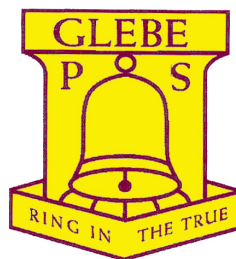


Glebe Public School

Annual Report



2016



7419

Introduction

The Annual Report for 2016 is provided to the community of **Glebe 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.

Vicki Pogulis

Principal

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Message from the Principal

I am proud of the achievements of our students and staff and the ongoing success of the strategies for change being implemented by the staff and community to create high quality learning experiences for our students. We have a highly dedicated staff who work collaboratively in an effective manner to provide an inclusive environment that promotes learning and high levels of student engagement. Staff actively engage and share in ongoing weekly assessment meetings and professional learning to support quality teaching strategies in the classroom, gather and analyse evidence, monitor progress and impact, plan learning progression, share best practice, design units of work and contribute to consistency of teaching practices and assessment. The teaching staff and administrative staff, school learning support officers, general assistants, cleaner, 'lolly pop lady', community organisations and the staff of Treehouse (Schools as Community Centre) and Centipede (Before and After School Care) dedicate themselves to the children of Glebe Public School. Many volunteers and experts in various fields have given their time and expertise to benefit the education of our students. Classroom learning has been enhanced through action learning programs in conjunction with the University of Sydney and the Sydney Theatre Company. Our students are motivated to learn and participate in a range of educational opportunities that provide a well-rounded and inclusive education. Academically, 2016 was a positive year with student performance in school-based and National Assessment Program Literacy and Numeracy (NAPLAN) assessment data indicating high levels of student achievement and growth, which is testament to the implementation of effective performance measures and explicit teaching programs. The individual needs of all students remains at the forefront of our core business. Reading Recovery, learning support interventions and English as an Additional Language or Dialect (EAL/D) lessons are available to support students' needs. These strategies improve students learning in literacy and numeracy, especially in the early years. We set high expectations for achievement for all students. Glebe Public School enjoys a high level of support from our parents and the local and wider community. The P&C provided excellent support throughout the year and parents have worked hard to support student and school initiatives. The P&C continues to promote the interests of Glebe Public School by bringing parents, citizens, students and teaching staff into close co-operation. The P&C has been successful in fundraising for new playground equipment and the coordination of the Readathon was of benefit to the school. The building and strengthening of community participation, connections and partnerships was a highlight for the school this year. A successful Chinese playgroup has been maintained and has increased in numbers based in the Glebe Treehouse. The employment of a Chinese-speaking School Learning Support Officer has strengthened our Language Background other than English programs and supported new enrolments to the school. The continuation of the Community Liaison Officer role to support communication continues to be highly beneficial in strengthening and publishing our successes. The Headstart (Transition to Kindergarten) program successfully prepared children for Kindergarten in 2017 by giving them the experience of the school environment, routines and expectations. Throughout the program, staff worked to promote and develop the children's independence and social skills in order to allow a positive transition into Kindergarten. In addition to preparing the children for school, the program provided a unique opportunity for teachers and support staff to develop knowledge of the student's personalities, behaviour, literacy and numeracy skills. It also provided opportunities for families to gain knowledge about school life and for school staff to begin to form partnerships with parents and carers in a relaxed and caring way. As a school community, we are proud of our achievements and successes this year.

School background

School vision statement

Refresh our minds, renew our determination and reinvigorate for our future.

School context

Glebe Public School was established in 1858. It is located within the inner city and has strong community partnerships. The support of the school community and the larger community enhances the educational outcomes of the school. The student population is 236, an increase of 45 students during the last year. The school culture is enriched by a diverse local demographic consisting of 38% coming from a Language Background other than English and 17% identifying as Aboriginal. Over the last decade the school has established a positive reputation in the community through the provision of inclusive educational practices that cater for the academic and well-being needs of all students. The staff at Glebe Public School is an actively involved and dedicated team, committed to supporting individual learning needs and providing a range of innovative teaching and learning programs. High expectations drive improvement in student outcomes and the aim is to continue to support and encourage social, creative and academic development in all students. Students are given every opportunity to develop their gifts and talents in academic, artistic, cultural and sporting domains to maximise leadership potential and to become confident, independent learners capable of embracing 21st century skills, knowledge and understandings. We remain committed to ongoing school improvement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those 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. 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.

