



**GLENDALE**  
PRIMARY SCHOOL  
INDEPENDENT PUBLIC SCHOOL

# Annual Report 2022

**V**aluing

**O**penness

**I**ncluding

**C**ollaborating

**E**ngaging





# About this report

## The 2022 school year

The 2022 Annual Report for Glendale Primary School (GPS) details the achievements and challenges faced in 2022 and outlines focus areas and opportunities ahead for continued growth and improvement. Importantly, this report informs you of the progress being made towards the targets detailed in the GPS Business Plan for 2022 to 2025 and assures you that we are meeting the Department of Education's Statement of Expectations 2021-2024.

The Annual Report is created under the following six headings:

1. 2022 in Review from the Principal
2. Our Context
  - Our School
  - The School Vision
  - Enrolment Trends
  - Destination Schools
  - Staff
3. Leadership
  - Students
  - Staff
  - School Board
  - P&C
4. Student Achievement
5. Finances
6. School Highlights



# A year in review

## From the Principal, Helen Fiebig

2022 was a very productive year for staff and students at Glendale Primary School, despite the continued restrictions placed on schools and the community due to COVID-19. With every challenge comes new opportunities, and in line with COVID-19 regulations around parents unable to meet in groups on school grounds, we were also not permitted to hold meetings that brought the staff together, which led to establishing video conferencing for all staff meetings, School Board and P&C meetings. This proved successful and continues to be offered and used for P&C and School Board meetings.

2022 was the first year of a new business plan for the school which will be in place until 2025. At the end of 2022 an assessment was made by staff using available data to determine how we can work towards improving outcomes for ongoing and new priority areas.

To cater for talented and gifted children from middle to upper primary in writing and public speaking, selected children wrote their own script to present orally to an audience. From this group of talented writers and speakers, three children were invited to represent the school and compete in the Speak Up Awards on 16 August 2022. They presented their talk along with students from the State's private and public schools. The competition has a long and prestigious tradition in WA with many schools competing annually. This was the first time that students from Glendale PS and staff have been involved.

Over the year, time and money went into various beautification projects along with the school gardener, Neil Peters, who continued to create beautiful flower beds throughout the school. A project initiated by the art teacher, Vanessa Reeve was the installation of the Six Noongar Seasons mosaic panels that are proudly installed on the north wall of the library. I wish to acknowledge the generosity of the P&C who donated the funds for the school students to work with visiting artists who put together student artworks and then ran a mosaic workshop over a few days so every child in school participated in laying an area of mosaic tiles to create the artworks.

There was also a new flagpole installed outside of the canteen area. The flagpole will be used to fly the school flag each day and was used for the first time for the Remembrance Day services in November 2022. Around the base of the flagpole, paving bricks have been laid which were donated by past and current families and staff showing their names, as a part of the school's 50<sup>th</sup> anniversary celebration. Along with the 50<sup>th</sup> Anniversary commemorative stone that was engraved and donated by the 2021 graduating Year 6 students.

The gardener, Neil, also took the time to clean the bore water stains off an existing mural which is painted on the resource room next to the senior classrooms, revealing the beautiful waterbirds in a lake landscape.

## Our School

Located in the Perth suburb of Hamersley, Glendale Primary School is nestled in a tranquil environment with lush native gardens and shade trees. The school historically achieves high academic results. As a STEM Enterprise School in Science, Technology, Engineering and Mathematics, staff lead the implementation, training and mentoring of other schools in this approach to learning. The students are active participants in their learning through a hands on approach which enables them to explore, experiment, investigate and be creative. In the early years of school, personalised learning sits alongside explicit and formalised instruction to create a balanced play based teaching approach. Academic and social outcomes targeted for children have an improvement intent at all times, based on quality evidence, early identification of educational issues and ensuring the subsequent high quality interventions are in place for raising standards. Glendale Primary School remains a school of choice for parents and students, with as many as 25% of children coming from out of area due to the school's high reputation.

# Our Context

## The School Vision

A learning community giving VOICE to all.

At Glendale Primary School we commit to:

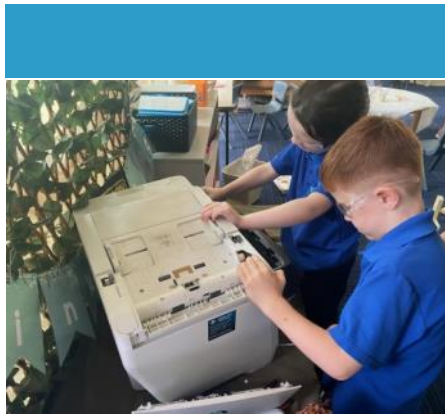
**Valuing:** each other, our individuality, our efforts and our education  
 We show respect.  
 We encourage independence.  
 We try.  
 We support each other.  
 We celebrate success.

