Glenfield Park School
Annual School Report
Principal's message

I continue to be proud of the dedication and efforts displayed by Glenfield Park Schools teachers, students and school community in 2012.

Glenfield Park School celebrates the many academic, social and emotional achievements throughout the 2012 school year. The school continues to raise the bar each year and will continue to raise the bar in all aspects of the school in 2013 and beyond. Glenfield Park is moving to a more academic focus where teachers are not only part of the school of expertise in behaviour but also curriculum.

I commend all staff members for their diligence and their ongoing commitment to quality teaching and learning and their hard work in ensuring they are at the top of their craft.

Glenfield Park continues to close the gap for our Aboriginal students. Excellence, opportunity and success for students have been achieved in the area of Literacy and Numeracy. We continue to have an excellent connection to our Aboriginal community and their Elders.

Students at Glenfield Park School enjoy equitable access and are supported by federal and state funding, this funding enables the provision of a wide range of programs, activities and plans which are underway to expand the learning opportunities in 2013.

Families and community members are always encouraged to participate in school decision-making, programs and events. The school is constantly exploring ways to enhance and expand family and community participation. This year we have made connection with Mission Australia and Shine to provide mentors for our students to increase their confidence and engagement.

I celebrate the great work the staff do everyday as they support students to achieve their potential in every aspect of their education and social development, they make the difference that counts.

I am honored to work with such a dedicated group of professionals, parents, carers, and all of the important community members who form an integral part of Glenfield Park. I look forward to reporting on the many exciting aspects we have planned for 2013.

Principal Award Assembly

P&C and/or School Council message

The Parent group has been meeting regularly on the first Thursday of every month throughout 2012. The Parent group has direct involvement in the life of the school. During the second semester the focus was parents ensuring that their life mattered. The Hilltop schools formed a parent group to attend the Petrea King’s “Quest for Life” a retreat at Bundanoon. This was a very powerful tool that improved the lives of these families and increased their involvement and commitment to Glenfield Park School. The group will continue to meet each term and assist in the welcoming and support of other parents within the school.

Student Representative Council

Our Schools Representative Council (SRC) has given students the opportunity to have their ideas and thoughts represented across the whole school. Each class goes through an election process to choose an SRC representative who can speak on their behalf. Each representative wears an SRC badge to meetings and on special event days. The SRC is an excellent forum to further develop and promote skills in public speaking, promoting student views, participating in school decision-making and organising events. We also use the SRC to help students learn about how a democracy works and what their place is within this system.
A number of special event days were planned by the SRC during the year. Ideas and suggestions were taken from all classes and presented to the SRC. All the events organised were aimed at fostering friendships and promoting social skills amongst the school community and further extending the students education.

These days included organising the Easter Hat Parade, Crazy Hair Day and a PBIS sports day.

The SRC also organised a School of Origin touch football series between GPS and Ajuga School. This was held at the same time as the Rugby League State of Origin. This involved the students training as a team and playing together displaying sportsmanship and social skills. Both teams displayed fantastic skills in football as well as playing together as a team and supporting each other. The series was one by Glenfield Park School.

Students at The Easter Hat Parade

School information

Glenfield Park School caters for 56 students who have been diagnosed with an emotional disturbance (ED) and a mild intellectual delay (IM). The students come from schools throughout the South West Sydney Region.

The aim of the program is to provide intensive behavioural and social development to students with specific academic and emotional needs. Empowering then to participate in and become valued members of society. Students in the Primary program integrate to their mainstream schools over a period of about eight terms. Students who are enrolled in the Secondary program work towards obtaining a Higher School Certificate in Life Skills, ROSA or above. All students leave with connections to TAFE or work options.

Class sizes

Glenfield Park has seven classes. Each class has eight students. A Teacher and a School Learning Support Officer staff the classes. There are five classes in the Primary program and two in the Secondary program.

Student information

Student enrolment profile

In 2012 sixteen new students enrolled at Glenfield Park School. One student enrolled in kindergarten, one in year 1, one in year 2, with four in year 3 and two in year 4. A further, four students enrolled in year 5, one in year 6, one in year 9 and one in year 11.