This year, Glebe Public School continued to undertake self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. This took place at staff meetings, teacher professional learning, and executive meetings and with parent groups. Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on progress being made across the school based on the expectations identified in the Framework. These measures continued to ensure our improvement efforts align with a high level of expectations. In the domain of Learning, a positive learning culture remained at the forefront with well-developed and current policies, programs and procedures in place to identify, address and monitor student learning needs. A whole school approach to wellbeing ensured the articulation and implementation of behavioural expectations to maintain a positive learning environment for all students. Quality teaching and professional practices ensured students were provided with opportunities to connect, succeed and thrive and that the inclusion of effective school, system and community expertise and resources resulted in contextual decision-making and planning to support student learning. Staff routinely analysed school performance data and a range of other contextual information to monitor and address trends in student achievement levels. The school achieved pleasing value-added results with approximately 20% of students achieving high levels of performance on external performance measures. In the domain of teaching, teaching staff, led by the executive, are moving towards routinely using student performance data and other student feedback measures to evaluate the effectiveness of their own teaching practices as well as provide specific and timely formative feedback to students. The incorporation of teachers systematically using data analysis to inform planning for learning has continued to be strengthened across the school and assessment instruments were routinely embedded to assist in monitoring student progress and areas for improvement. Teachers collaborating within and across stages and faculties to ensure consistent curriculum delivery, including differentiation and consistency of teacher judgement, remain high. Teacher learning and development is an area that we will continue to focus on in 2017, with a focus on developing effective teaching methods and strategies in literacy and numeracy. All teaching staff demonstrated a strong understanding and ability to implement professional standards and curriculum requirements due to currency of content knowledge and teaching practices. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge has resulted in increased levels of student learning and

engagement. In the domain of leading, we have focussed on school planning, implementation and reporting and school resources. Staff, students, parents and the broader school community are welcomed and engaged, as evidenced through survey data collected this year. The school articulates a commitment to equity and high expectations for each student and is responsive to developing needs of the community. All staff are committed to, and can, articulate the purpose of each strategic direction in the school plan and play an active role in its implementation. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting, all of which undergo ongoing monitoring, evaluation and reviewing to maintain school improvement. Systematic staff performance and development reviews take place and strategic staffing practices ensure that full curriculum implementation and delivery requirements are met to a high standard through the recruitment of high quality staff. Strategic financial management is used to gain efficiency and to maximise resources available to implement the school plan. The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. Our self-assessment processes will further 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

Develop consistent, high quality educational practices and student achievement driven by assessment evidence in line with the NSW syllabuses.

Purpose

To improve learning outcomes for all students based on high quality educational delivery that includes authentic curriculum differentiation and consistent, highly collaborative and shared professional practice.

Overall summary of progress

1. Assessment and Differentiation Project: Staff capacity in implementing their working knowledge and understanding of assessment practices to deliver differentiated teaching and learning programs remained strong, as evidenced through improved student learning outcomes and detailed teaching and learning programs. 100% of staff reported that assessment practices assist them in determining student performance. Weekly assessment meetings, led by the school executive, in conjunction with executive staff being released from class one day a week, enabled support of staff and monitoring and tracking of students. Collaborative planning, programming and evaluating of class programs continued to strengthen staff ability in analysing internal and external data sources (NAPLAN, UNSW) to implement needs-based teaching and learning programs. All teaching and non-teaching staff participated in 'The Eight Ways of Learning' training delivered by the Regional Aboriginal Education Team and teaching staff undertook professional learning in EAL/D.

2. Creative Thinking Project: Staff continued to deepen their understanding of critical and creative thinking through professional learning opportunities and planning, programming and evaluation (PEP) days. Through collaborative designing, all teaching and learning programs evidenced detailed inclusions of creative and critical thinking pedagogy and evaluated their impact on student learning. Through the employment of a technology expert, staff received in-depth fortnightly professional learning. This supported both their individual needs and those of their students. Improved results increased levels of confidence in staff. The integration of technology into teaching and learning programs has supported the understanding of the value of critical and creative thinking in classroom practices.

