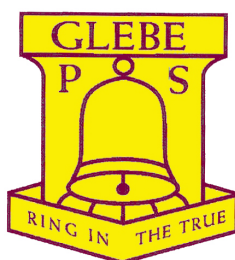


# Glebe Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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.

Mr Bryce Walker

Relieving Principal

### School contact details

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### Message from the Principal

Throughout 2017, Glebe Public School has continued to provide a high quality education in a caring environment and I am proud of the achievements attained by the students, staff and community. The success of this year is a result of the positive relationships, shared responsibility and ongoing commitment from all stakeholders for student growth, development and well-being.

The transformational changes that have taken place are the result of consistent, high quality educational practices that are driven by assessment evidence in line with NSW syllabus documents, the development of behaviours, attitudes and expectations that enhance wellbeing and whole school practices that are developed in partnership with the community, resulting in our students being be highly engaged and actively involved in their education.

Our students continue to achieve across a wide range of academic and extra-curricular opportunities. Academically, this year has been a strong year with internal and external assessment data showing continual student growth and achievement in all areas; this is testament to the effective implementation of our improvement measures, the high quality teaching and learning programs delivered to our students and the strategic aligning of resources to cater to the needs of the school community.

The staff at Glebe Public School continue to be a cohesive, highly skilled and dedicated team who have maintained the provision of high quality teaching and learning and life opportunities for all students. Through a shared responsibility, the needs of each individual are catered for and there is a whole school commitment to nurture, guide, inspire and challenge students in order for them to reach their personal best and full potential. All staff are committed to maintaining a school-wide culture that is built on high expectations and student engagement.

Glebe Public School enjoys a high level of support from our parents and the local and wider community. Our active P&C has continued to support our students and school initiatives, ensuring that that all stakeholders have opportunities to engage with our school. The building and strengthening of community participation, connections and partnerships are facets that we are incredibly proud of and add value to the learning opportunities provided to our students.

All members of staff have worked in collaboration with our highly valued raft of volunteers and members of the wider community who support our school on a daily basis. These volunteers and supporters have continued to add value to the opportunities that our students have access to and have enabled us to deliver innovative, well-resourced, and differentiated learning across the curriculum.

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 259, an increase of 28 students during the last year. The school culture is enriched by a diverse local demographic consisting of 57% 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 as a provider of inclusive educational practices that cater for the academic and personal 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 measures put in place 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 Future Focussed skills, knowledge and understandings. We remain committed to ongoing school improvement.

## 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 (SEF), school achievements and the next steps to be pursued.

In 2017, our school undertook self-assessment using the SEF. 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 SEF.

On 24 October 2017, our school participated in External Validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. Throughout 2017, Glebe Public School staff, lead by the school leadership team, worked together to analyse the elements of the SEF at staff meetings, teacher professional learning, executive meetings and with parent groups. We commenced the process of evaluating our current practice against each of the domains and elements of the SEF. Our staff worked collaboratively to collect and analyse each piece of evidence against the SEF and our 2015–2017 School Plan.

In the domain of **Learning**, Glebe Public School was validated at **Sustaining and Growing**. Teachers continued to work collaboratively to undertake student assessment using practices of moderation and consistent teacher judgement, in order to monitor and report on student progress. A focus on building staff capacity in differentiating teaching and learning programs enabled us to show positive gains in this domain. Staff demonstrated an integrated approach to planning, quality teaching and assessment to promote excellence in learning and responsiveness in meeting the learning needs of all students. Our primary focus was working collaboratively in curriculum delivery, enhanced through learning alliances, supporting student transitions (pre and post Primary School) and involving students and parents/carers in meeting the needs of all students. The school demonstrated positive, respectful relationships, student well-being and a positive environment for student learning through a commitment to promoting strong identities as learners for all students. Well developed and current well-being and behaviour policies, programs and processes identified, addressed and monitored student learning needs. Our school-wide approach focused on quality teaching and professional practice, creating a positive classroom and playground environments. Each student was supported to connect, succeed and thrive. Students cared for themselves, and contributed to the well-being of others through opportunities to be involved in school decision making processes.