Five students completed the program and were fully included into their home schools before the end of 2012. Two students left the district and enrolled in other schools. Three students were enrolled into the senior program at Glenfield Park School. The changes in the integration program have an impact on students completing the program in 2012.

The following table shows the student enrolment as reported in the 2012 audit. As it can be seen in the following graphs the proportion of girls at Glenfield Park is small.

It is great to see a further decline in the representation of students who have an Aboriginal or Torres Straight Islander background, moving from 16% in 2011 down to 9% in 2012.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>33</td>
<td>39</td>
<td>38</td>
<td>43</td>
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<tr>
<td>Female</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

Student attendance profile

Student attendance in the primary program is very high with transport being provided to all those students. In the secondary program attendance is around 89%.
Staff information

Glenfield Park has twenty full time permanent staff. Of these, eleven are Teaching or Executive positions and nine are School Learning Support Officer positions. The Teacher Librarian and Counselor positions are not full time. Additional staff are employed to run specific programs to support student learning through the Priority School Program and National Partnerships Low SES.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td></td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>5.772</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.676</td>
</tr>
<tr>
<td>Total</td>
<td>20.648</td>
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</tbody>
</table>

Staff retention

Staff retention has remained stable since 2006, with all permanent staff being retained and some staff who were on leave returning to the school.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2011 the average daily attendance rate for staff, as determined by the Department, was 95.6%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. All teaching staff at Glenfield Park School have a Graduate Degree or Diploma in Education. More than half the teaching staff have completed a Masters Degree in Special Education with another teacher currently enrolled.

Qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td>55%</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. The large amount of expenditure in Tied funds is Priority Schools Funding, aimed at Literacy, Numeracy and student retention programs or funding tied to Aboriginal Education.

A full copy of the school's 2012 financial statement is available at the school for anyone to view. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary 30/11/2012

Income

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>144993.44</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>412551.02</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td>14171.88</td>
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<tr>
<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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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</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>
<td>11739.84</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>311624.56</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>100926.46</td>
</tr>
</tbody>
</table>
School performance 2012

Visits by performers provide much needed cultural and educational opportunities for students.

We changed our class names to the names of planets in 2012 and early in the year all classes completed a Science and Technology unit about the Solar System. To support the learning in this unit, a planetarium visited the school and all students had the opportunity to see the night sky projected on the interior of the inflatable planetarium.

Travel Bugs introduced many insects, spiders and creepy-crawlies to our students as part of the Science and Technology unit associated with the Stephanie Alexander Kitchen Garden Program. Students had the opportunity to handle the creatures and the message was that of staying safe and respecting wildlife.

‘Ghana Beat My Drum’ was a highlight of our performance calendar. The performer, Jonas, put on a show, incorporating guitar, numerous African drums, xylophone and many unusual percussion instruments, most of which students had great fun playing. He also told traditional stories about wild African animals on the themes of friendships, loyalty and honesty.

Literacy

Throughout 2012 we have continued to use Accelerated Literacy and the Mulilit reading program across the school. Both these reading programs have been accepted in a very positive way by our students and have now become part of our school culture. It is wonderful seeing students become more confident with their reading and very proud of their efforts. Our students enjoy taking part in the program, which provides a phonics-based approach to assisting them with their reading skills.

The Accelerated Literacy Program is continuing to be used throughout our primary and senior school. The students have responded well to the program and enjoy taking part in it on a daily basis. Accelerated Literacy allows students to explore different types of books such as novels, storybooks, biographies and factual books. It helps to make reading fun and interesting for our students and hopefully allow them to develop a life long connection to reading.

There was a 56% improvement in literacy as noted by PM benchmark data. Diagnostic testing in speech showed a 17% improvement in phonological awareness and an average of 8% growth in expressive and receptive language.

A student participating in Accelerated Literacy

Numeracy

Throughout 2012 students participated in an online mathematics program called ‘Mathletics’. Mathletics covers all aspects of mathematics and is a program that responds to the individual strengths and weaknesses of each student. The activities within this program have allowed students to learn in a fun and interactive manner.