3. Learning Support Project: Stage information sessions and parent teacher interviews engaged all stakeholders and ensured high levels of transparency between educational delivery, monitoring of student progress and the adjusting of teaching and learning programs. Parent survey data indicated that 95% of parents attended information sessions and parent interviews during the year. 89% of teaching staff reporting that they regularly collaborate with support staff and allied health professionals. The engagement of a special teacher to provide enrichment classes proved successful, with 12% of students participating. The employment of additional school learning support officers provided in-class support as well as support for targeted students, as indicated through individual education plans. Learning support processes received ongoing review and adjustments when required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A 5% increase in the number of students achieving at or beyond expected growth in Year 5 NAPLAN. Current % for reading is 44.4%; for writing is 78.9% and for numeracy is 55.0%	<ul style="list-style-type: none">Students achieving at or beyond expected growth in reading increased from 44.5% to 93.3%.In writing, 93% of students showed growth. However, it was not possible to compare results from prior years as there was a change of text type.Students achieving at or beyond expected growth in numeracy increased from 55.0% to 78.6% N.B. The data reflects a cohort of 16 students in comparison to 24 students in 2015.	\$16 564 – Classroom Resources \$86 006 – Integration Funding
Increase percentage of all students, K–6, (including equity groups) achieving Stage Outcomes as identified in School Student Reports in Comprehension from 81% to 85%.	<ul style="list-style-type: none">Students achieving stage outcomes or beyond in comprehension was 70% in 2016, 81% in 2015 and 70 % in 2014.	\$13 455 – Literacy and Numeracy
Teaching and learning across the school will have a focus on	<ul style="list-style-type: none">Teaching and learning programs detail the explicit inclusion of ways to integrate critical and	\$13 165– Teacher Professional Learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
critical and creative thinking skills, reflected in classroom practice, programming and reporting.	creative thinking. Staff have participated in the following professional learning: 8 Ways of learning, ICT Training and Professional ICT support in the classroom • Students engaged in enrichment classes with the employment of a specialist teacher.	\$9 086 – Computer Coordination Allocation \$30 000 – Executive Release Time

Next Steps

- Build staff knowledge of evidence based practice in Literacy and Numeracy. Investigate forming a Community of Schools based on Literacy.
- Continue to build staff capacity in their understanding and implementation of differentiation, through teacher professional learning and in class support with the school executive.
- Continue to build staff understanding of implementing critical and creative thinking in the classroom through professional learning, classroom observations and programming. Teachers will Investigate STEM training and share findings with the staff.
- Review and plan for enrichment classes for 2017.
- Continue to build expertise in technology with the provision of a technology expert to work alongside teacher.
- Continue to ensure the 8 Ways of Learning and Aboriginal and Torres Strait Islander Content is embedded in programming across all KLAS.
- Class teachers continue to cater for the needs of EAL/D students.
- School executive are released one day a week to provide support to teaching staff.
- Continue to inform parents about teaching and learning programs through parent information sessions, parent teacher interviews, reports and regular communication.
- IEPs, Risk Assessments, Behavior Plans and Review meetings follow a process of cyclical planning, implementing and reviewing. Schedule IEP meeting earlier in the year with parents attending.

Strategic Direction 2

Develop the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

Purpose

To create an environment in which there are supportive, positive relationships between learners (students, staff and community), which are underpinned by mutual respect, safe from negative social interactions, and foster active participation in learning.

Overall summary of progress

1. Wellbeing Project: The Wellbeing committee, which was established at the beginning of 2016, continued to drive this project and included several external stakeholders, such as The Glebe Treehouse (SaCC) facilitator. Wellbeing practices continued to be implemented and reviewed with feedback regularly being sought by the school executive. Teachers continued to report improved levels of social, communicative and confidence skills in students and 94% of teaching staff reported that they establish clear expectations for classroom behaviour. Due to an increased consistent approach to behaviour management, there was also a reduced number of students who received 'time out' or 'referrals' for inappropriate behaviour. Professional learning in the Wellbeing Framework and models for positive education ensured models of best practice were undertaken and all teaching and learning program evidenced a focus on wellbeing. The Tell Them From Me survey was completed by Years 4–6.

2. Positive Relationships Project: The Wellbeing committee was established based on the review of ongoing partnerships. Effective communication processes with the University of Sydney and community organisations continued to be strengthened in 2016. Executive staff presented to students from the Education Faculty at the University of Sydney. Three students were successfully supported in their Practicum throughout 2016. Partnerships with the Sydney Theatre Company, the Glebe Society, the Combines Services RSL Sub-Branch, the Council of Sydney and other organisations continued.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvements in student behavior, attitudes, expectations and relationships noted through meeting records, targeted classroom behaviors and surveys	<ul style="list-style-type: none">94% of staff reported that they establish clear expectations for classroom behaviour, an increase of 4% from 2015.95% of parent surveys agreed that the school supports positive behaviour, an increase of 9% from 2015.Evidence of well-being lessons and pedagogy is included in teaching and learning programs	\$7 000 – Classroom Resources
Data analysed in student commitment to learning and social development using the Tell Them From Me Survey results	<ul style="list-style-type: none">Data was analysed by the Well-being committee and will be shared with staff during Term 1, 2017 and relevant benchmarks set for the remainder of 2017.	No funding expended

