindled throughout the year due to various commitments. This program was utilised across the school in grades 2, 3, 4, and 5 with the bulk of students in Year 2. The school learning support officers dedicated weeks 5-8 of term 4 to focus in increasing the phonemic awareness of our year 1 students by providing the reading tutor program using Multilit resources.

During terms 3 and 4, targeted Kindergarten students received 3 sessions per week via the LAST, SLSO and a parent volunteer of an Introductory Phonics program. This included developing sound letter correspondence and relationship as well as sight word development.

The Spelling Mastery Program was administered in Year 4 and a selected group of year 5 students. This had pleasing results with all students in year 5 progressing beyond the first round in the spelling Bee and teachers reporting greater care omitting simple spelling errors and better spelling in written tasks.

This year saw the introduction of new procedures and documentation through learning support with Personalised Learning Plans introduced for identifying students using the K-10 Literacy continuum and K-6 numeracy continuum. Pre intervention manual and Behavior manuals were used to provide further strategies to student and class teachers.

**It’s Academic**

As part of the schools emphasis on Gifted and Talented education, Glenhaven Public School competed in It’s Academic. Now in its seventeenth successful series, the questions are specifically designed to test the knowledge of late primary school children, aged between 10 & 12 years – with questions covering subjects such as English, Maths, Science, Geography, Sport, Music and Pop Culture.

Contestants have the chance to test their general knowledge and win prizes for themselves and their school. Host, Simon Reeve, led the contestants through a maze of questions from the Year 6 syllabus.

A winning school was announced at the end of each week for the first nine weeks of heats with subsequent semi-finalists. Eventually, one team was announced as the overall winning school for the series. After weeks of lunchtime training sessions run by Mrs DeGioia our team was successful in winning this competition which was an amazing accomplishment.

**The Young Scientist Awards.**

This program encourages students from K-12 to undertake an open-ended scientific investigation in line with the skills outcomes specified by the NSW Board of Studies syllabuses and the new Australian Curriculum. The Young Scientist Awards is a project of the Science Teachers’ Association of New South Wales (STANSW). This year students from K-6 were offered the opportunity to enter this competition by choosing an area of interest and conducting an original open-ended scientific investigation in a creative manner. Science Mentors were provided to assist the students with their projects as well ongoing teacher support. The projects were assessed at the school level first and the best projects were selected for state judging.

Five of our students were awarded prizes at a state level as well as the prestigious ‘Young Budding Scientist of the Year’ Award, at a presentation ceremony for the 2013 Young Scientist Awards held on 28th October at the Innovation Campus of the University of Wollongong.
Our involvement in this competition has raised the profile of science in our school and has provided an opportunity for students who have an interest in science to develop their problem solving skills.

**Operation Art**

This program provides opportunities for students to demonstrate their achievements in Visual Arts through a major exhibition which receives widespread publicity and recognition. The works submitted are designed to contribute to a visual environment that helps relieve anxiety for children during hospitalisation. Four of our student’s works were chosen to be part of this exhibition. artworks were exhibited at The Armory Gallery, Sydney Olympic Park. A Year 6 student- Cassidy Lacey’s artwork was selected to be permanently housed at the Westmead Children’s Hospital.

Four students from each stage were also selected to attend the Operation Art Workshops where the students spent the day at the Armory exploring different art techniques and medians. All the students had a fantastic day and represented our school well.

**Hills Network Public Speaking Competition**

This year all students from Years 3-6 took part in the Hills Network Public Speaking Competition in an interschool competition which was hosted by our school. A champion from each grade was selected to represent our school at The Hills Network Public Speaking Competition against 15 other school champions from our district. The quality of the student’s speeches from all the schools involved was of a very high standard. Our students spoke confidently and were very well prepared as a result of our schools Public Speaking Program. One student was awarded the Year 3 champion and another received a Highly Commended.

**Performing Arts**

Additional programs are also offered to students who show either a particular interest or talent in dance and aerobics.

**Girls Performance Troupe**

This year the girls troupe consisted of 24 girls from Year 3-6. They competed at The Sydney Eisteddfod in the Primary School Section receiving 2nd Place. They also won the Hills Dance Spectacular at Pacific Hills Christian School against 19 other schools.

