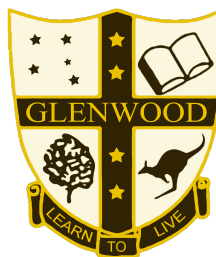


Glenwood Public School

Annual Report



2016



4529

Introduction

The Annual Report for 2016 is provided to the community of Glenwood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anne Webb

Principal

School contact details

Glenwood Public School

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Message from the Principal

Glenwood Public School commits to providing an environment where every student can learn and achieve success. This is something all staff work very hard to achieve each year. Glenwood Public School remains a vibrant, responsive and student focused community. Connections with the broader school community are valued and parent participation and input in day-to-day teaching and learning activities is embraced.

I would like to thank the hard working school community who support the students and staff in a wide variety of ways through their participation in school programs and activities. They help the school in fundraising, canteen and the P & C.

Throughout the school year students have had opportunities to participate in an extensive range of extra-curricular programs and activities, allowing them to excel across all curriculum areas, enrich their learning, and utilise and extend their individual strengths and talents. The school provides extensive programs across all curriculum areas to promote excellence in literacy, numeracy, science and technology, personal development, health, physical education and environmental education.

Staff are committed to ensuring students' social and emotional wellbeing through provision of a safe and nurturing school environment. The school's social skills program was adopted by all staff and is taught across all stages. As a result of the school's commitment to student wellbeing, Glenwood Public School provides a learning environment that is positive, engaging and inclusive of all.

Anne Webb

School background

School vision statement

Innovative practices that embrace change.

School context

Our school is one where we pride ourselves on the excellence of learning; a school where children can work towards and achieve their potential. With a strong emphasis on the development of the basics, success has come to children in becoming effective readers, writers and mathematicians. However, we hold most pride in ourselves for the creation of a supportive and caring atmosphere throughout our school, an atmosphere where children can grow in an environment conducive for learning. Glenwood Public School (established in 1981) features quality programs which focus on improving student educational outcomes in a safe, healthy, productive, enjoyable and balanced learning environment. Particular emphasis is placed on: developing student Literacy and Numeracy skills; catering for the talents, interests and needs of all students; implementing positive student welfare programs. We are located on the outskirts of Sydney South West and our student population come from a wide range of backgrounds, both socio economically and culturally. As a school we have developed many networks with other school and educators both locally and internationally. Our staff are well equipped to teach students of the 21st century and have created learning spaces that suit the students learning needs. Students have a strong voice at Glenwood.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** ...

- **Learning Culture** – As evidenced by the implementation of Positive Behaviour for Learning expectations for behaviour across the school are being explicitly taught to students. Our school programs address the needs of all equity groups through a variety of different programs, including enrichment workshops in drama, chess and IT, Aboriginal programs and catering for EALD students. Our attendance rates this year are slowly, yet steadily improving through regular monitoring and interventions. In the element of Learning Culture Glenwood Public School is **–delivering**.
- **Wellbeing**– At GPS through the TTFM surveys and evidence based research we have identified aspects of, and factors contributing to, wellbeing and have successfully addressed them through the introduction of Play is the Way. The introduction of PBL has ensured students, staff and the broader community understand a strategic and planned approach is necessary to support the wellbeing of all students. It has also helped develop the whole school approach that has clearly defined behavioural expectations and creates a positive teaching and learning environment. In the element of Wellbeing Glenwood Public School is **–delivering**.
- **Curriculum and Learning** – The learning needs of students at Glenwood are being met as we follow policies, programs and processes to identify and address their needs. Our Learning Support Team has in place a detailed referral process, we employ a speech therapist to assess and work with students and comprehensively track student behaviour. We work closely with other schools and organisations such as #ghfuturelearning, Datacom, Education Changemakers to enhance learning opportunities for our students. In Curriculum and Learning we are **–sustaining and growing**.
- **Assessment and Reporting** – In the element of Assessment and Reporting we are **–sustaining and growing**. Across the school PLAN data is used alongside TEN data, and formative assessment strategies to collect, analyse and report. Our school reports contain detailed information on student achievement as well as future directions. Students are constantly engaged in using assessment and reporting processes, such as two stars and a wish and goal setting, to reflect on their own learning.
- **Student Performance Measures** – Internal school data such as reading progress tracking along with the BI data indicate that we are **–sustaining and growing**. The school continues to use a variety of internal and external school performance measures including UNSW competitions, Maths Olympiad, reading tracking and the literacy and numeracy continuums.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**...