Next Steps

- Continuation and analysis of the TTFM survey data about student commitment to learning and social development to inform strategic planning.
- Communication of playground expectations with the school community, facilitated by the SRC, to be shared through daily assemblies, school newsletter and school website.
- Implement playground wellbeing programs e.g. Senior Peacekeepers and fitness programs
- Undertake Peer Support Program professional learning and implement in Term 3, 2017.
- Undertake and implement professional learning on STEM and Inquiry Based Learning and Visible Learning.

Strategic Direction 3

Develop whole school practices in partnership with community which enables all students to be highly engaged in schooling.

Purpose

To improve student engagement in a positive school environment. To establish strong partnerships that are inclusive of cultural knowledge with families and the community.

Overall summary of progress

1. Community Partnership Project: Community participation and partnerships continued to be strengthened this year. Partnerships with parents and community remained at the forefront of our core business in creating respectful and sustainable relationships with all stakeholders. Stage information sessions, parent/teacher interviews and a proactive, autonomous class parent representative group ensured that systems were in place to support the transparency and delivery of information. Involvement with local pre-schools was at a high with all classes visiting pre-schools and these visits being reciprocated. This contributed in enhancing the positive reputation of the school in the community. The Volunteer and Supporters Program continued to benefit the students and staff and the attendance of over one hundred people at the Thank You to Volunteers and Supporters morning tea at the end of the year testified to this. The decision was made to not undertake the TTFM parent and staff survey; however, a parent and staff survey was implemented using questions that were designed to suit the needs of the school and to engage all equity groups in the school community.

2. Engagement Project: Parent and community skills were identified and successfully integrated into the Creative Arts program culminating in an outstanding Concert. The extracurricular activities program continued utilising staff, parent and community skills and knowledge. The cultural, creative and significant events such as NAIDOC Family Day, Multicultural and Harmony Day celebrations continued to result in high community participation and supported student engagement. The implementation of whole school PDHPE and sport programs presented a broad, inclusive range of opportunities for all students. Having specialist Music and Visual Art programs as the Release from Face to Face teaching programs is vital in this Project. The Engagement Project has helped to develop awareness of the varying backgrounds present in the whole school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School community surveys report high levels of satisfaction with school teaching and learning programs (including all equity groups).	School based Survey results in satisfaction with teaching and learning programs tell that: <ul style="list-style-type: none">• 75% of parents agree that teachers have high expectations of students.• 100% of parents agree that school staff take an active role in making sure all students are included in school activities.	No funding expended
Creativity frees our intellectual abilities and allows us to use literacy and numeracy in new ways that are engaging and productive.	<ul style="list-style-type: none">• Students provided with opportunities to engage in a range of extracurricular activities tailored to suit a wider age range.• Staff and students developed, presented and promoted creative arts opportunities including our school concert, The History Exam, that focused on increased involvement from the P&C and parent and community members. In Visual Arts the students engaged in the Grain Corp Art Competition and Koori Art Expressions.	<p>\$20 000 – School Funds – Hiring of Facilities</p> <p>\$6 481 – Community Consultation Project</p>
Multicultural awareness is an engagement tool for students, their families and our community.	<ul style="list-style-type: none">• The school community shared in cultural, creative and significant events e.g. Harmony Day, NAIDOC Family Day, Multicultural Day. All events were strongly embedded in class teaching and learning programs.• Staff engaged in ten hours of professional development in 8 Ways of Learning and Aboriginal and Torres Strait Islander Content and focused on embedding it into teaching and	<p>\$20 000 – School funds – Hiring of Facilities \$12 850 – Additional \$50 per student</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Multicultural awareness is an engagement tool for students, their families and our community.	learning programs.	