**Openness:** in communication, relationships and knowledge  
 We listen to each other.  
 We are honest  
 We build trust by aligning our actions and word.  
 We are accountable.

**Including:** to provide equality of opportunities for all  
 We embrace diversity.  
 We adapt to suit needs.  
 We actively participate.  
 We make it safe for people to speak up.  
 We work with our strengths.

**Collaborating:** to build a learning community of excellence  
 We work together and share ideas.  
 We work together to solve conflict.  
 We look for solutions.  
 We are committed to reflection and growth.

**Engaging:** with students, families, community and the environment  
 We encourage curiosity.  
 We bring enthusiasm.  
 We look for opportunities to connect.



## PART 2

# Our Context

### Enrolment Trends

At census 2022, there were 314 students from kindergarten to year six. The children are drawn mainly from the Hamersley, Warwick and surrounding areas. Just over one quarter of the students are from areas outside of Hamersley. The most common reasons given for this is that as some families had lived in the area and moved away, kept their children at the school and we have attracted new students from out of area due to the school's positive reputation for inclusive, quality education and the positive behaviour programmes.

### Destination Schools

In 2022, there were 29 students who graduated from year 6 and their destination schools are as follows:

Destination Schools	Male	Female	Total
Warwick Senior High School	11	8	19
Carine Senior High School	0	2	2
Mercy College (Koondoola)	1	1	2
Balga Senior High School	1	0	1
Churchlands Senior High School	0	1	1
Girrawheen Senior High School	1	0	1
John Curtin College of the Arts	0	1	1
Newman College	1	0	1
Servite College	1	0	1

### Staff

In 2022, there were 43 staff members, which was a mixture of full time and part time workers. The school funded additional staff to ensure that direct instruction spelling and phonics programmes were run across the school and early intervention programmes for the students at educational risk. The school also funds extra non-teaching time for lead staff to coach and mentor their peers in whole school processes of curriculum and assessment. There was some movement of staff due to a few permanent staff successfully applying for promotion and others who completed their fixed term contracts. Overall, there was minimal movement of staff resulting in a stable staff population.

# Leadership

## Student Leadership

All Year 6 students are recognised as leaders of the school and leadership roles are shared out over the year. Two school prefects, three faction captains and three faction vice captains were elected by Year 3 to 6 students. The election was run with the support of the electoral commission who create real voting conditions. They prepare the voting slips, bring voting booths, and run the voting process. They then take the votes and determine the winners based on the preferential voting system.

The duties that Year 6 students share are: giving a student report at assemblies, raise and lower the WA, Australian and Aboriginal flags each day, hosting special events, welcoming special guests, locking and unlocking gates each day, managing the PE equipment for lunch and recess and assisting staff as needed.

The Year 6 students were taken on a leadership day to Ern Halliday early in the year to develop their confidence to lead as an individual and as team members.

Students across the school are encouraged to take on a leadership position as a Glendale Greenie. Mrs Timmers is a well-respected lead teacher who with a background in Science has a long history of managing and supporting the staff and students to embed sustainability into the culture of this school. One of the initiatives every year is for each class from Pre-Primary to Year 6, to have two student representatives who are responsible for ensuring the class act in ways that support the Reduce, Reuse and Recycle philosophy. In 2022, there were 24 children who were responsible for turning off lights, ensuring taps were turned off and not dripping, collecting crunch and sip scraps, and putting them in the compost bins.

## Staff Leadership

The teaching staff were all involved in decision making and purchasing of resources through being a member of one of three committees that were used in 2022: for Literacy, Numeracy and STEM (Science, Technology, and Engineering). One member of each committee was a member of the Finance Committee which oversees the school's finances, such as the setting of budgets' and approval of funding new projects.

There was a staff member who represents the voice of all staff along with the Principal on the School Board.

All teaching staff work collaboratively in learning teams of similar year levels. There were three teaching teams: early childhood - K-2, middle primary - 2-4, upper primary - 4-6.

We had two Level 3 Teachers and two Senior Teachers on staff. These teachers are given ongoing leadership opportunities within their committee and team roles. In 2022, one Level 3 teacher was leading all sustainability projects across the school and the other coaching and mentoring staff in literacy as well as running a literacy extension class for talented students. Lead staff are also used to present training to their peers at school development days and in staff meetings.

There is an ongoing commitment to the growth of the staff skills and leadership pathways with coaching and mentoring by the Principal and Deputy Principals.



# Leadership

## The School Board

The School Board has a vital role to play in ensuring that the school is being lead in line with the WA Department of Education Statement of Expectations and is working towards the targets outline in the GPS Business Plan for 2022 – 2025.