- **Effective Classroom Practice** – All teachers at Glenwood are committed to ensuring effective teaching using evidence-based teaching strategies. Students are provided with explicit and timely feedback through strategies such as bump it up walls, monitoring of individual goals and formative assessment strategies and their teachers regularly review learning. As active leading learners the school leadership team is committed to promoting and modelling effective evidenced-based practice. For the element of Effective Classroom Practice we are **–excelling**.
- **Data Skills and Use** – Teachers are striving to regularly use student assessment data and identify student achievements and progress to inform future school directions. Teachers are analysing a range of formative and summative assessment data including; PLAN, behaviour, learning and support tools and speech assessments to monitor student progress. This data is then communicated to parents through a variety of digital media and meetings. Glenwood PS is **sustaining and growing** in this area.
- **Collaborative Practice** – Glenwood PS has systems and processes in place to support a collaborative environment focussed on giving and obtaining feedback to improve teaching practice. Teachers work together in a range of teams including stage, executive and school project, to revise teaching and learning programs including the assessment of student outcomes. This is supported through identifying and sharing expertise in staff professional development sessions. For the element of Collaborative Practice we are **delivering**.
- **Learning and Development** – At Glenwood we ensure our professional learning is aligned with the school plan to build a culture of analysing the impact of quality teaching on student outcomes. There is a focus on improving literacy and numeracy methods where teachers actively share and engage in regular professional development to

improve their performance. Glenwood PS is **–sustaining and growing**

- **Professional Standards** – At Glenwood PS staff demonstrate a shared responsibility for maintaining and developing their professional standards. Teachers set goals annually through the school's performance and development process which are reviewed regularly. These goals are linked to support the implementation of the school plan which includes working beyond their classrooms to contribute to broader school programs. Teachers are encouraged and supported to pursue higher levels of accreditation. It is evident that we are **–sustaining and growing** in the element of Professional Standards.

The results of this process indicated that in the School Excellence Framework domain of **Leading** ...

- **Leadership** – Our school leadership team supports a culture of high expectations and community engagement. Feedback is sought after from parent surveys, discussion meetings and at P & C meetings. We have built up strong partnerships with a range of universities, businesses and community organisations including The Whiddon Group, WSU and Salesforce. Through leadership development we are building a school resulting in sustained and measureable whole-school improvement. It is evident that we are **sustaining and growing** in the element of Leadership.
- **School Planning, Implementation and Reporting**–At Glenwood PS, our school's vision and strategic directions drive our school plan to continuously improve. Our Milestones are regularly reviewed and updated as needed to support the effective implementation of the school plan. The schools expectations are understood and supported across the community as they are always a key part of the process. It is at the centre of It is evident that we are **sustaining and growing** in the element of School Planning, Implementation and Reporting.
- **School Resources** – Resources are strategically used to achieve improved student outcomes. Through innovative use of the school budget and strategic financial management, we have maximised resources to recruit high quality staff and implement the school plan. Our learning spaces have been transformed into future focused environments which are supported through innovative use of technology. It is evident that we are **sustaining and growing** in the element of School Resources.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Successful, empowered, engaged learners

Purpose

To empower learners with student voice and leadership skills. To provide students with a learning environment that supports 21st century student directed learning.

Overall summary of progress

Positive Behaviour for Learning has enabled our school to set explicit behaviour and learning expectations throughout the school. This process has also supported our school to review and analyse data to empower teachers to focus on learning. Our equity funding has been utilised to develop teachers knowledge and understanding of how to best support all students including Aboriginal, EAL/D and students with a disability.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers implement formative assessment strategies in every learning space.	Literacy continuum (writing) utilised in each classroom to support students and teachers in developing goals. Student led interviews implemented and positive feedback received from teachers, parents and students.	
A variety of data across the school reflects a positive impact on students engagement, eg. attendance, behaviour.	Student behaviour in the playground closely monitored and recorded throughout the year, enabling teachers to address and teach minor misbehaviours. Behaviour expectations have been agreed and promoted throughout the school. This has resulted in a reduced number of students in major trouble. Attendance has been closely monitored in collaboration with the Home School Liaison Officer. As a result, students attendance rates have improved throughout the year with more students meeting the minimum attendance rates.	Funding for staff training and resources for PBL launch day.
100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways (Equity)	Aboriginal students have been involved in various cultural immersion programs and transition programs across the area.	Aboriginal background loading (\$9 294)
Improvement in student progression through ESL scales (Equity)	Additional teaching staff employed to support students in the classroom. A range of resources created to support EAL/D students. EALD training and teacher resources purchased to support qualified staff.	English language proficiency (\$19 116)
100% of students with disabilities achieve growth towards individual goals within their Individual Education Plans (Equity)	Additional teacher and SLSO employed including Deputy Principal position to support teachers and student progress across all areas.	Low level adjustment for disability (\$52 014)

