

Glenwood Public School

Annual Report



2017



4529

Introduction

The Annual Report for 2017 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

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Message from the Principal

Glenwood Public School is focused on learning and is highly regarded in the community as an inclusive school that supports all students to reach their potential. Our highly dedicated teachers make learning a daily focus. Glenwood Public School ensures that there is a strong partnership with parents, caregivers and school community. We believe that this partnership is vital to the provision of a quality education and positive school experience. Students are constantly challenged to take risks with their learning and to develop a growth mindset. They are constantly exploring and discovering the nature of learning and their own learning capabilities.

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

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.

Project teams evaluated progress mapped against the framework and identified areas of achievement as well as pinpointing future directions. The process undertaken was very similar to the external validation process of 2016.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

In the area of **LEARNING** Glenwood Public School focused on the elements of curriculum and learning, assessment and reporting and wellbeing.

The school uses a strengths-based, proactive approach to support the academic, emotional, social and physical needs of students to achieve learning outcomes. The analysis of school-based and external data ensures student learning needs are addressed through program differentiation and aligned support. Evidence-based teaching practices, technology for learning and flexible learning spaces are engaging students in their learning.

In the area of **TEACHING** Glenwood Public School focused on the elements of effective classroom practice, data skills and use and learning and development.

Teachers used student assessment data to analyse and better understand the learning needs of students. Staff implemented quality teaching programs after completing the Performance and Development framework and personal goals. A culture of peer observation and reflection was implemented K–6 resulting in collegial discussions and innovations in classroom practice.

In the area of **LEADING** Glenwood Public School focused on the elements of leadership and school planning, implementation and reporting.

School planning processes ensure effective resource allocation and targeted professional learning to achieve educational priorities. The school uses feedback and reflection to promote and generate learning and innovation. The broad school community was welcomed and engaged in the development of the school's vision and direction. The student leadership and Student Representative Council continued to take a part in school life, organising mufti

fundraising days. School Captains, Vice–Captains and Prefects attended the Glenfield Network Leadership program with student school leaders from other local schools. Our Student School Ambassador participated in the Liverpool Ambassador Leadership program. Parent Tell Them From Me surveys reflected positive feedback.

Our self–assessment 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:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

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

Teaching and Learning programs are based on all syllabus documents, including the general capabilities and the literacy and numeracy continuums. The teaching and learning cycle was explored using a consistent language and the Learning Sprint process. Systems were established to collect, store and track data in order to inform teaching and learning in a timely and efficient manner. We implemented comprehensive and inclusive frameworks to support the cognitive, emotional, social, physical and spiritual wellbeing of all students through encouraging and building an awareness of the wellbeing of themselves and others by incorporating consistent whole school practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers implement formative assessment strategies in every learning space.		Teachers used a range of summative and formative assessment strategies in every learning space supported through TEAM time meetings. Timely, effective and appropriate feedback was given to students and parents about achievement relative to student learning goals.
A variety of data across the school reflects a positive impact on students engagement, eg. attendance, behaviour.		Consistent whole school practices around social and behaviour education were reinforced through the establishment of playground and classroom expectations. This was evidenced through increased attendance and reduced negative behaviours recorded.
100% of Aboriginal students achieve growth towards individual goals within their Personalised Learning Pathways (Equity)		All Aboriginal students achieved growth towards individual goals within their Personalised Learning Pathways
Improvement in student progression through ESL scales (Equity)	\$125,480	We had a 50% decrease in the number of student in the beginning phase. In the Developing and Consolidating phases we increased the number of student from 76 to 123.
100% of students with disabilities achieve growth towards individual goals within their Individual Education Plans (Equity)	\$160, 115	All students with disabilities were supported by Learning and Support staff to achieve growth towards individual goals within their Individual Education Plans

Next Steps

- Use General Capabilities matrix across school and KLAs (ACARA/Vic).
- Continue to implement Positive Behaviour for Learning
- Use SENA assessment to identify student skills and strategies.
- Develop a spelling scope and sequence