**Boys Hip Hop Troupe**

The boys Hip Hop Troupe consisted of 24 boys from Year 3-6. They competed at The Sydney Eisteddfod and received a Highly Commended. They were also invited to perform at the Opera House as special guest performers at the prestigious Ballet Scholarships. They also won the all-boys category in the Hills Dance Spectacular at Pacific Hills Christian School Performed as well as winning the Most Outstanding performance trophy.

**Aerobics**

2013 saw the expansion of the sport aerobics program to cater for the development of skills across the grades.

All three teams placed at a state level and travelled interstate to represent NSW at the National Schoolaerobics Championships held at the Gold Coast Convention Centre.

All three teams medalled with 2 teams winning National titles which was an outstanding result.
Gifted and Talented

University of New South Wales.

Students from the school’s top maths group successfully applied to attend a workshop day at the University of NSW where they participated in a program based around robotics. These talented students had to design and build these robots according to specific instructions and criteria.

Mind Marathon.

The school entered two teams in the Mind Marathon where students were competing with over 40 other schools and were presented with scenarios and questions or problems that they had to solve. The students found this day very exciting as well as challenging. Congratulations to our Year 5 boys group who were declared the 2013 winners.

Story Tellers Guild

Students in Stage 3 participated in the Story Teller’s Guild competition where students were asked to video tape themselves telling a story which would enthral an audience. Glenhaven Public School had a representative in the State Finals of the Storytellers Guild where Alysha Ramsay was awarded 4th place.

Sport

PSSA Competition

The school continued to participate in the Castle Hill District PSSA competition in the areas of Touch Football, AFL, Netball, Cricket, Soccer and Basketball. The school also competed in District Carnivals in Cross Country, Swimming and Athletics, which was organised and run by the school.

The school was represented at all levels at all carnivals with students representing the school in State carnivals in both Swimming and Cross Country.

Many students were successful in their trials to be part of the Sydney West teams with many also representing the district and region in sports such as Netball, Soccer, Basketball and Softball.

Other programs

Glenhaven Public School was visited by two players from the Kings Basketball team, Tom Garlepp and Ian Crosswhite. They held a question and answer session followed by a demonstration activity for the students. Later all Stage 2 classes participated in a 45 minute workshop run by The Hills Hornets coaches. Here students participated in a variety of skill building activities. It was greatly appreciated by all students and staff and was a complimentary session.
Crunch and Sip
This year, the school introduced Crunch and Sip. All students and teachers at Glenhaven Public School promote and participate in these sessions daily. Students are encouraged to bring in a fruit or vegetable snack, along with a bottle of water for a snack break in the morning. The aim of the program is to promote healthy eating and also to increase concentration levels in the classroom.

Live Life Well
The schools’ PDHPE committee successfully applied for funding through the Live Life Well initiative. This funding was used to develop a full school Scope and Sequence in the area of Fundamental Movement Skills. This program was utilised through the House Sport program on Fridays.

Through this program, skills were developed in Stage 1 through visiting programs such as Hot Shot Tennis promotion where the school was visited by Jelena Dokitch as well as the Milo heroes’ cricket program and Rugby League initiatives.

Aboriginal education
Aboriginal education continues to be enhanced through the continuous linking of Aboriginal perspectives with all Key learning areas. Through the implementation of the new English syllabus Stage 1 studied the book Tiddilick and thoroughly enjoyed an incursion in regards to this piece of literature.

Stages 2 and 3 studied My Garrnmungi with some grades attending a dramatical representation of the book whilst others enjoyed time with the author.

Multicultural education
Multicultural education is embraced throughout all teaching and learning areas, especially in the area of Human Society and Its Environment. Throughout the year students looked at different cultures with Stage 3 concentrating on China.

School planning and evaluation 2012—2014
School evaluation processes
NSW Public Schools conduct evaluations to support the effective implementation of the school plan.

School planning 2012—2014: progress in 2013
Target One
Improved student ability to identify operations and strategies to solve mathematical problems as measured by:

- 10% increase in ability to problem solve as indicated by school based data
- 7% increase in student ability to answer problem solving items in NAPLAN assessment
- An increase by 10% of students demonstrating expected growth in Numeracy NAPLAN
- Increase in the percentage of students in the top bands (proficiency standard) in Year 3 NAPLAN from 60% to 67% and in Year 5 from 31% to 45

Strategies to achieve these targets include:

- Continued professional learning of teachers to enable explicit teaching of rich tasks and Newman’s Error analysis
• Using in depth analysis of NAPLAN and school based numeracy achievement data.
• Enhance teacher understanding of gifted and talented students’ needs and how to best provide for their needs and continued development of school based strategies for extending higher performing students.
• Focusing support programs as well as class programs to target students who have difficulty comprehending written problems including required metalangauge.