Next Steps

The next steps in our Student Wellbeing area is to build on our Positive Behaviour for Learning (PBL) process and embed our new school rules, Be Safe, Be Respectful, Be a Learner into our school reward system. We will also purchase new signage so that our expectations are clearly displayed throughout the school. Expectations across classroom settings will be refined and made consistent to support teacher and student expectations.

Play is The Way (PITW) will move into its next phase as it was just introduced this year. This next phase will continue to develop a positive school culture with a focus on students' social and emotional wellbeing. Teacher's knowledge and understanding will be a key part to this. Peer Support is another important role is developing a peer support program where students from kindergarten to year 6 are building positive relationships and support networks for each other.

Literacy and Numeracy will continue to be a major focus next year. This will be supported through the Premier's Priorities of increasing the number of students being proficient (achieving top two skill bands) in NAPLAN with a focus on reading and numeracy. Students will also be supported through specific and explicit support. Students goals will be clearly defined and displayed based on a range of student formative and summative data. Teachers will regularly review data to analyse teaching and learning.

Strategic Direction 2

Dynamic, high performing staff in a collaborative culture

Purpose

To engage teachers in professional learning networks that promotes collegial dialogue and reflective practices through the achievement of personal and collegial professional goals. To develop effective tracking of student performance to support high level student differentiation.

Overall summary of progress

All staff have been supported to develop their knowledge and understanding by attending a range of accredited and non accredited professional learning to support the school's direction and their own personal development. This has been achieved by the review of each teacher's performance and development plans and reviewing the impact our project teams have made on students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff use evaluative thinking when implementing their Professional Development Plan	All staff have developed and reviewed their professional development plans twice a year. Feedback has been provided to staff based on their goals.	QTSS has supported supervisors and peers to provide time to observe and provide feedback.
All Teaching and Learning programs incorporate innovative 21st century learning practices.	All teachers have been involved in a range of professional learning workshops to embed a range of technologies and future learning spaces in their classroom through DataCom and Craig Kemp.	DataCom Craig Kemp Furniture
100% of teachers entering PLAN data to inform teaching and learning each term.	Teachers have been supported to use PLAN data through building knowledge of the literacy and numeracy continuua and using the data to plan differentiated activities.	
100% of staff has access to professional learning in supporting students from low SES backgrounds. (Equity)	Staff have been attended internal and external professional learning to understand and support students from low SES backgrounds.	Socio-economic backgrounds

Next Steps

Our next steps to create a dynamic, high performing staff in a collaborative culture is to build a collaborative efficacy. We aim to provide students with at least one year's growth for one year's learning.

Through the alignment of school processes, including learning sprints to collect, analyse and report on internal and external data on student and school performance, we aim to be a school where teachers continually reflect on their own practice to ensure we are making the greatest impact on student learning.

Through staff collaboration and shared responsibility, we aim to build effective working teams across the school. This would include stage based teams and project teams. Early career teachers will be part of an induction program to build their competence and confidence within the teaching profession. Staff Performance & Development Plans will be reviewed with supervisors to create meaningful professional learning experiences for all.

Through developing leadership density across the school, we aim to develop leaders and aspiring leaders in supporting our school community to achieve our goals. We will participate in Social Ventures Australia where we will build strong networks with highly developed leadership teams across a range of schools. This initiative supports schools in developing strong leadership teams in low SES communities. The principal and aspiring principals within the school will also participate in and complete the Principal credentials.

Strategic Direction 3

Strong, positive, respectful community partnerships

Purpose

To ensure parents are informed partners of our education journey. To develop reciprocal relations across the school and wider community.

Overall summary of progress

Community partnerships have been enhanced through the introduction of Skoolbag app as well as ongoing use of other media such as Twitter and school website. A newly designed newsletter was produced on a weekly basis, with a comprehensive issue being published in week five and ten of each term.