Next Steps

• Staff and community to evaluate the purpose and impact of extracurricular activities. • Survey students to determine areas of particular interest for extracurricular activities. Based on findings, parents/community members will be sought who have an interest and appropriate skill set to assist the activities. • Staff, students and community continue to share in cultural, creative and significant events through engaging whole school and classroom programs. • Analyse current levels of involvement and explore the specific needs of equity groups with a focus on providing support to develop school engagement and effective learning partnerships. • Continue to employ a Community Liaison Officer to support and strengthen positive home, school and community relationships. • Embed high quality teaching and learning practices for Aboriginal students and extend the links with the Aboriginal Education Consultative Group (AECG). • Actively engage parents and community members through involvement in an Art show.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> Personalised learning pathways were developed, implemented and monitored for Aboriginal students. Cultural significance was included in all teaching and learning programs. Challenging and rich learning experiences were provided across the curriculum. 5 senior Aboriginal students participated in the Yarn Up program culminating in presenting speeches at State Parliament House. During 2016, funding from Norta Norta and Aboriginal background funding was combined to provide learning assistance in literacy and numeracy. 	<p>\$64 388 – Aboriginal Education Officer</p> <p>\$7 000 – Flexible Funding</p> <p>\$4 781 – Norta Norta Program</p>
English language proficiency	<ul style="list-style-type: none"> Chinese speaking School Learning Support Officer communicated with parents/carers and invited them to meetings with students to develop learning plans and monitor progress. Interpreting and translation services and materials were used for effective communication, consultation and engagement with LBOTE families and community members. EAL/D student support was included in whole school planning, assessment and reporting. A teacher was employed one day a week to support newly arrived students. There was evidence in teaching and learning programs of differentiation to reflect the language learning needs of EAL/D students. 	<p>\$81 617 – EAL/D Teachers</p> <p>\$29 695– Flexible Funding</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Engagement of a Speech Therapist. All students requiring adjustments and learning support were catered for within class programs and other whole school strategies. The school used the Nationally Consistent Collection of Data (NCCD) to engage staff in meaningful professional dialogue. Individual Educational Plans were developed, implemented, monitored and evaluated for students. All staff undertook Epilepsy training. 	<p>\$71 415 – Staffing</p> <p>\$21 290 – Flexible Funding</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Teachers jointly planned and observed each other's lessons. They developed units of work and collaborative assessment tasks. Employment of a teacher one day a week allowed the Learning Support Teacher to facilitate adjustments to support individual student learning. Teachers received support with accreditation processes and the new Performance and Development Framework. 	<p>\$10 000 – Integration funding</p>
Socio-economic background	<ul style="list-style-type: none"> All feedback from community, staff and students (surveys, informal feedback,) attested to the positive relationships built through the Community Liaison officer role. The additional learning needs of socio-economic background students were addressed through the engagement of School Learning Support Officers. Engagement of a classroom teacher above staffing entitlement supported lower class sizes and improved student outcomes. 	<p>\$10 202 – Staffing</p> <p>\$3 698 – Flexible Funding</p> <p>\$60 000 – Classroom Teacher (School funds)</p> <p>\$83 116 – Integration Funding</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	69	91	113	113
Girls	61	92	99	118

Enrolments have been steadily increasing.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.6	94.2	91.6	93.1
1	94	96.2	93.1	91.8
2	95	94.3	94.7	93.3
3	93.3	93.4	94	95.9
4	95.1	95.6	93.6	88.9
5	91.4	93.4	94.4	90.6
6	94.7	91.6	93.5	89.5
All Years	93.6	94.2	93.3	92.1
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

Management of non-attendance

The school has no concerns with student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.82
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.8
School Administration & Support Staff	3.42
Other Positions	0.18

*Full Time Equivalent

Glebe Public school has one Aboriginal Education Officer.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	63
Postgraduate degree	37

Professional learning and teacher accreditation

The teaching staff at Glebe Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve key priorities as set out in our School Plan. Staff were also involved in professional learning programs that have built the capacity of early career teachers, current teachers and aspiring and current school leaders. Glebe Public School has ten teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. One teacher is maintaining accreditation at Proficient level. We have no teachers seeking voluntary accreditation at the Highly Accomplished or Leadership levels.

Teachers had professional learning in the following areas:

- Departmental policies: Code of Conduct, CPR, Child Protection, Welfare and Discipline Policies, Anaphylaxis
- Geography syllabus implementation
- Technology
- Classroom Observations
- Differentiation
- Report Writing
- Individual Education Plans
- Student Driven Feedback
- Student Attendance
- Moderating

Student writing• Physical Education and Health• Yoga• School Evaluations• English as an Additional Language or Dialect (EAL/D)• The Pedagogy of Critical and Creative thinking• Embedding Whole School Wellbeing Practices• Supporting Students with Additional Needs (learning adjustments)• School Planning and Implementation of Key Priorities• Development, Reviewing and implementation of Professional Development Goals• Partnerships and Community Connections• The pedagogy of student well-being

- School Executive and Administrative staff attended LMBR training.
- The Principal attended Principal network meetings.