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

Teacher collaboration and access to quality collegial professional learning was used to drive whole school improvement. High performing teachers were actively engaged in professional development and took a shared responsibility for students improvement. We leveraged strong and inclusive teacher collaboration to maximise student growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff use evaluative thinking when implementing their Professional Development Plan		Teachers engaged in professional learning that promoted collegial dialogue, coaching conversations and reflective practices through the achievement of personal and SMART professional goals.
All Teaching and Learning programs incorporate innovative 21st century learning practices.		All staff actively applied future learning pedagogies informed by current educational research.
100% of teachers entering PLAN data to inform teaching and learning each term.		All teachers entered PLAN data and used it to guide teaching and learning each term.
100% of staff has access to professional learning in supporting students from low SES backgrounds. (Equity)	\$12,000	Social Venture Australia provided ongoing support and resources that were shared through professional learning for all staff.

Next Steps

- All assistant principals embrace coaching conversations with staff in an effort to develop teacher voice.
- Continue to plan for and implement TEAM Time
- Develop a Professional Learning timetable that includes PLC time and develop teacher expertise in diagnosis, interventions and evaluations. (Hattie)
- Develop structures that support mentoring .
- Stop ignoring what we know and scale up success. (Hattie)

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

Parents and community were regularly informed of school events through two-way communications such as Twitter, Class Dojo and the SkoolBag App. Learning Conversations were introduced as an alternative way of reporting student progress and achievement. By including student, parent and teacher voice in the reporting process, our Learning Conversations offered an holistic and individual approach to student reporting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in parent and community members actively accessing and participating in online, two way communications		Class Dojo interactions between school and home increased significantly, especially with the addition of student stories.
100% of school events communicated via a variety of forums.	\$1300	Parents and community were well informed through regular notices and updates on Twitter, ClassDojo, school website and SkoolBag app.
Increased parental engagement in planning days, workshops, parent café and other opportunities for discussion, feedback and decision making.		97% of parents or caregivers participated in Learning Conversations where student, parent and teacher voices were represented in the reporting process. Parent representation at all school events was high.

Next Steps

- Continue to build connections with the community through school events and learning conversations.
- Introduce the parent room to the community and use to make stronger links with the community.
- Investigate a Facebook page
- Reimagine the "Meet the Teacher" sessions

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8823	Increased participation by indigenous students in a range of programs that are school based and across networks. Year three average NAPLAN for Aboriginal students exceeded the average score for non-Aboriginal Students.
English language proficiency	\$125,480	Students received support have developed in English language proficiency, particularly in reading. Monitored and evaluated progress for ESL and EALD phase progression.
Low level adjustment for disability	\$147,403	Evaluated levels of student participation and engagement in learning which demonstrates improved participation and completion of set tasks.
Quality Teaching, Successful Students (QTSS)	\$21,838	Observation and feedback through observational rounds is leading to the development of collective teacher efficacy in pedagogical practices.
Socio-economic background	\$54,213	Participation in Social Ventures Australia as a Bright Spot School has provided strategic support and resources to build success and impact for student learning.
Support for beginning teachers	\$26,900	Early Career teachers were given an additional hour of release each week alongside their mentor to participate in a range of activities to support their professional learning. The beginning teachers were given opportunities to attend professional learning events, catering for early career teachers. Funds allowed teachers to be class free to visit classrooms, prepare programs and participate in professional development.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	167	169	153	144
Girls	144	155	134	109

Student decrease in numbers represents families moving out of the area.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.6	92.6	88.9	93.3
1	92.3	92.3	92.2	91.8
2	94.8	91.8	92.4	95.6
3	95.7	94.3	92.8	93.5
4	95	94	94.2	92.7
5	94.8	92.6	92.5	94.8
6	90.6	93.9	91.1	92
All Years	93.9	93.1	92	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is similar to that of the state average. Articles about the benefits of good attendance are regularly reported in the school newsletter. Students are reminded in class of the importance of regular attendance. Attendance is tracked electronically and administrative staff and teachers monitor this. When a student is absent a letter of explanation is required. The services of the Home School Liaison Officer are available if required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.18
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.6
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	2.57
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

\$25,318 was expended directly on Teacher Professional Learning. Additional school funds were also expended in the areas of the Agile Learning and Social Ventures Australia bringing the total spent on professional learning and compliance training to \$43,899.