Communication at a classroom level saw connections between home and school through the use of Class Dojo in all classrooms. Through Class Dojo teachers and students were able to share real time images and happenings with parents and caregivers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in parent and community members actively accessing and participating in online, two way communications	All classes implemented 'Class Dojo' as a means to communicate to parents online.	
100% of school events communicated via a variety of forums.	All school events communicated through the Skoolbag App, weekly digital buzz and uploaded on the school's website.	Purchase Skoolbag App
Increased parental engagement in planning days, workshops, parent café and other opportunities for discussion, feedback and decision making.	Parents involved with interview and reporting process including goal setting. Parent forums held to discuss and make decisions on school processes including school validation, school uniform and school rules and expectations.	Teacher Professional Learning funding for teacher training and informing parents.

Next Steps

As a school we will continue to explore ways on how to increase community attendance at whole school events.

It is our aim that we ensure the broader school community is aware of, and committed to, the school's strategic directions and practices to achieve educational priorities. This will be achieved by inviting parents and community members to planning days and through sharing at P&C meetings and home school communications.

We aim to focus on how to make deliberate and strategic use of partnerships with external agencies that will enrich student learning and the school's standing within the community. We will continue links with local community organisations such as The Whiddon group and build relationships with business partners such as Datacom.

We anticipate that through our involvement with Social Ventures Australia we will broaden our networks and access to educational partnerships.

Teachers and students will continue to regularly share learning experiences and achievement milestones with parents and the school community via the newsletter, Class Dojo, Seesaw and the school website. Channel Glenwood, our school YouTube account will be used to share teaching instruction and learning experiences, including our school movies.

The above communication methods, as well as parent information sessions and the introduction of the Parent Café will aim to strengthen parental engagement and enhance home-school partnerships.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students have been involved and immersed in a range of cultural experiences.</p> <p>Aboriginal students have been involved in student transition programs and cultural awareness programs.</p>	<ul style="list-style-type: none"> • Aboriginal background loading (\$9 294.00)
English language proficiency	<p>Additional teaching staff employed to support students in the classroom.</p> <p>A range of resources created to support EAL/D students.</p> <p>EALD training and teacher resources purchased to support qualified staff.</p>	<ul style="list-style-type: none"> • English language proficiency (\$19 116.00)
Low level adjustment for disability	<p>Additional teacher and SLSO employed including Deputy Principal position to support teachers and student progress across all areas.</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$52 014.00)
Quality Teaching, Successful Students (QTSS)	<p>Assistant Principals using time to support teachers in class through classroom observations and feedback.</p> <p>Deputy Principal supporting early career teachers Personal Development goals through induction and classroom management.</p>	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$12 243.00)
Socio–economic background	<p>Speech therapist, with SLSO, supported students with speaking and listening.</p> <p>Additional Learning and Support allocated to support students in the classroom.</p>	<ul style="list-style-type: none"> • Socio–economic background (\$21 590.00)
Support for beginning teachers	<p>Mentor program implemented and additional time provided for beginning teachers.</p> <p>Additional RFF for beginning teachers for programming, observations, professional learning and mentoring.</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$4 081.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	161	167	169	153
Girls	141	144	155	134

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	93.6	92.6	88.9
1	94.9	92.3	92.3	92.2
2	94.8	94.8	91.8	92.4
3	95	95.7	94.3	92.8
4	94.7	95	94	94.2
5	92.2	94.8	92.6	92.5
6	95.7	90.6	93.9	91.1
All Years	94.4	93.9	93.1	92
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	1.2
School Administration & Support Staff	2.57
Other Positions	0.12

*Full Time Equivalent

There are no Indigenous staff members at Glenwood Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	50
Postgraduate degree	50

Professional learning and teacher accreditation

Teacher professional learning funds were accessed by all staff to support the achievement of school targets. All staff attended stage planning in literacy and numeracy on a fortnightly basis as well as a program of professional learning presented at staff meetings. Many staff attended departmental training. Courses were related to the NSW Syllabi for the Australian Curriculum, technology, literacy, numeracy, physical education, gifted and talented education and student welfare.

All staff were trained in the Project Based Learning presented by David Price, UK as well as Computational Thinking presented by Craig Kemp and Kim Vernon, Singapore. Expert speakers made presentations at School Development Days and presented demonstration lessons as well as facilitating Stage planning.