Whole School Professional Development has included workshops in the following areas:• The Wellbeing Framework and Positive Education• Embedding Aboriginal and Torres Strait Islander Content Across the Curriculum• The Eight Ways of Learning• CPR Updates• Epilepsy • Whole School Planning• Social Media Policy Update• Anaphylaxis Update• Appraisal Procedures for Teachers, Executives and Principals• Data Informed Practices• The School Excellence Framework• Australian Professional Standards for Teachers• Creative Arts• School Planning 2015–2017• Technology in the Classroom• The Tell Them From Me survey

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	714 202.00
Global funds	174 293.00
Tied funds	292 221.00
School & community sources	237 895.00
Interest	11 133.00
Trust receipts	15 109.00
Canteen	0.00
Total income	1 444 853.00
Expenditure	
Teaching & learning	
Key learning areas	266 709.00
Excursions	5 892.00
Extracurricular dissections	54 223.00
Library	1 387.00
Training & development	7 021.00
Tied funds	245 910.00
Short term relief	45 305.00
Administration & office	63 753.00
School-operated canteen	0.00
Utilities	42 036.00
Maintenance	25 486.00
Trust accounts	29 254.00
Capital programs	12 310.00
Total expenditure	799 286.00
Balance carried forward	645 567.00

The information provided in the financial summary includes reporting from 14 November, 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	713 681.68
(2a) Appropriation	645 963.77
(2b) Sale of Goods and Services	2 736.59
(2c) Grants and Contributions	64 279.27
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	702.05
Expenses	-218 834.57
Recurrent Expenses	-218 834.57
(3a) Employee Related	-176 365.39
(3b) Operating Expenses	-42 469.18
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	494 847.11
Balance Carried Forward	494 847.11

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 712 481.27
Base Per Capita	11 673.70
Base Location	0.00
Other Base	1 700 807.57
Equity Total	294 085.61
Equity Aboriginal	76 168.58
Equity Socio economic	13 900.52
Equity Language	111 311.89
Equity Disability	92 704.62
Targeted Total	101 830.00
Other Total	173 405.84
Grand Total	2 281 802.72

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.

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.

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 the school used the Tell Them From Me survey and school-based survey data to collect responses. A cross section of their responses is presented.

1. Parents: Parents and caregivers of students were invited to provide feedback to the school on aspects of their child's experiences at home and school, including

information on the school's communication with parents, parental involvement in their child's learning and the extent to which the school supports learning and positive behaviour and promotes an inclusive environment. In 2016, 9% (22 families) of parents/carers participated in the survey compared to 8% in 2015. The key findings from the school-based survey:• 90% of parents feel well informed about their child's progress in school subjects. An 11% increase from 2015. • 75% of parents believe teachers have high expectations for their children to succeed. A 14% decrease from 2015. • 100% of parents agree that their child has a clear understanding for school behaviours. A 12% increase from 2015. • 95% of parents indicated their child feels safe at school. An 11% increase from 2015. • 100% of parents feel welcome when they visit the school. A 10% increase from 2015. • 100% of parents agreed that school staff take an active role in making sure all students are included in school activities. An increase of 15% from 2015. • 59% of parents agreed that school activities are scheduled at times they can attend. A 10% decrease from 2015.

2. Students: In 2016, 56 students in Years 4–6 were surveyed to gauge student satisfaction levels with their experiences at school. The key findings from the Tell Them From Me Student survey:• 73% of students agree that there are clear rules and high expectations for classroom behaviours and those teachers maintain these expectations. A 1% decrease from 2015. • 94% of students believe that education will benefit them personally and educationally, and will have a strong bearing on their future. A 5% decline from 2015. • 85% of students are interested and motivated in their learning. A 3% decline from 2015. • 83% of students agree that important concepts are taught well, class time is used effectively, and homework and evaluations support class objectives. A 1% decrease from 2015. • 86% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach. A 2% increase from 2015.