The Glendale Primary School board members for 2022 were:

**Parent representatives:**

Ruth Langmead, Chairperson  
Nicola Hogue, Chairperson  
Justin Grey  
Melissa Grey  
Peter Madden

**Community representatives:**

Jason Tomlinson, Warwick Senior High School  
Helen McAullay, Curtin University

**Staff representatives:**

Melissa Jarvis  
Matthew Sharp  
Helen Fiebig, Principal

The Glendale PS members of the School Board are a vibrant team of our school community who contribute to oversee the setting of the long-term future for the school and maintaining oversight of the implementation of the current School Business Plan 2022 - 2025. The Board have again been fortunate to have had wonderful school and community members provide their time and expertise. The parent members bring their experience, views and context of the wider school community to meetings. The community members bring wider perspectives, particular skill sets and expertise to the board and the Glendale PS staff bring their educational expertise.

The Board members in 2022, continued to act as an avenue of consultation for the principal to gauge opinions on particular initiatives or matters of interest; and played a valuable role in receiving and endorsing reports such as NAPLAN data, financial summaries and building and grounds initiatives.

In 2022 the School Board said goodbye to a range of staff and community volunteers who all provided key insights and experiences during their tenure. On behalf of the community, we would like to thank Matt Sharp, Ruth Langmead (former Chairperson) Jenny Graham, Melissa Jarvis and Jude McIntyre for their efforts. The board would also like to recognise all the members of the school community who have generously given their time and made a positive contribution to the school. This includes staff, parents, grandparents, carers, our amazing P&C and any other members of the community committed to provide a safe and nurturing school in which our children can thrive.

During the year the School Board reviewed and endorsed multiple school policies. These included the development and endorsement of the Sun Protection Policy and amendments that were made to the Technology Devices (formerly the Mobile Phone) Policy, Behaviour Management Policy, Food and Drink Policy and Student Dress Code Policy. Along with a Workforce Plan and Aboriginal Cultural Standards Framework.

The School Board members continued their journey with data by reviewing the achievements and progress of the school in relation to NAPLAN. It was a welcomed discussion amongst the School Board as student success continues to progress. The students at Glendale PS have benefited greatly from the whole school literacy programs such as Talk for Writing and the Walker Learning play approach. The School Board has continued to focus on the School Business Plan 2022 – 2025 with time reflecting on the key targets and to the implementation. Strengths and areas of growth were also identified and discussed.

The School Board members are excited by the ongoing leadership, innovation, collaboration and support that the Principal and staff of Glendale PS display each day to ensure the success and wellbeing of all students. We look forward to working alongside the great team at Glendale PS and guiding the future direction of our great school.

# Leadership

## Parent and Citizen Association

The P&C play an integral part as community leaders in the school by providing services such as the canteen, book club, uniform shop, social media, graduation activities, and fundraising as well as creating a supportive network for families. The fundraising is done to improve resources and provide special projects for the students.

GPS is fortunate to have had the following parents and carers take on the executive roles listed while being supported by a large band of volunteers.

Adam Panizza	Treasurer
Aimee Jorgeson	Vice President
Carla Drake-Brockman	Fundraising
Claire Pusch	Social Media
Pina Wright	Secretary
Julia Boardman	Social Media
Kelly Leonard	
Nerilee Russell	Canteen
Sarah Cusack	President and Uniform Shop
Teodora Robinson	Book Club

## P&C Contributions for 2027

Six Season Noongar mosaic artwork and workshops with students	\$4,031.82
Athletics carnival sun shelter	\$336.35
Library furniture	\$2,553.00
Book Club credits used to purchase books for the library	\$1,591.80
Loose Parts Play	\$813.00
<b>TOTAL</b>	<b>\$7,734.37</b>