In the domain of **Teaching**, Glebe Public School was validated at **Sustaining and Growing**. Teachers continued to identify the importance of using data to inform teaching and learning programs. A sustained focus and articulation of curriculum provision, explicit teaching and an optimum learning environment has enabled teachers to authentically differentiate teaching and learning programs. Professional learning continued to align to the school plan. It demonstrated learning that built teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge and supported the alignment of these with teachers' professional development goals. Quality teaching continued to occur through the implementation of effective collaboration and feedback practices. All members of staff promoted an ongoing culture of collaborative practice which was systematically measured by improvements of learning outcomes. The

evidence showed a commitment in identifying, analysing and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies.

In the domain of **Leading**, Glebe Public School was validated at **Excelling**. The evidence displayed a strategic alignment of resources to improve student learning outcomes. Our primary focus has been the engagement of additional teaching and School Learning Support Officers to meet the needs of students and the implementation of the school plan. Our leadership team continued to foster a culture of high expectations and community engagement in order to work towards sustained and measurable whole-school improvement. The evidence justified that staff facilitate productive relationships in order to improve educational opportunities for all students. A collaborative approach in routinely monitoring, evaluating and reviewing processes in the effective implementation of the school plan was a focus for all staff. Staff promoted active engagement of all stakeholders through the transparent distribution of information and provided forums whereby constructive feedback on school practices was encouraged.

Our self-assessment and the external validation process will assist the school to refine 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

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

### Assessment and Differentiation Project

Staff continued to develop and implement data driven differentiated teaching and learning programs to meet the needs of all students. Executive staff released from class one day a week, Planning, Evaluation and Programming (PEP) Days and weekly assessment meetings provided the opportunity for teachers to collaboratively plan and incorporate data analysis in planning for learning. Teachers collected, analysed and reported on internal and external (NAPLAN) student and school performance data to monitor the progression of student learning, identify skill gaps and facilitate improvement. A local school learning alliance, supported by a Curriculum Advisor, provided professional learning for staff of both schools in effective writing strategies through best practice. This was evidenced in class programs, collaborative practices and consistency across stages. Teaching staff continue to engage in professional discussion and collaboration to ensure consistency of teacher judgement when reporting on student outcomes. The development of Professional Development Plans (PDPs) involved ongoing collaboration between teachers, Assistant Principals and the Principal, enabling teachers to identify and monitor specific areas of development and actively engage in mentoring processes to improve teaching.

### Creative Thinking Project

Staff embedded their knowledge of Critical and Creative Thinking pedagogies and this was reflected in classroom programs and practice, with staff displaying confidence in their articulation of these areas. All staff participated in *Minds Wide Open: Critical and Creative Thinking Across the Curriculum (K-8)* professional learning to further support the development of curriculum linked class programming and implementation. The evaluation of current school technology implementation, targeted professional learning, and the engagement of a technology expert continued to support staff in embedding information technology practices. The purchase of 72 laptops, funded by the P&C, further enhanced learning and ICT delivery. Three members of staff attended the Science, Technology, Engineering and Mathematics (STEM) conference and shared their learning within the school to improve whole school practice in this area. STEM strategies were applied in classrooms through a variety of formats and through KLA Science Day.

### Learning Support Project

The employment of School Learning and Support Officers provided support for effective Individual Education Plan (IEP) accommodations and adjustments, whole class support and small targeted literacy and numeracy groups across the school. The engagement of a Speech Pathologist and Occupational Therapist allowed for individual screening and diagnosis, in class support and professional learning for staff in these areas. This was further supported by the TreeHouse initiated, Kindergarten Read It Again (Speech Therapy) groups. A specialist teacher was employed to implement enrichment classes from Stage One to Stage Three with a focus on Public Speaking. Stage information sessions, parent/teacher interviews, Personal Learning Plans (PLP) and Individual Education Plan (IEP) meetings engaged all stakeholders to ensure collective responsibility for all students' learning and success.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%	\$83, 976 – Low Level Disability Funding – employment of a Learning Support teacher  \$122,000 – Integration Funding (School Learning Support Officers)	Students achieving at or beyond expected growth in reading was; 44.4% in 2014, 44.4% in 2015, 93.3% in 2016 and 65.4% in 2017  Students achieving at or beyond expected growth in writing was; 33.3% in 2014, 78.9% in 2015 and 59.3% in 2017. There was no data available for 2016.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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%	\$4,119 – Teacher Professional Learning  \$20,823 – Quality Teaching Successful Students (QTSS) Funds	Students achieving at or beyond expected growth in numeracy was; 44.4% in 2014, 55% in 2015, 78.6% in 2016 and 88% in 2017.
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%.	\$122,000 – School Funds (School Learning Support Officers)  \$20,823 – Quality Teaching Successful Students (QTSS) Funds	Students achieving stage outcomes or beyond in comprehension was 70% in 2014, 81% in 2015, 70% in 2016 and 78% in 2017.
Teaching and learning across the school will have a focus on critical and creative thinking skills, reflected in classroom practice, programming and reporting.	\$3000 – Teacher Professional Learning  \$16,800 – School Funds – employment of a specialist teacher  \$61,000 – School Funds (School Learning Support Officer)	Teaching and learning programs show evidence of the integration of critical and creative thinking pedagogy and technology embedded into classroom practice.  Staff engaged in professional learning focussing on Critical and Creative Thinking , ICT and STEM.  Employment of teacher to implement enrichment programs.