Our achievements include:
• Continued training and participation in the Regions TEN (Targeting Early Numeracy) project.
• The explicit teaching of problem solving skills and techniques.
• Display of appropriate metalanguage around classrooms.
• Move from Mentals textbooks and homework to problem solving activities.
• Continued development of stage mathematics groups.
• Professional development at school level in the use of the Numeracy continuum and the introduction of PLAN to plot and measure student growth and needs.

Target Two

Improved student performance in writing, as measured by:
• Increase in percentage of students in the top two bands (proficiency standard) in Year 3 NAPLAN 78% to 82% and in Year 5 from 38% to 47%
• Increase in percentage of students demonstrating growth in writing from Year 3 to Year 5
• Increase in percentage of students achieving top two assessment grades measured through school-based rubrics.

Strategies to achieve these targets include:
• Teacher professional learning in the area of rubrics to develop stage based assessments and the continued development of consistent teacher judgment.

• The development of whole school planning and scaffolding for the teaching of text types
• Team teaching of the Seven Super Sentences
• Structuring tasks to engage the reader through a focus on the correct use of paragraphs, punctuation and the grammatical features of the text type.
• Building vocabulary skills through the use of word banks, talking and listening, public speaking and debating skills
• Introduction of grammar and punctuation lessons in partnership with writing scaffolding as part of the year 3-6 release from face to face program.
• Whole school analysis and development in new English syllabus and how this changes the present writing teaching and learning activities

Our achievements include:
• The successful introduction of a Sentence a Day
• Improved growth, as measured by national testing, in the area of punctuation and grammar with the school achieving the highest growth in data across all like schools in NAPLAN.
• The purchasing and use of PM writing to support the interactive teaching of writing
• Staff involvement in the explicit teaching of spelling through regional professional learning activities.
• Introduction of writing programs for those identified as needing further support as well as the use of Spelling Mastery with identified students.
• The successful trial and implementation of the new curriculums focus on creative writing through the use of visual stimuli.
• NAPLAN results indicate we are 33.2 points above all schools state average and 39.8 points above DEC average. This is an improvement on the 2012 results where we were 22.5 points above State average.
Target Three

Students are supported in their learning through differentiated quality teaching practices as measured by:

- Evidence of differentiated practices in teaching programs
- Teaching and learning programs reflect identified areas of student need via evidence of regular student tracking and assessment to inform grouping practices.

Strategies to achieve these targets include:

- Collaborative planning of learning and common assessment tasks to enable teachers to better differentiate the curriculum to meet the needs of students.
- Professional learning focus on collaborative planning and differentiation practices.
- Supervisors meet to monitor teaching and learning programs to ensure that the quality teaching elements are embedded into classroom practice and programs.
- Presentation of demonstration lessons that focus on differentiated learning.
- Effective integration of technology and interactive tools to engage students
- Utilisation of higher order thinking tasks which require students to organise, apply, analyse, synthesise and create.

Our achievements include:

- Evidence of Quality Teaching framework embedded in teaching and learning programs
- Staff professional development in the area of benchmarking K-6 to allow for individualized instruction and the development of Personalised Learning Plans in line with the continuum.
- The use of extension activities to allow and cater for Gifted and Talented students
- The successful participation in events such as Its Academic and Mind Marathon competitions.

Outcomes from 2012–2014

Strategies to achieve these outcomes in 2014:

Priority One

Improved student growth in reading through:

- Implementation of programs to support and extend students in top two bands.
- The use of PLAN to track, monitor and direct future teaching and learning activities.
- The purchasing of relevant English resources specifically for Years 3-6.
- Purchasing and levelling of guided reading books according to the Fountas and Pinnell benchmarking criteria.
- All students benchmarked K-6 on a term basis with PLAN utilised to graph and monitor this growth.
- The explicit teaching of reading skills with emphasis on comprehension strategies required for the understanding of poems and photographs.
- The implementation and integration of visual literacy in programs and all teaching and learning activities.
- The continued emphasis on the 6 Comprehension Strategies.

Priority Two.