In 2012, teachers were involved in extensive professional learning in mathematics, in an effort to develop learning programs based around the Numeracy Continuum and Count Me in Too program. From this professional learning, teachers gained skills to provide a quality, engaging and individualised numeracy program based around ongoing formative assessment using the SENA assessment. Students were encouraged to explore mathematics through hands on activities using Count Me in Too resources. Staff engaged in data collection for future directions in 2013.

Performance in Technology

Glenfield Park School has embedded the use of technology into daily classroom practice across all key-learning areas. All classes are currently working online with the Mathletics program. Many classes continue to use the Internet and other digital media to promote
independent skill based learning in which students can display their technological ability. All classrooms in Glenfield Park hold Interactive Whiteboards and are used daily for literacy and numeracy lessons. Teacher and Learning Support Officer skills using the whiteboards have increased and this has shown to be vital with students now showing improved engagement, participation and success at achieving their learning outcomes, especially in the area of Accelerated Literacy and mathematics.

In 2012, senior students had access to their own personal laptop and were able to take responsibility for these laptops at home and transporting them to and from school, daily. These laptops were used to support literacy and numeracy programs where students were able to import photos, music and text to enhance presentation of their work.

All classes continue to access the literacy and math programs using technology to enhance their learning and improve their skills in understanding computer language and keyboarding skills by having scheduled time in the computer lab.

Sport

PDHPE plays an important role at Glenfield Park School. It is an important time in which students not only participate in regular sport activity, they also practice and develop social skills and are able to develop skills to show sportsmanship. Throughout 2012 students at Glenfield Park participated in a variety of sporting activities. These activities included the "School Swimming Scheme", bike riding, snorkeling and an Olympic sporting activity day. All of these activities were used as opportunities to practice PBIS lessons based on safety around the pool, while at the beach, in the community and on the road. Students also gained valuable experiences in practicing sportsmanship, learning rules of games and sports and developing skills to be a positive member of a team.

In 2012 students participated in and won an inter school touch football competition between GPS and Ajuga called 'School of Origin." The Olympic sporting activity day was also a success. Students earned ribbons for displaying good sportsmanship and being respectful and safe throughout races and organised games rather than being rewarded for winning the game.
Integration

Glenfield Park School continued to promote positive connections with integration schools, fostering communication and collaboration and assisting the integration process for all students. Teachers from both Glenfield Park and integration schools regularly take the opportunity to visit each other in their classrooms and to join in on sport and other social activities.

The knowledge and skills of participating teachers from Glenfield Park School and Integration Schools continued to improve through the sharing of behavioural management techniques, technology skills and the consistent planning and evaluation. The re-integrating process was refined further with strict planning and guidelines, where all participants collaborate and are held accountable for implementing their part of a Transition Plan.

In 2012 the integration process and the hard work of teachers and students have resulted in 20.5% of students re-integrating fulltime. A further 50.7% of students successfully increased their integration time due to them meeting set academic and behavioural goals.

Educational programs and initiatives

National partnership programs

Glenfield Park staff is truly appreciative of the National Partnership funding that enables our teachers receive quality professional development. This ensures quality teachers to provide the best outcome for the students.

In 2012 the main focus was to improve teacher quality in the area of math and to build upon prior success in Literacy. Another practice was to improve the leadership capacity and bring Glenfield Park School in line with current practices.

Aboriginal education

Glenfield Park School acknowledges the special status of indigenous people and promotes knowledge and respect for Aboriginal and Torres Strait Islander culture for all members of the school community. Aboriginal students make up approximately 10% of the GPS student population.

Teachers participated in brief training in the Eight Ways of Learning, an Aboriginal framework of eight interconnected pedagogies. These ways of valuing, being, knowing, and doing are beginning to be woven into teachers planning. ‘Links to land’ is one of the 8 Ways pedagogies and outdoor activities such as fishing are highly valued by our Aboriginal students.