## Next Steps

- Enable students to use assessment tools to reflect on their learning and set their own learning goals.
- Work in partnership with the school community to review students' assessment data and determine improvement measures.
- Provide explicit, specific and timely formative feedback to students.
- Continue to collaborate within and across stages and grades to ensure consistency of curriculum delivery and teacher judgment.
- Collect, analyse and report on a variety of predefined internal and external assessment data.
- Executive staff analyse data sources to ensure measures are implemented to support the performance of equity groups within the school.
- Provide ongoing support to beginning and early career teachers.
- Embed evaluative practices to ensure professional learning activities improve student learning outcomes and build staff capacity.
- Continue to provide additional opportunities for mentoring and coaching to improve teaching and leadership.
- Allocate professional learning fund to develop staff knowledge of evidence based best practice in Literacy and Numeracy in line with the Premiers Priorities and the State Literacy Strategy (2017 – 2020).
- Continue to build expertise in technology with the provision of a technology expert to work alongside teachers.

## Strategic Direction 2

Develop the behaviours, attitudes and expectations that enhance well-being 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

#### Well-Being Project

The Well-being Committee continued to lead this project, with fortnightly meetings undertaken to collect, analyse and review student well-being data and reflect on current well-being practices within the school. Resources were collected and shared to support the in-class implementation of well-being lessons that focussed on social, communicative and resilience skills. Playground practices were reviewed and evaluated through student surveys and feedback (which included the Student Representative Council), with refined playground practices implemented throughout Semester Two. Staff participated in professional learning focussing on staff well-being. Two teachers were trained in the Peer Support Program in preparation for the school wide, evidence based implementation in 2018.

#### Positive Relationships Project

Effective partnerships with The University of Sydney and other local community organisations continued to support the educational aspirations of students and teaching and learning programs across the school. Five preservice teachers were supported throughout the year and the school Executive presented at a University of Sydney Faculty of Education lecture. Interschool relationships were built through a learning alliance with Newtown Public School, to enhance curriculum provision through targeted professional learning. All classes developed active partnerships with local preschools to ensure effective school transition and continuity of learning. The Student Representative Council (SRC) actively contribute to school, community and society and develops leadership attributes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvements in student behavior, attitudes, expectations and relationships noted through meeting records, targeted classroom behaviors and surveys	\$26,318 – Socio economic background funding  \$23,072 – Integration Funding	Evidence of wellbeing lessons and pedagogy is included in teaching and learning programs.  93% of staff reported (Focus on Learning Teacher Surevy) that they establish clear expectations for classroom behaviour.  97% of parents surveyed through the Partners in Learning Parent Survey, agreed that their child is clear about the rules for school behaviour.
Data analysed in student commitment to learning and social development using the Tell Them From Me Survey results	\$2000 – Professional Learning	TTFM survey data was analysed by the Wellbeing Committee and 2018 targets set based on these findings.

### Next Steps

- Continue to build and embed strategies to develop social and emotional skills and maintain positive relationships through the implementation of the Peer Support Program.
- Continue to develop community involvement and understanding of well-being practices and collective responsibility for student learning and success.
- Ongoing tracking of students to ensure the monitoring of students well-being needs.
- Continue to participate in the Tell Them From Me (TTFM) survey and develop staff capacity in analysing data.