# Student Achievement

## Business Plan

How we are working towards meeting the Business Plan targets

<p><b>READING</b> The NAPLAN Group Mean to be above that of the Australian Mean</p>	<p><b>MATHS</b> The NAPLAN Group Mean to be above that of the Australian Mean</p>	<p><b>VALUING RESPECT</b> For a whole school focus on promoting respect for self, others, resources, environment and for learning. To be measured through student reporting to parents attitude, behaviour and effort; and student behaviour records</p>	<p><b>INQUIRY LEARNING</b> For all teaching staff to be confident and supported in teaching through inquiry learning so that by 2025, every class teacher is confidently using an inquiry approach</p>
<ul style="list-style-type: none"> <li>• Talk 4 Reading being trialled in 2 classes to be extended across the school.</li> <li>• Research based approach to reading based on Science of Reading.</li> <li>• Premier’s Reading Challenge promoted across the community.</li> <li>• Whole school assessments Literacy PAT Reading NAPLAN KAT Letters &amp; Sounds Spelling Mastery MaqLit MultiLit On Entry</li> <li>• Centre for Excellence in Explicitly Teaching of Literacy.</li> <li>• Resources Decodable Readers Wushka online</li> <li>• Collaborative teaching teams</li> </ul>	<ul style="list-style-type: none"> <li>• Paul Swan maths PD ongoing</li> <li>• High Impact Teaching strategies to be implemented across the school.</li> <li>• Whole school assessments in Maths NAPLAN PAT Maths On Entry</li> <li>• Whole school mental maths program</li> <li>• Collaborative teaching teams</li> <li>• Whole school problem solving approach.</li> <li>• A common approach using maths vocabulary was developed and is being embedded across the school.</li> <li>• Common teaching approach for Maths lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school social skills approach, teaching Highway Heroes.</li> <li>• Explicit focus on manners in class</li> <li>• Explicit focus on how to disagree agreeably</li> <li>• Assemblies to have a focus on various areas of respect to promote desired behaviour.</li> <li>• Aussie of the Month presented at each assembly to 2 children</li> <li>• Positive Behaviour School reward system to focus on respect.</li> <li>• Respect to cover Self Others Resources Environment learning</li> </ul>	<ul style="list-style-type: none"> <li>• Walker Learning</li> <li>• STEM in class to focus on problem solving.</li> <li>• Linked with maths problem solving approach.</li> <li>• PAT assessment in problem solving</li> <li>• Loose parts play in the playground to develop creativity and imagination.</li> <li>• High Impact Teaching strategies being focused on for staff training.</li> </ul>

# Student Achievement

## Literacy

### Reading - Priority Area

Reading was identified as a priority in 2022 based on longitudinal NAPLAN and other whole school data which indicated that most students were achieving at or above expectation, however the results are not as high for Reading as it is for Writing and Spelling.

#### Proficiency Band Summary

Band	NAPLAN Score Range	Reading							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					19%	11%	3%	11%
7	530 - 581					28%	23%	18%	29%
6	478 - 529	35%	28%	22%	31%	22%	33%	26%	30%
5	426 - 477	9%	23%	19%	23%	16%	22%	44%	20%
4	374 - 425	26%	22%	42%	21%	13%	8%	6%	7%
3	322 - 373	15%	14%	6%	14%	3%	4%	3%	3%
2	270 - 321	15%	10%	3%	9%				
1	Up to 269	0%	2%	8%	2%				

The above NAPLAN results for reading indicates that standards remain at the expected level, however there were not as many students in the top end of results as there had been in the previous year for the Year 3 and 5 students. The data shows that the children with learning difficulties are being well catered for with the current intervention programmes.

The Year 3 reading group mean was 429 compared to the All WA Schools mean of 428. There were no national mean scores provided for 2022.

The Year 5 group mean was 482 compared to the All WA Schools Mean of 505.

# Student Achievement

## Spelling

Teachers are in their fourth year using an explicit, direct instruction teaching programme for Spelling. Across the school all students are grouped into phonics or spelling class according to their ability and these classes are run uninterrupted from 9:35 am, four days a week. Most students from K to year 2 work on phonics and students from Years 3 to 6 on Spelling.

### Proficiency Band Summary

Band	NAPLAN Score Range	Spelling							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					9%	12%	6%	13%
7	530 - 581					31%	26%	18%	24%
6	478 - 529	27%	21%	17%	23%	47%	28%	33%	32%
5	426 - 477	15%	24%	28%	23%	9%	20%	36%	20%
4	374 - 425	36%	22%	31%	24%	3%	9%	3%	9%
3	322 - 373	18%	18%	19%	18%	0%	5%	3%	3%
2	270 - 321	3%	9%	6%	8%				
1	Up to 269	0%	6%	0%	3%				

The NAPLAN spelling results in Year 3 for 2022 exceeded the average of the like school for the third year in a row and remains close to the like schools' average for the Year 5 students, indicating that the school students are consistently achieving at or exceeding expected levels in spelling.

The Year 3 spelling group mean was 422 compared to the All WA Schools mean of 414.

The Year 5 group mean was 495 compared to the All WA Schools mean of 505.

# Student Achievement

## Writing

### Proficiency Band Summary

Band	NAPLAN Score Range	Writing							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	3%	3%	5%
7	530 - 581					31%	15%	12%	15%
6	478 - 529	24%	14%	17%	18%	31%	32%	29%	35%
5	426 - 477	33%	44%	36%	34%	34%	34%	32%	28%
4	374 - 425	27%	23%	36%	30%	3%	12%	21%	11%
3	322 - 373	9%	12%	6%	11%	0%	3%	3%	5%
2	270 - 321	6%	5%	3%	4%				
1	Up to 269	0%	2%	3%	2%				

In writing the NAPLAN results show that Year 3 students exceeded the expectations when compared to the like school in the three top bands 4, 5 and 6. In the two lower bands there was only 1% difference. For the Year 5 students we predicted that there would be more children at the national minimum standard due to a higher number of children with special needs and imputed disabilities in that year level, than usual. There were 2% less in the number of students below the national minimum level and more than expected in band 5 for children working above the minimum level. All other areas were within reasonable results compared to the like schools.