Accelerated Literacy (AL) continues to be a key literacy teaching strategy. This pedagogy was originally designed to support Aboriginal (and other disadvantaged) students, many of which come to school with a limited knowledge of the language of schooling and books. AL has been successful in engaging students with low levels of literacy and improving both reading and writing skills, and their knowledge of the world. Our Book Week celebration centred around classes building a display and showcasing their work on the AL text being studied.

NAIDOC Week is celebrated every year at GPS and this year we were fortunate to have a performance by award-winning Aboriginal author and performer Boori (Monty) Pryor. His storytelling and didgeridoo performance was highly interactive and engaging for students. As an author, his message is that literacy is a means of communicating personal stories and sharing culture.
A year 10, Aboriginal student was supported by the Visual Arts teacher to produce a fantastic indigenous themed artwork that was displayed at an exhibition alongside the work of Australian artist and illustrator, Jeannie Baker. This was a great source of pride for both the student and the school as a whole.

The Community Liaison Officer began an initiative to increase support for parents for whom English is an additional language and to build bridges between them and the school community.

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**Student’s flying their kites at NAIDOC Day**

**Multicultural education**

Glenfield Park School is a multicultural school with students from many cultural and language backgrounds – Australian, Aboriginal, Lebanese, Sudanese, Tongan, Vietnamese, and Samoan. We have an inclusive school culture and promote the acceptance and celebration of both our similarities and differences.

In Visual Arts lessons, students have learnt about and made works reflecting the celebrations of ethnic and religious communities such as Chinese New Year, Eid, Easter, and Christmas. Ingredients and foods from around the world, particularly our students’ countries of origin, have been an integral part of the Stephanie Alexander Kitchen Garden Program cooking lessons.

The London 2012 Olympics and Paralympics provided an excellent opportunity for students to learn about the symbols and practices of other cultures, culminating in a Mini Olympics sports day where students carried flags and wore the colours of their class’s chosen country.

Our end of year assembly had a multicultural flavour with classes performing songs, dances and stories from other countries.

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**Student at the Stephanie Alexander Garden**

**School to Work Program**

The students in our Senior Unit have worked towards their Life Skills School Certificate and their Higher School Certificates. All students have been completing all necessary academic work and further developing their behaviour and social skills. Breakthrough Employment held a workplace program with all the senior students. The program was useful in preparing students for the issues they will encounter when they go to work or TAFE. It also encouraged students to practice their social skills with other adults and learn about how to relate to one another when in difficult situations. A number of students are engaged in work experience with 90% being offered employment post school options. The students have also
engaged in supported TAFE course to further their skill.

In-school work experience.

As part of the transition to work program, students participated in in-school work experience. These activities included the cooking of meals, preparing and distributing Learner Lunches, maintaining school bicycles, cottage maintenance, landscaping and mini farm maintenance. The senior students helped to design and maintain our school gardens, which was an ongoing project that required the students to learn and use many different skills from areas such as horticulture, building, painting, numeracy etc. While completing work on these projects they were required to use various tools and work in a team situation and sometimes independently. Students were required to follow directions from staff and communicate with people in the local community. Students were taken through Occupation Health and Safety Procedures, which were to be used and understood at all, times. The senior students put in a commendable effort with good results.

Progress on 2012 targets

Target 1

Numeracy: 100% students K-12 show progress in their assessment from entering and exiting the program.

Our achievements include:

• Engaged a university lecturer and mathematics consultant to provide professional learning for all staff. Explore how students learn Mathematics and align the Mathematics continuum and syllabus.

• Improved teacher confidence and delivery of appropriate teaching and learning activities

Target 2

Literacy: 100% students K-12 show progress in their assessment from entering and exiting the program

Our achievements include:

• Employed a speech therapist for site based professional development to build teacher knowledge of assessment for students with receptive and expressive language delays.

• Engaged staff in site based professional development with a speech therapist to support planning for individual student needs.

• Employed a School Learning Support Officer (0.8) to provide intense Multilit support for Aboriginal students who are below the benchmarks in NAPLAN.

• Students have improved in negotiating oral and written communication

• 80% of students requiring speech therapy have been assessed and participating in speech programs with trained therapists

Target 3

Curriculum and assessment: Improve teacher quality in using evidence-based assessment

Our achievements include:
• Released classroom teachers to visit similar schools to evaluate various assessment methods for Mathematics.