### 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

#### Community Partnership Project

Parents and community members engaged in a range of school related activities which continued to build the school as a cohesive educational community. Stage information sessions and parent/teacher interviews demonstrated a shared focus for learning and achievement. The Aboriginal health screening and community event 'Young, Deadly and Healthy Day' evidenced the commitment within the school community to the collaborative support of students' well-being. Communication and connection with the Chinese community was supported by the employment of a Chinese speaking School Learning and Support Officer. Local artists worked in partnership with staff to support the school art show and the school's volunteer program enabled staff to further cater for the learning and well-being needs of students across the school.

#### Engagement Project

The Engagement Project continued to recognise the link between engagement and learning through observing cultural, creative and significant events. Significant events, including NAIDOC Day, Harmony Day and Multicultural Day, supported student engagement through relevant curriculum linked classroom programs, activities and assemblies, and enhanced the sense of community and history. School Evaluation and Planning (SEP) days allowed staff time to develop and deliver consistent, engaging whole school programs. The extra-curricular programs within the school identified and utilised the expertise of staff, parents and community to further provide engaging opportunities for students. Specialist visual art and music teachers implemented Creative Arts programs across the school and facilitated the school art show, rock band and choir. Sport programs delivered curriculum based lessons to all students and were supported by extra-curricular sporting groups, including basketball and running club.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School community surveys report high levels of satisfaction with school teaching and learning programs (including all equity groups).	No funding expended	89% of parents surveyed agreed that teachers have high expectations for students to succeed, this was an increase of 14% since 2016.
Creativity frees our intellectual abilities and allows us to use literacy and numeracy in new ways that are engaging and productive.	\$20,000 – School Funds	Students continued to be provided with opportunities to engage in a range of extra curricular activities tailored to suit a wide age range. Student survey results showed a high rate of participation in extra curricular activities (75% school mean, 55% NSW Govt. Norm.).  Staff and students developed, presented and promoted creative arts opportunities including the school art show that engaged the wider community (local artists and businesses).
Multicultural awareness is an engagement tool for students, their families and our community.	\$2000 – Professional Learning \$20,000 – School Funds	The school community shared in cultural, creative and significant events (e.g. Harmony Day, NAIDOC Family, Multicultural Day). All events continued to be embedded in class teaching and learning programs.



### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Multicultural awareness is an engagement tool for students, their families and our community.		Staff implemented 8 ways of Learning and Aboriginal and Torres Strait Islander content into teaching and learning programs and classroom practice.

### Next Steps

- Encourage deeper involvement by the community in strategic planning through participating and effective feedback strategies and community consultation.
- Develop deliberate and strategic relationships with external agencies such as universities, business, industry and community organisations to improve opportunities for students.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$65,509 – Aboriginal Education Officer.</p> <p>\$20, 408 Flexible Funding.</p> <p>\$500 School Funds.</p>	<p>Personalised learning pathways were developed, implemented and monitored for all Aboriginal students. Cultural significance was included in all teaching and learning programs.</p> <p>Challenging and rich learning experiences were provided across the curriculum.</p> <p>5 senior Aboriginal students participated in the Yarn Up program, culminating in presenting speeches at State Parliament House.</p> <p>Employment of additional School Learning Support Officers to work with targeted groups of Aboriginal students in literacy and numeracy.</p> <p>Students in Years 5 and 6 participated in Indigenous Science Day.</p> <p>Health screening day for all Aboriginal students</p>
<b>English language proficiency</b>	<p>\$81,259 – English as an Additional Language or Dialect (EAL/D) Teachers.</p> <p>\$19,091 Flexible Funding.</p>	<p>Chinese speaking School Learning Support Officer employed to support students.</p> <p>Chinese parents were supported in order to engage with school programs and have a deeper understanding of school procedures and teaching and learning programs.</p> <p>Interpreting and translation services and materials were used for effective communication, consultation and engagement</p> <p>EAL/D student support was included in whole school planning, assessment and reporting.</p> <p>A teacher was employed one day a week to support newly arrived students.</p> <p>Teaching and Learning programs evidenced effective differentiation to reflect the language learning needs of EAL/D students.</p>
<b>Low level adjustment for disability</b>	<p>\$71,102 –Staffing (Learning and Support Teacher).</p> <p>\$22,874 – Flexible Funding.</p>	<p>Engagement of a Speech Therapist.</p> <p>All students requiring adjustments and learning support were catered for within class programs and other whole school strategies.</p> <p>The school used the Nationally Consistent Collection of Data (NCCD) to engage staff in meaningful professional dialogue.</p> <p>Individual Educational Plans were developed, implemented, monitored and evaluated for students.</p> <p>All staff undertook Epilepsy training.</p> <p>Engagement of a teacher 1 day a week to</p>