The Year 3 group mean was 430 compared to the All WA Schools Mean of 419. There was no Australian mean given last year.

In Year 5 the group mean was 470 compared to the All WA Schools Mean of 480.

# Student Achievement

## Grammar & Punctuation

### Proficiency Band Summary

Band	NAPLAN Score Range	Grammar & Punctuation							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					13%	10%	3%	11%
7	530 - 581					13%	19%	9%	21%
6	478 - 529	39%	25%	17%	31%	31%	27%	36%	31%
5	426 - 477	9%	23%	31%	23%	25%	28%	27%	25%
4	374 - 425	30%	24%	28%	20%	19%	12%	21%	9%
3	322 - 373	15%	13%	17%	14%	0%	5%	3%	3%
2	270 - 321	6%	9%	3%	9%				
1	Up to 269	0%	5%	6%	4%				

In grammar and punctuation for the 2022 NAPLAN results. The Year 5 students had higher numbers in band 5 and 6 than the like schools, but less in the top two bands and more at the national minimum standard. The reason for this is explained in the writing analysis. The Year 3 students have achieved strongly in bands 3, 4, and 5 which are all above national minimum standard. It is also good to see that they have achieved 1/3 less than the national minimum standard in band 2.

The Year 3 group mean was 420 compared to the All WA Schools Mean of 424.

The Year 5 group mean was the same as the All WA Schools mean of 496.

Teachers were supported by the Literacy Committee and administration team by the following:

- Audit of reading resources room
- New high interest/low level readers purchased for middle to upper primary to cater for low achieving students in the upper primary.
- Book Week held at the same time as the Book Fair with a whole school involvement to promote a love of reading.
- Two teachers attended Talk for Reading training and it was trialled in the Year 2/3 class with evidence to be examined before further decisions are to be made.
- 2 teachers attended explicit direct instruction/daily review PD at Springfield PS and it was trialled in the Year 4/5 class
- Whole staff training in explicit direct instruction/daily review
- Speak Up Awards competition for talented students in reading, research, public speaking.
- National Simultaneous Story Time was promoted with the community to encourage a love of reading.
- Home reading journals added to book list for 2023
- Staff training organised with the Language Development Centre for the start of 2023 on teaching vocabulary.
- Ongoing upskilling of teachers in the teaching of Talk 4 Writing, Brightpath assessments and Reading.

# Student Achievement

## Numeracy - Priority Area

### Proficiency Band Summary

Band	NAPLAN Score Range	Numeracy							
		Year 3				Year 5			
		2021		2022		2021		2022	
		Sch	Like Sch	Sch	Like Sch	Sch	Like Sch	Sch	Like Sch
10	686 & Above								
9	634 - 685								
8	582 - 633					0%	6%	0%	7%
7	530 - 581					23%	18%	18%	16%
6	478 - 529	15%	11%	14%	13%	35%	32%	21%	32%
5	426 - 477	24%	20%	25%	21%	16%	28%	42%	31%
4	374 - 425	27%	31%	25%	28%	19%	13%	12%	11%
3	322 - 373	12%	23%	25%	23%	6%	3%	6%	3%
2	270 - 321	18%	12%	6%	12%				
1	Up to 269	3%	3%	6%	3%				

Overall, the numeracy data, shows that we are matching our like schools, however there are no students achieving in the top band 8.

The Year 3 Numeracy group mean was 401, which is above the All WA Schools Mean of 395. In Year 5 Numeracy, the group mean was 472 and the 'All WA Schools' Mean is 487.

The student achievements in numeracy were supported by the Numeracy Committee and administration through the following:

- Problem solving strategy teacher training that introduced a systematic problem-solving approach (COSIC) for teachers to start using in their class next year. With the aim for this to become a whole school approach. The first step is to train the ECE teachers.
- A group of Glendale PS teachers attended the Warwick and Balcatta Network of schools, staff training with Paul Swan on the 9<sup>th</sup> and 10<sup>th</sup> of August on Problem Solving, Measurement and planning.
- Reviewed the Maths block structure and created a lesson guideline structure for each year range (K, PP, 1-2, 3-6)
- Completed an operational plan.
- Created a planning overview to support our teachers in the planning of their lessons in the classroom. There is one per year level and some mixed class overviews for Yr 1/2, Yr 3/4, Yr 5/6.
- Developed a maths vocabulary list per year level to encourage maths language consistency across the school.
- Purchased a range of Paul Swan and other resources to encourage play-based, interactive and hands-on Maths learning experiences.