There are currently four teachers maintaining accreditation and four teachers working towards gaining their accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	306 496.18
Revenue	2 496 547.00
(2a) Appropriation	2 397 681.01
(2b) Sale of Goods and Services	250.00
(2c) Grants and Contributions	93 087.94
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	5 528.05
Expenses	-2 446 016.28
Recurrent Expenses	-2 446 016.28
(3a) Employee Related	-2 146 886.40
(3b) Operating Expenses	-299 129.88
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	50 530.72
Balance Carried Forward	357 026.90

	2016 Actual (\$)
Base Total	2 000 162.90
Base Per Capita	17 373.55
Base Location	0.00
Other Base	1 982 789.35
Equity Total	313 748.16
Equity Aboriginal	9 294.13
Equity Socio economic	21 590.17
Equity Language	141 541.06
Equity Disability	141 322.80
Targeted Total	13 112.39
Other Total	59 191.28
Grand Total	2 386 214.73

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

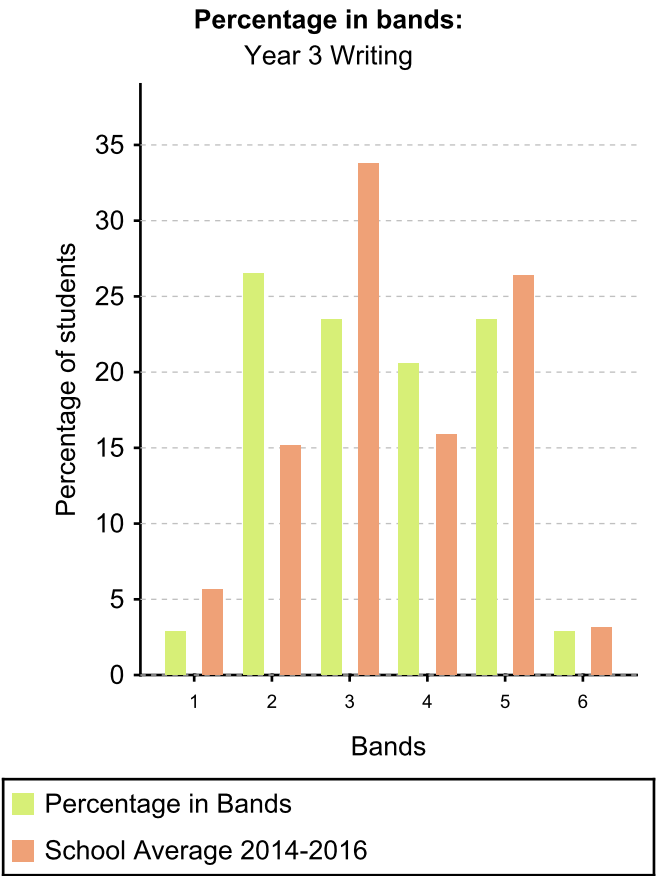
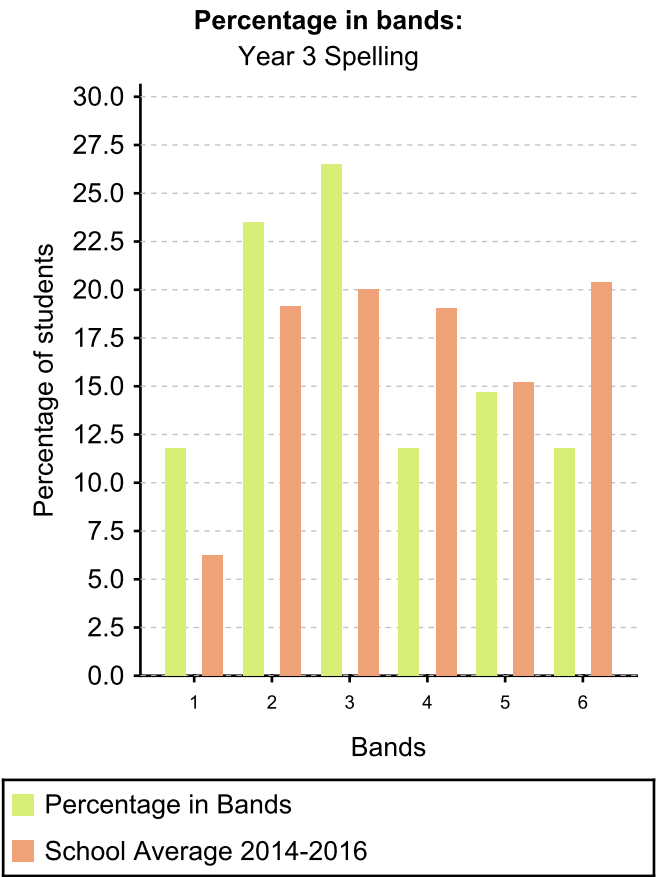
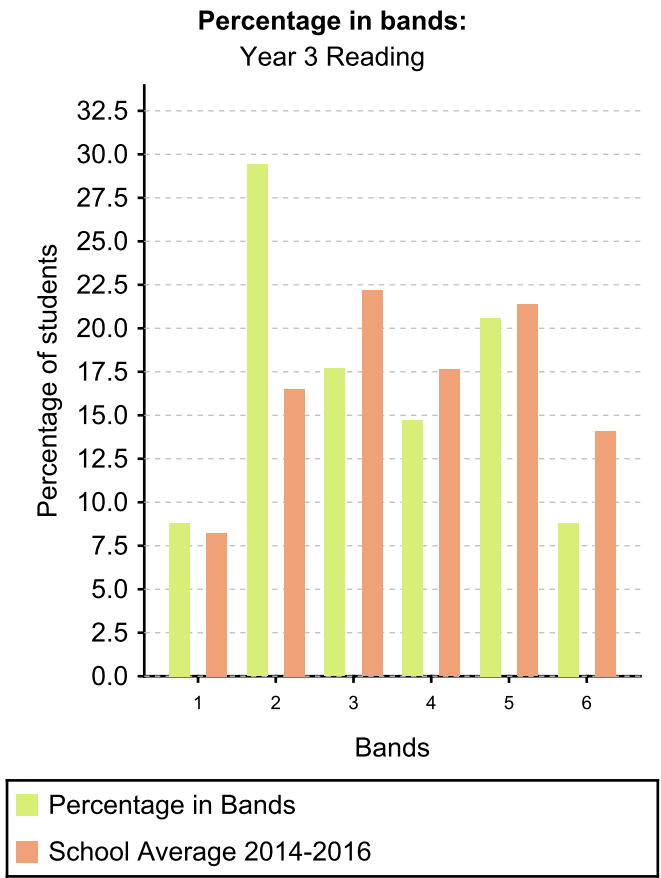
Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