• Released classroom teachers for professional development in new assessment tools

• Released senior teachers to work with the Board of Studies consultant to develop a matrix for consistent teacher judgment for assessing student competency in Mathematics (Life Skills).

**Target 4**

**Student engagement and attainment:** Implement proactive social development programs for students and community

Our achievements include:

• Provided differentiated professional development in interactive classroom technology

• Released class teacher to conduct research of appropriate technology for our context

• Purchased appropriate technology and interactive whiteboards

• Employed a School Learning Support Officer to support the teachers in providing a valued Food Education and life long healthy eating program

• Teachers are confident in using an integrated approach to support teaching and learning

• Students are gaining the knowledge and skills to maintain a healthy lifestyle

**Target 5**

**Leadership and management:** All teachers to identify and work towards next accreditation level as set by the NSW Institute of Teaching.

Our achievements include

• Requested consultancy support to align all teaching practices to The Professional Teaching Standards

• Released mentors to engage in professional development in Mathletics, ICT and Multilit

• Teachers having a clear understanding of The Professional Teaching Standards

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluations of teacher quality in the area of math and to build upon prior success in Literacy. Another practice was to improve the leadership capacity and bring Glenfield Park School in line with current practices.

**Numeracy**

**Background**

The evaluation was undertaken as part of the National Partnership scheme. Pre and post Teacher surveys demonstrated improved understanding of math development, the numeracy continuum and the ability to use assessment to inform teaching.

**Findings and conclusions**

Based on the target we would say high. This target only allows us to capture data for a small number of students leaving the program.

If we report against the strategies and whole school data, we would say there was an 11% increase as noted in SENA assessment data of the Early Arithmetical strategies component.

Classroom observations show 70% of teachers are implementing effective math activities to engage and enhance student ability.

**Future directions**

Teachers are currently in the active learning stage and require time and supported practice and mentoring for autonomy.

**Literacy**

**Background**

The evaluation was undertaken as part of the National Partnership scheme. Teacher
surveys noted improved confidence to deliver programs that support students with language difficulties. A collection of data from ongoing assessments in speech, reading and multilit showed a large improvement in oral and written language.

**Findings and conclusions**

Ongoing professional development in Accelerated Literacy and Multilit has proven to have an impact on teacher confidence to deliver effective programs.

Teacher comments in surveys, noted the ability to identify and support students with language difficulties and a confidence in conducting and modifying activities to suit the students’ needs.

The employment of a School Learning Support Officer to assist in the implementation of the program makes it possible for more intensive application.

**Future directions**

Ongoing professional development in Accelerated Literacy and Multilit has proven to have an impact on teacher confidence to deliver effective programs.

Teacher comments in surveys, noted the ability to identify and support students with language difficulties and a confidence in conducting and modifying activities to suit the students’ needs.

The employment of a School Learning Support Officer to assist in the implementation of the program makes it possible for more intensive application.

**Curriculum & Assessment**

**Background**

The evaluation was undertaken as part of the National Partnership scheme. Teacher comments and evaluations show that engaging a University Lecturer and Mathematics consultant has enhanced their ability and encouraged further professional conversations, team teaching and sharing sessions to enhance teaching practice.

**Findings and conclusions**

Teacher surveys showed a 50% improvement in teacher confidence to understand and use SENA assessment to inform teaching practice.

**Future directions**

Target is being revised to make it more specific and measurable.

**Leadership & Management**

**Background**

The evaluation was undertaken as part of the National Partnership scheme. Professional conversation and observation formed part of the analysis.

**Findings and conclusions**

Executive team has developed skills and confidence to support professional growth.

**Future directions**

Target is being revised to make it more specific and measurable.

**Student Engagement & Attainment**

**Background**

The evaluation was undertaken as part of the National Partnership scheme. The collection and analysis of suspension data and the parent survey and comments showed renewed school/community social interactions.