<b>Low level adjustment for disability</b>	<p>\$71,102 –Staffing (Learning and Support Teacher).</p> <p>\$22,874 – Flexible Funding.</p>	support the learning and support programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$17,471 – Staffing.</p> <p>\$24,175 School Funds.</p>	<p>Assistant Principals released from class for 1 day a week each to support the management of school programs, mentor and coach other teachers, observe teachers in their classrooms and demonstrate effective teaching strategies, and monitor student performance data across the school and ensure teachers are focused on areas of need.</p> <p>Teachers received support with accreditation processes and the new Performance and Development Framework.</p>
<b>Socio–economic background</b>	<p>\$10,157 – Staffing.</p> <p>\$16,161 – Flexible Funding.</p> <p>\$104, 113 – School Funds.</p>	<p>Employment of a Community Liaison Officer.</p> <p>All feedback from community, staff and students (surveys, informal feedback,) attested to the positive relationships built through the Community Liaison officer role.</p> <p>The additional learning needs of students were addressed through the engagement of School Learning Support Officers.</p> <p>Engagement of a classroom teacher above staffing entitlement supported lower class sizes.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	91	113	113	114
Girls	92	99	118	145

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.2	91.6	93.1	90.3
1	96.2	93.1	91.8	92.1
2	94.3	94.7	93.3	94.9
3	93.4	94	95.9	93.1
4	95.6	93.6	88.9	94.3
5	93.4	94.4	90.6	92.8
6	91.6	93.5	89.5	88.8
All Years	94.2	93.3	92.1	92.4
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

Glebe Public School ensures that non-attendance is systematically monitored and managed by teachers, administrative staff and the school executive. Concerns regarding non-attendance are dealt with promptly and positively between school staff, parents and carers.

### Class sizes

Class	Total
KJ	18
KW	16
KV	17
1B	24
1RJ	24
2H	19
2G	20
3D	22
3S	21
4A	23
5/6L	25
5/6E	25

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	10.23
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	3.52
Other Positions	0

\*Full Time Equivalent

Glebe Public School had two Aboriginal employees in 2017. A full time Aboriginal Education Officer and a part time School Learning Support 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	100
Postgraduate degree	0

## 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 6 teachers working towards NSW Education Standards Authority (NESA) accreditation. Five teachers are maintaining accreditation at Proficient level. We currently have no teachers seeking voluntary accreditation at the Highly Accomplished or Lead levels.

Teachers had professional learning in the following areas:

- Departmental policies: Code of Conduct, CPR, Child Protection, Welfare and Discipline Policies, Anaphylaxis
- Student attendance;
- Understanding and implementation of iMovie technology;
- Understanding and implementation of Click View;
- Using assessment to inform differentiated teaching and learning in English;
- Critical and Creative Thinking across the curriculum;
- Evaluation and External Validation;
- Occupational therapy;
- Wellbeing;
- Implementing whole school peer support programs;
- Embedding STEM into classroom programming;
- School planning and evaluation procedures.
- The Principal and Administrative staff attended LMBR training.
- The Principal attended Principal network meetings.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	494,847
<b>Revenue</b>	2,929,424
Appropriation	2,573,665
Sale of Goods and Services	23,261
Grants and Contributions	324,380
Gain and Loss	0
Other Revenue	0
Investment Income	8,117
<b>Expenses</b>	-3,329,974
Recurrent Expenses	-3,329,974
Employee Related	-2,990,343
Operating Expenses	-339,631
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-400,550
<b>Balance Carried Forward</b>	94,297

The school's financial management processes and governance structures met the financial policy requirements. In 2017, there was substantial overspending in the area of human resources. Measures have since been put in place to rectify this overspending to ensure the financial position of the school moving forward.

### Financial summary equity funding

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



	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,900,073
Base Per Capita	35,303
Base Location	0
Other Base	1,864,770
<b>Equity Total</b>	306,561
Equity Aboriginal	85,917
Equity Socio economic	26,318
Equity Language	100,350
Equity Disability	93,976
<b>Targeted Total</b>	145,075
<b>Other Total</b>	173,852
<b>Grand Total</b>	2,525,560

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.