# Student Achievement

PART **4**

## Numeracy - Priority Area

The Numeracy Committee are working towards:

- Early childhood teacher professional learning for COSIC problem solving approach
- Whole school professional learning for staff to integrate the problem-solving approach in the planning
- Data collection on basic facts program to monitor progress
- Finding a Maths incursion for next year
- Organising a Maths Day for next year
- Researching Have Sum Fun Online for talented students next year
- Printing lesson structures, vocabulary list and overviews per year level to hand out to teachers at the last PD

Overall, the progress of Glendale Primary School children is comparable to like schools and they are achieving sound results. The whole school programmes are maintaining consistent results and proven to be effective. An area to focus on is progressing children to achieve in the top band. The extension skills development required at this level is to be a focus for further teacher professional development in 2023 on identifying and extending students who are developmentally ready as well as how to present all students with open ended project work to develop deeper and complex thinking. The whole school programmes Walker Learning which has an approach on Inquiry Learning and a whole school problem solving will support the higher order thinking skills for all children.

## Science

The teaching staff involved in the Science Committee in 2022. During the year they achieved the following:

- Wrote a Science Operation Plan to guide teaching
- Revised the updated the Assessment Schedule for Science
- Updated the resources available to staff and students to use manually and online.
- Arranged for all teaching staff to examine and familiarise themselves with the wide variety of resources available in the school.
- Subscribed to a range of evidence based online teaching resources for use in classes.
- Focused on Inquiry Learning model of teaching
- Common assessment tasks were used in each year level with a marking key for moderation.
- PAT Science tests were administered and data used to inform teaching. Further training is suggested to assist staff with the analysis and manipulation of the data.

# Student Achievement

PART **4**

## Students At Educational Risk

School based data is used to track the progress of all students at Glendale Primary School and used to inform which children require ongoing support through intervention programmes and Individual Education Plans (IEPs). There is embedded into the process a case manager approach which ensures consistency for staff, parents and students with regular meetings regarding how their children are progressing with their IEP goals. These meetings can take place in a variety of ways to support parent participation i.e. face to face, digital meeting via Webex or phone conferences. The SAER process is managed with clear procedures and timelines for all staff. The school provides access to a school chaplain for children experiencing social and emotional difficulties.

In 2022, there were 46 students (15% of the student population) on an Individual Plans for support for either academic, social and emotional, toileting, or behaviour. The teaching staff use the Department's SEN planning tool to record Individual Plans. Evidence is collected by teachers and the school administration, and this data drives what outcomes are included in the child's SEN IEP. Individual Behaviour Support Plans (IBSPs) are recorded on a separate school proforma. When reporting to parents the school uses SEN Reports for students at severe educational risk and this is done in consultation with the parents or carers. A referral process is used to enter and exit students on and off the school's SAER database.

The Department of Education support staff are regularly involved and consulted for case management of SAER students on IEPs. The staff involved are the school psychologist, school nurse, Student Behaviour and Engagement Team, Language Development Centre teachers and speech therapists, and the staff from various Schools of Special Education Needs.

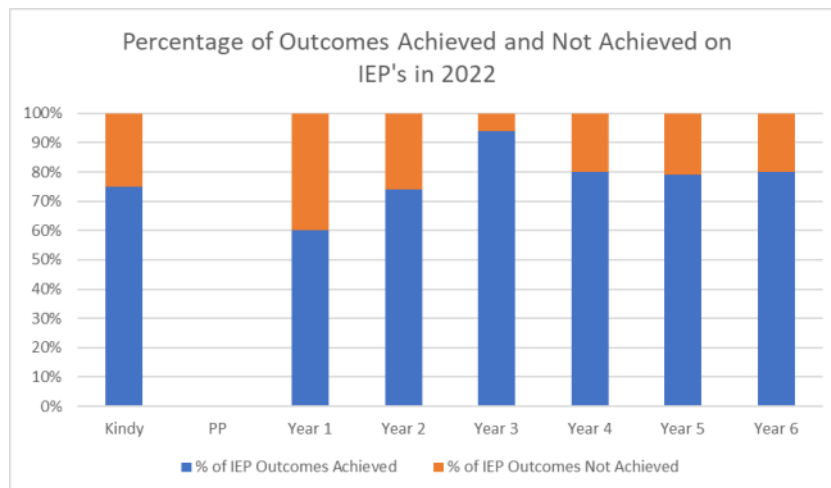
There are several intervention programs which are used to support students at risk of low academic achievement. MultiLit and MacqLit are explicit literacy tutoring programs which are used with a staff member to work with either individual students or small groups, three to four days a week on mastering specific content necessary for progress. In 2022 there were 17 students who went through intervention in MultiLit and MacqLit, which is 5% of the student population.