Improved student’s growth and achievement in Spelling through:

- The implementation of a whole school spelling program, Sound Waves, based on a common phonetic letter or sound with focus on consonant blends and vowels.
- The explicit teaching of spelling patterns with focus on the sounds that letters and letter combinations make.
- Emphasis on students in top bands and the use of extension activities to ensure maximum growth.
- Use of Spelling Mastery for students experiencing difficulty or identified as being in lower bands.
Priority Three

Improved growth in problem solving skills through:

- Detailed analysis of specific areas of poor achievement in NAPLAN Numeracy
- Specific teaching of skills required for multi-step problems
- Stage maths groups to be held at same time to allow for specific Stage 2 students to extend through participation in Stage 3 maths groups.
- Continued use of appropriate metalanguage

Professional learning

Throughout the year various staff attended Teacher Professional Learning activities both at the school and at a variety of venues. The areas and initiatives covered through this training included:

- Sound Waves training
- Emergency care and anaphylaxis training
- New English curriculum
- Implementation of PLAN
- Career and leadership development
- Learning Support
- GATES conference in the area of Gifted and Talented education and initiatives.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Program evaluations

Dance

Background

Glenhaven Public School has an extremely high reputation for its ability and expertise in the area of Performing Arts. The school has had a whole school Dance Program in place for many years where all students participate in a weekly lesson run by an outside Dance teacher employed by the school. This program is paid for by the parents and provides funding to cover all costume expenses, employment fees for Miss Alyssa and also to release Mrs Wilson as coordinator one day per week to run and organise this prestigious event. This survey was completed by the community, students and staff with findings differing in some cases and areas.

Findings and conclusions

A total of 88% of parents strongly agreed or agreed the Dance program at Glenhaven Public School was valued and an important initiative of the school. Staff responses in this area were varied with 45% rating this as a 3 or a 4 in a system of ranking 1-5 with 5 being the highest.

The level of enjoyment experienced by the children was strongly agreed or agreed to by 89% of the community with only one response indicating that their child did not enjoy it at all. Staff indicated that their classes appeared to enjoy the program however some did comment that it could become repetitive learning the same dance all year.

90% of parents felt that they had seen their child’s dance skills improve with staff responses being very varied which could be a result of the relative grade they are teaching.

In regards to the fees for participation in this program, 92% of families felt that the usual $110 per year was an affordable and appropriate fee charge for the program. Comments however did imply that some families would prefer this amount to be involved in instalments due to the cost when families have more than one child. Staff indicated that many felt this was a large amount of money for many families and that this money could also go to other initiatives.

A total of 73% of parents felt that the dance troupes were an important part of the whole
school dance program with a majority of staff rating these groups a 3 or a 2. A few comments reflected a concern that students became disappointed when they did not make the dance troupes and that these options were highly competitive. Suggestions were that the school may rotate these opportunities or have another level of troupe added to the existing ones.

95% of parents felt that the concerts were a valuable experience for their child with staff opinions being too varied to comment on.

The final question resulted in 85% of parents stating they supported and wanted to continue with the concert occurring every year which was directly opposite to the 75% of staff that wanted it to occur every second year. Staff reasons for this indicated the intense workload on all staff for the production of this concert with parental help diminishing. Other reasons given by staff is the impact on an already overcrowded curriculum with class time being spent on extra rehearsals.

A majority of parents took advantage of being able to comment on the program. Many of these comments thanked the staff for this program and what an integral part of the school it was. Some comments reflected a view that maybe something similar could be setup in another curriculum area and also a concern in regards to venues due to the Hills Centre being closed down. A common viewpoint that appeared to come across was that the community whilst they loved the concert did not want it to get any bigger or elaborate and that they missed the “Glenhaven Community” feeling, especially at the State Sports Centre.

Select classes in years 2, 4 and 6 were also surveyed to gather the students views of the dance program from differing ages. Nearly all students rated the concert experience as very high with the actual dance lessons receiving a lower rating. This difference was not major however did highlight the fact that these lessons needs to be engaging and not too repetitive. Any negative comments in regards to the program, did increase as the age of the student did, reflecting that in some cases students were becoming bored or they simply don’t like to dance.

**Future directions**

The whole school dance program will continue being held every year with attention being focused on finding a closer location. Dance lessons will commence in term 2, to minimise teaching and learning disruption and to also lower the fees charged for participation. The amount of time and expense be restricted in regards to the number of props made for the concert, which will cut back on the numerous nights staff are back at the school building these and will also allow for a quicker and more fluent concert. Class parent representatives will be a focal point of all costume requirements to ensure an equal sharing of these responsibilities.