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.

In accordance with the Premier's Priorities: Improving education results, 45% of students in Year 3 performed in the top 2 NAPLAN bands in reading, 41% of students in Year 3 performed in the top 2 NAPLAN bands in numeracy, 58.1% of students in Year 5 performed in the top 2 NAPLAN bands in reading and 51.7% of students in Year 5 performed in the top 2 NAPLAN bands in numeracy.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers. In 2017, 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.

### Parents

Parents and caregivers were invited to provide feedback to the school on aspects of their child's experiences at home and school 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 2017, 7.8% (17 families) of parents/carers participated in the survey compared to 9% in 2016. The key findings from the school-based survey:

- 80% of parents feel well informed about their child's progress in school subjects. A 10% decrease from 2016.
- 89% of parents believe teachers have high expectations for their children to succeed. A 14% increase from 2016.
- 90% of parents agree that their child has a clear understanding for school behaviours. A 10% decrease from 2016
- 85% of parents indicated their child feels safe at school. An 10% decrease from 2016.
- 95% of parents feel welcome when they visit the school. A 5% decrease from 2016.
- 89% of parents agreed that school staff take an active role in making sure all students are included in school activities. A decrease of 11% from 2016.
- 65% of parents agreed that school activities are scheduled at times they can attend. A 6% increase from 2016.

### Students

In 2017, 58 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. Remaining unchanged from 2016.
- 98% of students believe that education will benefit them personally and educationally, and will have a strong bearing on their future. A 4% increase from 2016.
- 83% of students are interested and motivated in their learning. A 2% decline from 2016.
- 84 % of students agree that important concepts are taught well, class time is used effectively, and homework and evaluations support class objectives. A 1% increase from 2016.
- 86% of students feel teachers are responsive to their needs, and encourage independence with a democratic approach. Remaining the same from 2016.

### 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:

- 68% of teachers agreed that school leaders have observed their teaching. A 4% decrease from 2016.
- 90% of teachers agree that school leaders have collaborated with them to create a safe and orderly school environment. A 10% decrease from 2016.
- 78% of teachers agreed that they support students in using technology to undertake research. An 11% decrease from 2016.
- 68% of teachers collaborate with students to identify challenging learning goals relevant to the use of technology. A 26% decrease from 2016.
- 75% of teachers agree that they allow students to use computers or other interactive technology to analyse, organise and present subject matter. A 21% decrease from 2016.
- 84% of teachers agree that their assessments help them understand where students are having difficulty. An 16% decrease from 2016
- 79% of teachers agreed they use formal assessments to inform lesson planning. A 21% decrease from 2016.
- 75% of teachers agree they give feedback to students on how they improve their performance on formal assessment tasks. An decrease of 20% from 2016.

Findings: The findings from these surveys are used by the school to determine future opportunities for parents to be involved in the school. They are also used to measure the effectiveness of student welfare policies and procedures. Teacher survey findings are used to support Professional Development priorities in 2018.

## Policy requirements

### Aboriginal education

Glebe Public School remains committed to improving the educational outcomes and well-being 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 2017. 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;
- respectfully integrating the Acknowledgement of Country into school events;
- ensuring that all Aboriginal students have a Personalised Learning plan (PLP) in place;
- 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;

- supporting interagency initiatives and positive partnerships through the Young Deadly Healthy day and NAIDOC day;
- valuing and acknowledging the identities of Aboriginal students through participation in events such as Sorry Day and Close the Gap Day;
- maintaining high expectations 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;
- 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

Glebe Public School is rich in diversity, catering for the needs of students from a wide range of backgrounds. It has a strong community with a wide range of effective partnerships which provide students and their families with a range of support and opportunities such as;

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.

The **Centipede** before and after school care program, which provides families with affordable child care before and after school hours, provides children with care and support in an engaging and positive environment.

**Sydney Theatre Company** partnered with Glebe Public School to professionally develop teachers allowing them to embed drama more authentically into their classroom program

The programs that are implemented at Glebe Public School add value and enrich the learning and lives of the students in our care. We acknowledge the work that it takes to provide these services and we are deeply appreciative of the time, effort and expertise of our community partners.