**Findings and conclusions**

There are three strategies that have had an impact in the improved suspension data. The implementation and evaluation of PBIS meant active teaching of social behaviours. Changes to the structures in behaviour plans performed by Executives. Parent retreat and support group.

**Future directions**

Target is being revised to make it more specific and measurable.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
Parent report a new sense of self. They feel valued and supported. They have renewed energy and skills to deal with challenging situations. The teachers’ are able to further engage family and community agencies in the development of Individual Education plans and a presence within the school.

**Professional learning**

Professional learning at Glenfield Park has been a whole school focus on teacher quality. The major priority has been in the area of mathematics. All teachers were engaged with university lecturers, a math consultant and mentors. The average total of professional funds per teachers for 2012 was $1938.00 with the whole school total for professional learning being $20309.00.

The 11 teaching staff members are very focused practitioners with 55% having a masters’ degree in special education with 90.9% actively engaged in all staff development days.

The school has supported the development of two New Scheme teachers during 2012. We have also supported the maintenance of accreditation of a further two staff members at Professional Competence level.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

To improve student outcomes for Literacy.

**2013 Targets to achieve this outcome include:**

- In 2013 average student growth in PM assessments will improve by 3%. From 56% to 59%.
- In 2013 average Aboriginal student growth in PM assessments will improve by 3%. From 3% to 6%.

**Strategies to achieve these targets include:**

- Employ a speech therapist for site based professional development to build teacher knowledge of assessment for students with receptive and expressive language delays, and support planning to support individual student needs.
- Best Start training for new staff and continue to mentor others with assessing and planning.
- Engage in evaluation of data collected for Multilit and Accelerated Literacy.
- Continued professional development in Multilit and Accelerated Literacy from mentor for all new staff.
- Implement in class Multilit programs for all students.
- Continue to deliver Accelerated Literacy programs specifically designed to support Aboriginal students.
- Employ a School Learning Support Officer (0.8x 16wks) to provide intense Multilit support for Aboriginal students who are below the benchmarks in NAPLAN.

**School priority 2**

**Outcome for 2012–2014**

To improve student outcomes for Numeracy.

**2013 Targets to achieve this outcome include:**

- In 2013 average student growth in SENA assessments will improve by 3%. From 11% to 14%.

**Strategies to achieve these targets include:**

- Engage mathematics mentor to provide ongoing differentiated in class support.
- Timetabled (ongoing) staff development with the use of CMIT.

**School priority 3**

**Outcome for 2012–2014**

To improve teacher quality in Curriculum and Assessment.

**2013 Targets to achieve this outcome include:**

- In 2013, the 90% of surveyed teachers consistently able to use assessments to
inform their teaching programs will increase by 50%

Strategies to achieve these targets include:

• Organise timetables so that stage groups can collaborate and plan in aligning curriculum/assessment in Mathematics.
• Engage Mathematics mentor to assist in the implementation of the Australian Curriculum (Mathematics).
• Engage a Literacy mentor to assist in the implementation of the Australian Curriculum (English).
• Release senior teachers to work with the Board of Studies consultant to develop a matrix for consistent teacher judgment for assessing student competency in Mathematics (Life Skills).
• Release classroom teachers to investigate and develop quality assessment methods for Mathematics.
• Release classroom teachers for professional development in new assessment tools.
• Teachers will effectively identify and implement evidence based assessment in the TARS process.

School priority 4

Outcome for 2012–2014

To enhance the leadership capacity of all staff.

2013 Targets to achieve this outcome include:

• In 2013 90% of teachers will achieve an improvement relating to Element 3 of the NSW Teaching Standards as measured through surveys and the TARS process.

Strategies to achieve these targets include:

• All staff to develop Professional Learning Plans.
• Engage a second person as a mentor for Accelerated Literacy and provide professional development.
• Provide professional development for a teacher/executive as a mentor for ICT.

• Provide differentiated professional development in line with the School Plan and Professional Learning Plans.
• Provide professional development for executive staff in Team Leadership for School Improvement and Leading and Managing the School.
• Release Executive to formulate and analyse data to inform quality teaching and learning. Embed a process of school self-evaluation of literacy and numeracy. Provide resources to collate information.

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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