3. Teachers: Teachers participated in a school-based survey that aligned to the strategic directions as articulated in the school plan. The key findings from the survey:• 94% of teachers agreed that school leaders have helped them improve their teaching. A 19% increase from 2015. • 72% of teachers agreed that school leaders have observed their teaching. A 15% increase from 2015. • 100% of teachers agree that school leaders have collaborated with them to create a safe and orderly school environment. A 15% increase from 2015. • 89% of teachers agreed that they support students in using technology to undertake research. A 20% increase from 2015. • 94% of teachers collaborate with students to identify challenging learning goals relevant to the use of technology. A 39% increase from 2015. • 94% of teachers agree that they use computers or other interactive technology to analyse, organise and present subject matter. A 33% increase from 2015. • 100% of teachers agree that their assessments help them understand where students are having difficulty. An 18% increase from 2015. • 100% of teachers agreed they use formal assessments to inform lesson planning. A 20% increase from 2015. • 95% of teachers agree

they give feedback to students on how they improve their performance on formal assessment tasks. An increase of 30% from 2015.

Findings: The findings from these surveys are used by the school to determine future actions for parent opportunities to be involved in the school. They were also used to measure the effectiveness of student welfare policies and procedures. Teacher survey findings are used to determine Professional Development priorities in 2017.

Policy requirements

Aboriginal education

Glebe Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. The school received Aboriginal background funding in 2016. Glebe Public School promotes respect for the authentic inclusion of Aboriginal Education in the following forms:

- the employment of an Aboriginal Education Officer to support staff, students and community;
- ongoing monitoring of academic performance in line with departmental benchmarks and standards;
- including knowledge and understanding of histories, cultures and experiences in syllabus implementation and delivery through cross-curricular priorities;
- consultative and collaborative decision making with parents and community members on student progress and well-being;
- working in partnership with the Regional Aboriginal Education team in order to deliver best practice through formal and informal teacher professional learning;
- valuing and acknowledging the identities of Aboriginal students through participation in events such as NAIDOC Day, Sorry Day and Close the Gap Day; and
- encouraging Aboriginal students to pursue personal excellence, including a commitment to learning, through quality teaching and assessment practices and using resources that are culturally inclusive.

Multicultural and anti-racism education

In line with the School Plan, the school has ensured that teaching and learning programs are culturally inclusive and value Multiculturalism. Glebe Public School promotes the inclusion of Multicultural Education and Anti-Racism in the following forms:

- the employment of a Chinese speaking School Learning Support Officer to support the increase in the number of Chinese speaking students;
- promoting community harmony through effective communication practices with parents and community members from diverse cultural, linguistic and religious backgrounds and encouraging their active engagement in school life through the employment of a Community Liaison Officer. These included an electronic screen to display events and a community noticeboard;
- participating in whole school and community Harmony day events and a special Multicultural lunch whereby families contribute by cooking and sharing traditional food to represent their culture and heritage;
- appointing a

staff member to the role of Anti-Racism Contact Officer (ARCO) to be the contact between students, staff, parents and community members;• reviewing and implementing school policies (Anti-Bullying and Student Welfare) to maintain high standards and expectation from all stakeholders; and• the differentiation of teaching and learning programs which address the learning needs of students from culturally and linguistically diverse backgrounds.

Other school programs

The Glebe TreeHouse (Schools as Community Centre) is a family support service that runs in partnership with the Glebe Community and is co-located with Glebe Public School. Glebe TreeHouse continues to run its core programs of parent support groups, playgroups, health and nutrition programs and, education and employment pathways for parents as well as a range of community events and initiatives. The TreeHouse, in partnership with a wide range of organisations, has continued this year to deliver over 26 specific programs to families in the Glebe Community. Glebe TreeHouse again took a lead role in the Glebe NAIDOC Committee for 2016, working collaboratively with community members across numerous events. This included the highly successful, NAIDOC Family Day that was held for the first time during school hours with full involvement from the school community. Glebe TreeHouse has provided a range of parent education opportunities; TAFE Certificate 3 Early Childhood Education for Aboriginal and Torres Strait Islander students, TAFE Local Leaders, Circle of Security, Triple P (Mandarin), Magic 123, Kids and Blokes Playzone, onsite family workers and a variety of parent support groups to enhance and support the vital work parents do raising happy and healthy children. All this work is a result of the dedicated team of staff and volunteers at the Centre and our sincere thanks and acknowledgement go to them. Our appreciation and admiration is for the families of Glebe who show resilience, determination and love for their children.