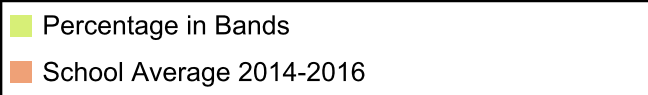
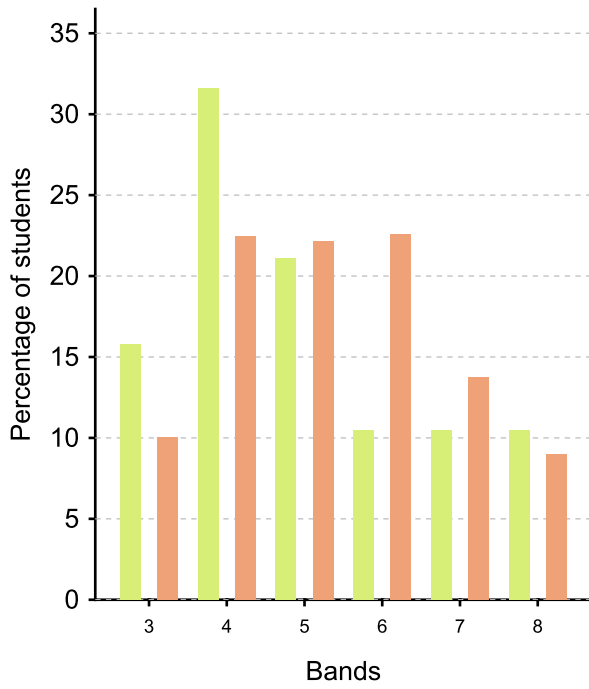
School performance