Five school development days were conducted. Areas covered were:

- Mandatory training eg anaphylaxis, Emergency Care, Code of Conduct, Child Protection and Cardio Pulmonary Resuscitation.
- Assessment strategies for literacy
- Evaluative thinking and the use of data to inform teaching; and
- Positive Behaviour for Learning (PBL).

All teaching staff and learning support officers attended school development days. School administrative and

support staff attended relevant sessions ie Emergency Care and Child Protection.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	357,027
Revenue	2,547,725
Appropriation	2,450,374
Sale of Goods and Services	2,288
Grants and Contributions	81,857
Gain and Loss	0
Other Revenue	7,835
Investment Income	5,370
Expenses	-2,498,453
Recurrent Expenses	-2,498,453
Employee Related	-2,160,362
Operating Expenses	-338,091
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	49,271
Balance Carried Forward	406,298

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,956,583
Base Per Capita	43,861
Base Location	0
Other Base	1,912,722
Equity Total	335,919
Equity Aboriginal	8,823
Equity Socio economic	54,213
Equity Language	125,480
Equity Disability	147,403
Targeted Total	36,219
Other Total	68,151
Grand Total	2,396,872

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

In Year 3 20.69% of students were placed in the top two bands for reading. In Year 5 26.19% of students were placed in the top two bands for reading .

In Year 3 30.00% of students were placed in the top two bands for numeracy. In Year 5 26.83% of students were placed in the top two bands for numeracy.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Premier's Priorities: Improving education results

In Year 3 students placed in the top two bands for literacy decreased by 8% but in Year 5 students placed

in the top two bands for literacy increased by 5%. In Year 3 students placed in the top two bands for numeracy increased by 18% and in Year 5 students placed in the top two bands for numeracy increased by 14%.

State Priorities: Better services – Improving Aboriginal education outcomes

In Year 3 our Aboriginal student average score was 5 points higher than the average non-Aboriginal student. In Year 5 the gap between our Aboriginal student average score and the average score of non-Aboriginal student decreased from 124.6 to 56.05.

Parent/caregiver, student, teacher satisfaction

In 2017 teachers completed the Tell Them From Me survey in Term 3.

Common themes included:

- Discussing with students ways of seeking help that will increase learning
- Their assessments help them to understand where students are having difficulty
- They set high expectations for student learning; and
- When they present a new concept they try to link it to previously mastered skills and knowledge.
- They would like to have more opportunities to help students set goals for learning new technological skills.

Policy requirements

Aboriginal education

All teachers in the school have implemented Aboriginal Perspectives in their programs. This assists students to develop an understanding of Aboriginal culture past, present and future. Aboriginal history and contemporary Aboriginal themes and issues are addressed through visual, written and oral media.

We continued to work with Ochre Opportunity Hub to provide Stage 3 students with cultural workshops and transition to high school programs.

The school has established a consultative process with parents to ensure all Aboriginal students have Personalised Learning Pathways in place.

Multicultural and anti-racism education

The diverse multicultural nature of Australian society and the rich diversity of nationalities is celebrated at the school. Multicultural perspectives are integrated across all Key Learning Areas. Units of work are linked to the achievements of outcomes through the study of countries, cultures and world events. The exposure to cultural diversity is an important aspect of student

learning at Glenwood. The school celebrated Harmony Day with a range of multicultural activities. The school has appointed and trained an Anti-Racism Contact Officer (ARCO) who deals with any issues arising.