# Student Achievement

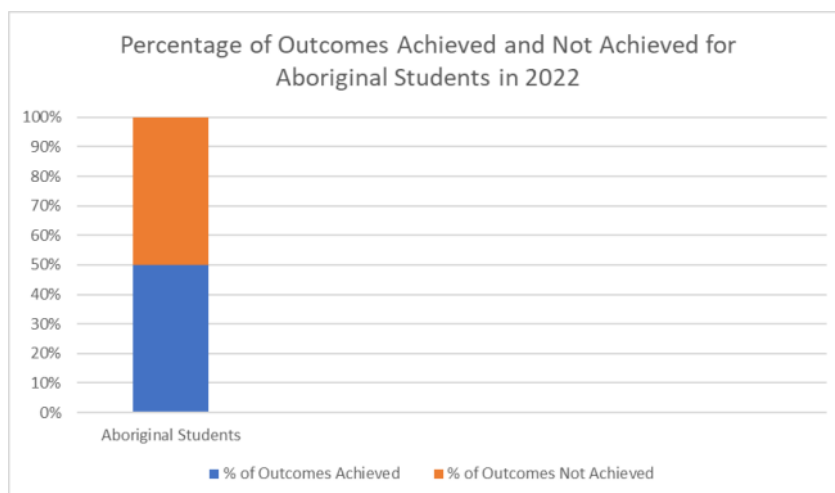
## Students At Risk

The results indicate:



Our results indicate:

- That students at Glendale are achieving 60% and above their IEP outcomes.
- The Year 3, 4, 5 and 6 students are doing exceptionally well achieving at or above 80% of their outcomes.
- The PP students did not have any students on IEP's but had two on IBSP's.
- There were a number of students whose attendance was 'at severe risk' which impacted on our results in certain cohorts (especially year 1).
- Overall the school's average of percentage of outcomes achieved for 2020 was 66% which was the same percentage as last year.
- Over time our goals indicate that they are achievable in a 6-week cycle and are reflective of SMART goals.



Our results indicate:

- That Aboriginal students at Glendale are achieving 50% of their IEP outcomes.
- There were 2 students in this data set who regularly comes to school late which has impacted their

# Student Achievement

PART **4**

## Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2020	93.7%	93.6%	93.2%	85.5%	84.8%	77.6%	93.3%	93.3%	91.9%
2021	92.7%	92%	92.4%	85.5%	86.2%	76.8%	92.4%	91.9%	91%
2022	89.2%	88.6%	88.3%	82.3%	82.1%	69.5%	89%	88.5%	86.6%

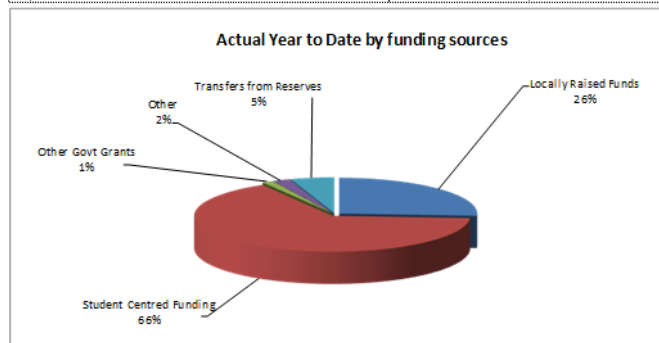
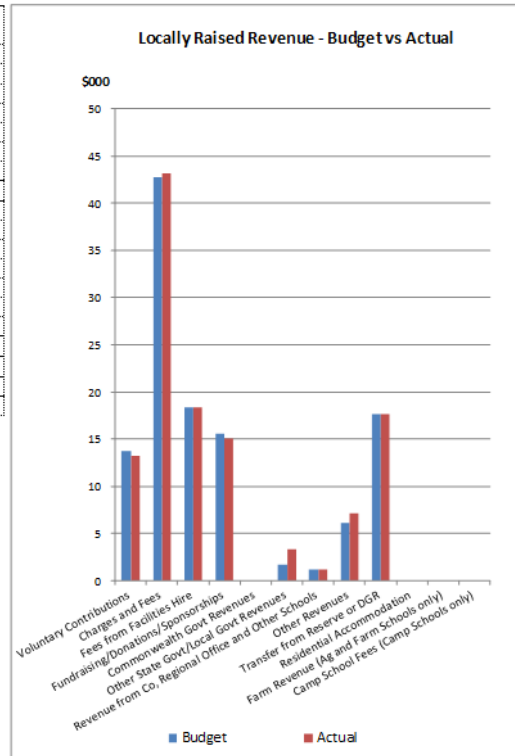
When a child's attendance rate falls, it places the child at risk educationally and action that is taken by the school includes:

1. Regular monitoring of attendance by the teacher and administration.
2. Using SMS MGM Outreach with families to alert families about daily unexplained absences.
3. Resources from the Department of Education School Attendance Toolkit.
4. Parent and teacher meetings to support the child and family.
5. Engaging parents in case conferences.
6. Involving the school psychologist.
7. Following up for unexplained absences with phone calls and letters.
8. An Attendance Plan.
9. Home visits.
10. Provide information for families to access outside agencies.
11. Consultation with the Department's Behaviour and Engagement Team.
12. Promoting the importance of regular attendance and discourage family holidays during the school term.

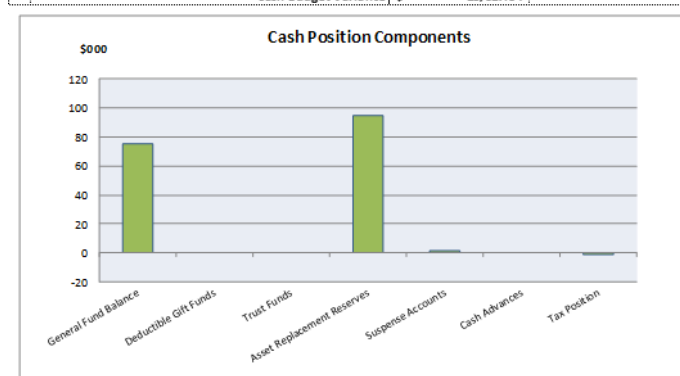
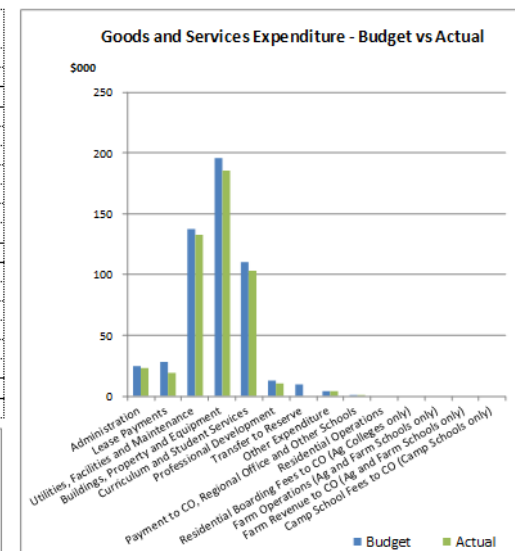
# Annual Budgets & Ac-

**Glendale Primary School**  
Financial Summary as at  
Enter date here i.e. 31/12/2022

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 13,689.00	\$ 13,229.00
2 Charges and Fees	\$ 42,724.00	\$ 43,145.58
3 Fees from Facilities Hire	\$ 18,409.27	\$ 18,409.07
4 Fundraising/Donations/Sponsorships	\$ 15,544.17	\$ 15,072.17
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 1,650.00	\$ 3,300.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,159.00	\$ 1,159.10
8 Other Revenues	\$ 6,136.33	\$ 7,105.58
9 Transfer from Reserve or DGR	\$ 17,665.00	\$ 17,665.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 116,976.77</b>	<b>\$ 119,085.50</b>
Opening Balance	\$ 209,607.00	\$ 209,607.22
Student Centred Funding	\$ 226,223.90	\$ 226,223.90
<b>Total Cash Funds Available</b>	<b>\$ 552,807.67</b>	<b>\$ 554,916.62</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 552,807.67</b>	<b>\$ 554,916.62</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 24,742.16	\$ 23,390.82
2 Lease Payments	\$ 28,000.00	\$ 19,400.68
3 Utilities, Facilities and Maintenance	\$ 137,563.27	\$ 132,925.00
4 Buildings, Property and Equipment	\$ 195,387.99	\$ 185,356.08
5 Curriculum and Student Services	\$ 110,693.26	\$ 103,384.58
6 Professional Development	\$ 13,000.00	\$ 10,562.24
7 Transfer to Reserve	\$ 10,000.00	\$ -
8 Other Expenditure	\$ 3,764.60	\$ 3,764.80
9 Payment to CO, Regional Office and Other Schools	\$ 628.75	\$ 848.72
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 523,780.03</b>	<b>\$ 479,632.92</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 523,780.03</b>	<b>\$ 479,632.92</b>
Cash Budget Variance	\$ 29,027.64	



Cash Position Components	
Bank Balance	\$ 170,034.99
Made up of:	
1 General Fund Balance	\$ 75,283.70
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 94,482.69
5 Suspense Accounts	\$ 1,235.60
6 Cash Advances	\$ -
7 Tax Position	\$ (967.00)
<b>Total Bank Balance</b>	<b>\$ 170,034.99</b>

# School Highlights

## Our year in pictures

PART **6**



**NAIDOC Art**



**Easter Hat Parade**



**Book Week**



**Aussies of the Month**



**Wildlife IncurSION**



**Lamp Lighter's**



**Premier's Reading Chal-**



**Glendale Greenies**



**Voice Awards**



**Faction Carnival**