NAPLAN

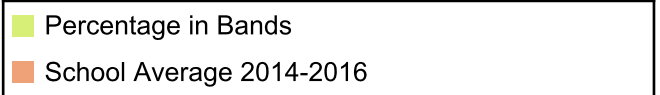
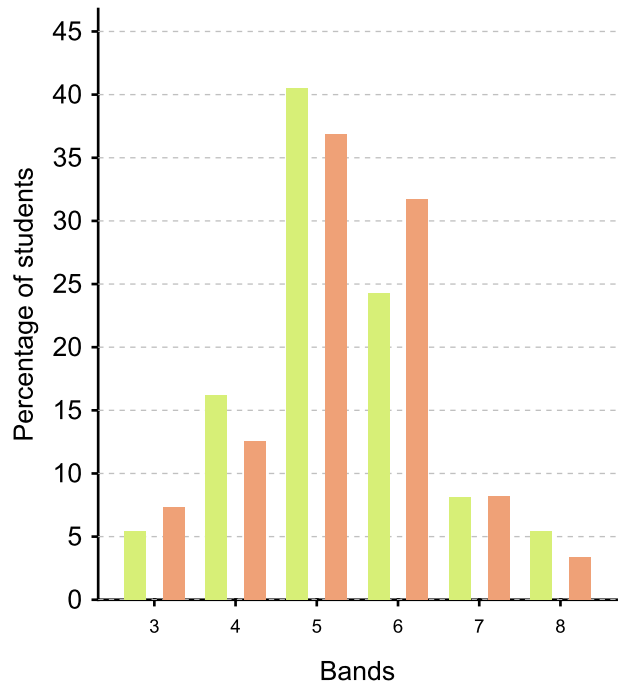
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



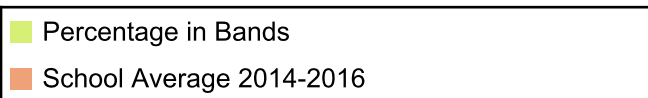
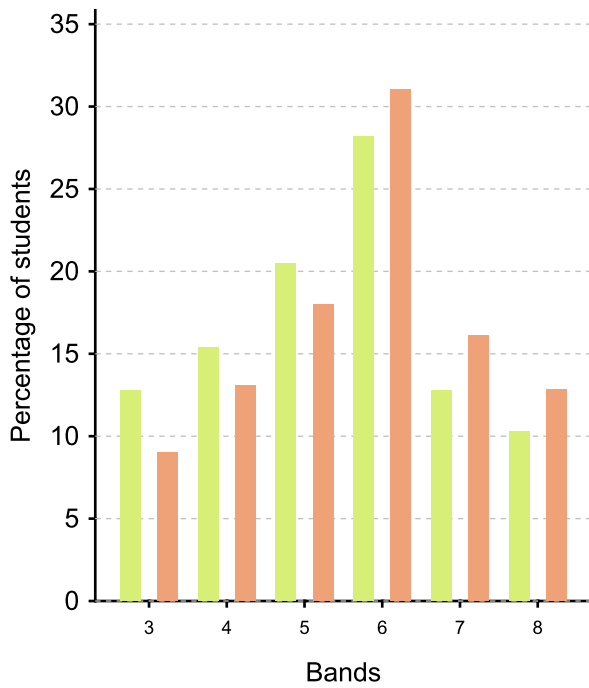
Percentage in bands:
Year 5 Reading



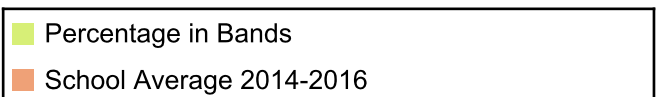
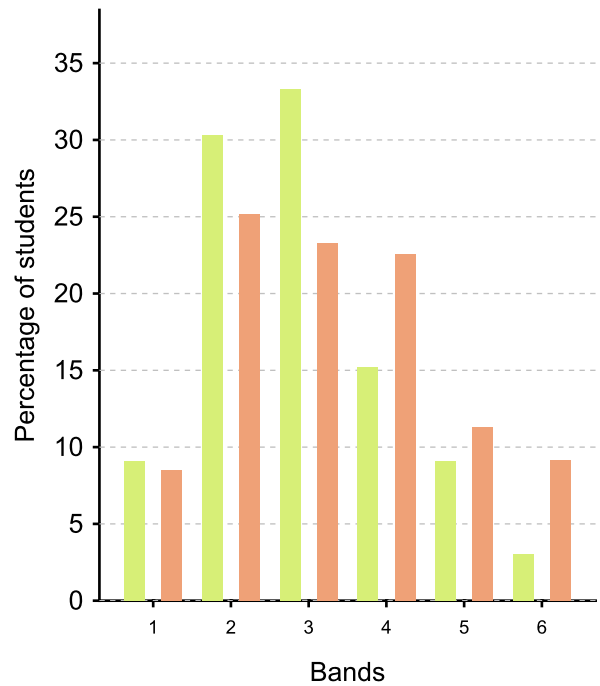
Percentage in bands:
Year 5 Writing



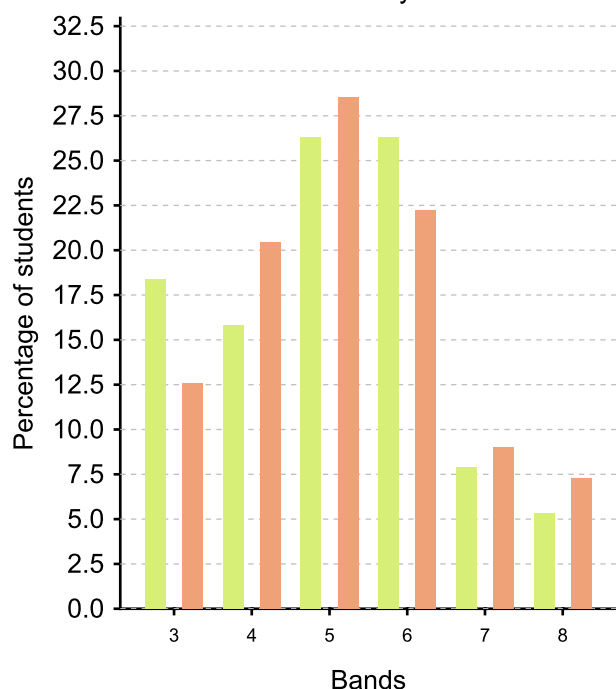
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. We are unable to report in this area as we have too few students to provide data that would be a true representation of performance.

Parent/caregiver, student, teacher satisfaction

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

1. Parents feel welcome – 6.5
2. Parents are informed at Glenwood Public School – 5.9

3. Parents at Glenwood Public School support learning at home – 6.1
4. Support for learning at Glenwood Public School – 6.1
5. Support for positive behaviour at Glenwood Public School – 7.3
6. Safety at Glenwood Public School – 6.0
7. Inclusion at Glenwood Public School – 6.4

Policy requirements

Aboriginal education

Glenwood Public School currently has twelve students of Aboriginal and Torres Strait Islander backgrounds enrolled, ranging from Year 1 to Year 6. Glenwood Public School aims to improve these students' academic results and social skill. All Aboriginal students have a Personal Learning Pathway (PLP) which have been developed in consultation with parents, students and teachers. These plans have allowed a greater communication between parents, student and teachers to occur, enabling goals to be achieved more successfully.

Glenwood Public School aims to teach Aboriginal culture and history to all students by embedding the Aboriginal perspective in its K–6 programs and emphasising Aboriginal culture with celebrations during NAIDOC Week. For NAIDOC Week Mr Fred Reid from the P.I.E Productions Company, came out and did a splendid performance. The lovely Aunty Fran Bodkin also came and visited. She shared stories about how animals got their colours and sharing her knowledge about animals.

Students with Aboriginal and Torres Strait Islander backgrounds have worked with Opportunity Hub again this year to enrich their knowledge of their culture and history. This has had a positive impact on student's sense of identity and self-esteem. They also attended the Campbelltown Regional NAIDOC Celebrations Day at Sackville Street Primary School which they enjoyed. Students were engaged and enjoyed playing with other Indigenous students from other local schools.

Staff at Glenwood Public School has also continued to strengthen their partnerships and collaboration with its Aboriginal families, other schools and local AECG.

Multicultural and anti-racism education

About 53% of students with language backgrounds other than English represent Glenwood Public School's school enrolment. Students are continually assessed and monitored using the phases of the English as an Acquired Language / Dialect learning progression. These students are supported in classrooms through learning support and classroom teachers. Students are supported in their language development through all Key Learning Areas, especially literacy and numeracy.

Glenwood Public School has a diverse community which is accepted and celebrated. In Term Three, Glenwood Public School held its Multicultural Day. Students and teachers dressed up in their cultural clothing and accessories. This day was filled with lots of events. In the morning, classes rotated and students learnt about various countries from around the world; at lunch, students tried a range of food from different cultures which were donated kindly by our families and in the middle session, Glenwood Public School held a concert which displayed our school's diversity and one of the performances was conducted by our local high school, Casula. This was a successful day of celebrating our differences and partnership with families and the community.

Glenwood Public School strives to continue and value this celebration of diversity in its classrooms.