In regards to the school’s Dance troupes these will also continue in the same form as present. Due to the fact these are run by an outside teacher a staff member must be present at every rehearsal which at present requires 9 staff members. It is therefore impossible to incorporate any more troupes into the timetable for staffing and logistical reasons. The implementation of these troupes was to provide an opportunity for gifted and talented students to extend themselves with the whole school program an opportunity for all students to participate in Dance.

**School Awards Structures.**

**Background**

As a result of concerns raised from both parents and staff and also the need to review the school’s structure and how it relates to the Department of Education and Communities Positive Behavior for Learning, a survey was completed in regards to the present awards structure throughout the school. The school wanted to ensure that the community and school had an opportunity to voice their concerns or issues that they had with the present system.

**Findings and Conclusions.**

Unlike previous surveys the results were not clearly defined nor did they show a large majority of
personal feelings in one particular way. However there were still common feelings or issues found throughout responses. Major inconsistencies were found between comments and ratings within many individual responses.

Parents and staff felt that an award system is an important structure within a school and that students respond appropriately and effectively to positive reinforcement.

Some parents felt that the present awards structure needed to be shared around more often as they felt that the same students were receiving awards with many being visibly disappointed when missing out.

Parents also commented that many times students received awards because it was “their turn” which devalued the system and took away its positive impact.

Many parents showed concern with regards to STAR student awards and the restrictions it had on the number of students who received these awards. Questions were raised in regards to students receiving a badge which they collected over a period of time and wore every day, with some students having one per year however other students who received a GOLD award received no acknowledgment other than a certificate.

Many parents did not fully understand the number of awards that the school has and also felt when their child received an award that they were not aware why they had received it

Concerns were raised about the school’s Super Effort and the consistency in which they were given out. Some comments also reflected the time it took to work towards a GOLD and if students were getting disheartened.

Many parents felt that the schools awards needed to be aligned together as they appeared to be disjointed and therefore difficult to work towards. They felt the present system needed to be overhauled but also agreed that no one system suits everyone.

The community was definitely split between the view that all children need to receive an award and the view that if we have too many they lose their value.

Staff felt that consistency of all awards is vital to the success of the structures

Staff were split in their opinions in regards to the STAR student process with some feeling that this process caused the greatest issues and concerns in the community. Some staff felt it was difficult to choose one class member and that the process was definitely open to interpretation. Others enjoyed any opportunity to give a student in their class an award and expressed that the students who do receive one of these awards were extremely excited.

All survey comments agreed strongly that the school’s values should be incorporated into any awards systems and also that they need to be explicitly taught. The need for a common language across the school was also valued.

**Future Directions**

As a result of the survey and much discussion the following changes will be implemented.

The awards structure across the school will most importantly link the Positive Behavior for Learning model as a requirement from the Department of Education and Communities with the new processes being aligned with this model.

The school’s values will be incorporated into the awards systems with the fourth value “Kindness” being changed to “Learning” to ensure all aspects of school life are covered.

The Super Effort Award structure will become the main focus with the values being on the award certificate. This way staff may indicate the reason for which the child has received this award.

All classes will receive a class set of Super Effort Awards to be distributed per fortnight. It is hoped that this way consistency can be monitored more effectively. Library and Release teachers will receive 30 awards to distribute.

The school will hold two full school assemblies a term in weeks 5 and 10. At these assemblies all SILVER and GOLD certificates will be given out with parents being invited to attend. Each term all SILVER recipients will have a morning tea with the Principal. GOLD recipients will be invited to have a lunch with the Principal and will also receive a GOLD badge. Those that receive their second GOLD will have it presented at the Annual Presentation Day ceremony and will receive a Principals Trophy and a Principal Awards badge.

This changes the criteria from STAR students to one who is following the school’s values. It is
hoped through this process that students will remain engaged in the accumulative process and those that receive these awards are acknowledged for the dedication and hard work. It is also therefore possible for all students in the school to achieve these levels.

Honour Assemblies will continue to be held at the end of every term with emphasis being made that these are for effort and achievement.

Smiley Awards that go into the draw for House Points and a canteen voucher will be given out for playground and classroom. It is hoped through this process that this spontaneous quick reward for something will also have positive effects.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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- Narelle Brown  P and C President
- Janine Wilson  Assistant principal
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:
