

Glenbrook Public School

Annual Report



2018



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Introduction

The Annual Report for 2018 is provided to the community of Glenbrook 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.

School contact details

Glenbrook Public School

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School background

School vision statement

School Vision Statement

Our school aims to create a happy, challenging and caring environment in which all students can realise their full potential: academically, socially, personally and physically.

This will be achieved through:

creating a school climate notable for its high expectations and encouragement of achievement and personal excellence;

ensuring that programs enhance our student welfare, self-confidence, self-esteem, resilience and self-discipline;

encouraging a positive partnership between the school and its community that supports our students and the school;

ensuring 21st Century learning, which provides a wide range of experiences and encourages enjoyment of, and active involvement in, schooling, supporting lifelong learning;

developing responsible and respectful students that have capacity to build positive relationships to support each other, exercise judgement in matters of morality, ethics and social justice; and

ensuring that teachers are provided opportunities to develop their professional capacities to confidently and competently implement quality learning experiences for all students in a collaborative and supportive environment.

School context

School Context

Glenbrook Public School is situated on the village side of Glenbrook, the gateway to the Blue Mountains. Property prices compare higher than most other areas of the Blue Mountains.

Parent occupation includes a number of qualified professional and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook Public School are from a variety of cultural backgrounds, although predominantly are Anglo-Saxon. The community also reflects a middle class socio economic background.

The school community has high expectations which are met by a strong focus on quality education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy in NAPLAN.

The school leadership team reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning.

Glenbrook Public School is also fortunate to host an Opportunity Class with a new intake occurring every second year.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2018, 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.

Learning

In 2018, the school worked to revise and refine school syllabus guidelines in Key Learning Areas including Literacy, Numeracy, PD/H/PE and Science. Stage groups developed clear scope and sequence in mathematics for teachers ensuring consistent learning across classes and aligning to student assessment. This will be further developed next year ensuring the teaching strategies within the syllabus are aligned. During planned professional learning, teachers focused on the principles of Visible Learning, implementing strategies in classrooms, and shared the impact of strategies at meetings. Students continue to engage in setting personal learning goals, following positive feedback from teachers. This has developed into students explaining in terms of 'I can statements,' where students can identify what they have achieved and where learning needs to progress in the future. Through the use of three way conferencing, students were encouraged to discuss with parents, their goals and how they were achieved and what they need to do next in their learning. As part of the school's strategic direction professional learning also focused on the development of critical thinking strategies with students. Stage two and three have linked learning in science with critical thinking strategies.

Teaching

In 2018, the school focused on refining processes that ensure closer monitoring of student progress using planned assessment data to inform decisions. In stage teams, teachers examined student work samples and discussed strategies to ensure high expectations as well monitor student progress. This also included focusing on middle ability students and discussing achievement and strategies to improve progress. Teachers in stage groups were provided time to examine the Literacy continuum in reading to plan expected learning and gain consistency in teacher judgment using the continuum. Through using QTTS funding, a teacher mentor has worked with class teachers to strengthen knowledge of the mathematics syllabus, aligning to our school's scope and sequence and relating to the continuum for learning. School evaluation identifies the school approaching the level of sustaining and growing in areas of teaching through evaluative teaching practices where monitoring based on quality assessment data informs planning for learning.

Leadership

During 2018, teachers were provided increased opportunities to further develop their capacities as leaders through many roles including relieving at higher duties. Teachers also led curriculum committees or were instrumental in leading the development of school policy. Planned professional learning, saw teachers lead sessions that provided others with knowledge of effective teaching strategies in areas of Literacy and Numeracy. Teachers also had opportunities to lead sessions supporting the development of teacher accreditation where different approaches were shared for the collection of evidence and understanding of requirements.

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.

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

Learning

Purpose

The school community demonstrates high expectations of learning progress with the view to develop high performing and dynamic learners. The school's curriculum provision and evidence based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills of learning in order to reach their personal potential.

Overall summary of progress

In 2018, the school worked to revise and refine school syllabus guidelines in Key Learning Areas including Literacy, Numeracy, PD/H/PE and Science. Stage groups developed clear scope and sequence in Mathematics for teachers ensuring consistent learning across classes and aligning to student assessment. This will be further developed next year ensuring the teaching strategies within the syllabus are aligned. During planned professional learning, teachers focused on the principles of Visible Learning, implementing strategies in classrooms and sharing the impact of strategies at meetings. Students continue to engage in setting personal learning goals following positive feedback from teachers. This has developed into students explaining in terms of 'I can statements,' where students can identify what they have achieved and where learning needs to progress in the future. Through the use of three way conferencing students were encouraged to discuss with their parents goals and how they were achieved, and what they need to do next in their learning. As part of the school's strategic direction, professional learning also focused on developing critical thinking strategies with students. Stage two and three have now also linked learning in science with critical thinking strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage (9%) of students demonstrating expected growth in literacy and numeracy, particularly top 2 bands.	QTSS FTE .4 was utilised to support literacy initiatives in stage 3. SLSO support for identified students was school funded – see equity funding	School-wide data collection indicates a growth rate of 8% achievement in reading and number. 2018 Naplan results show a 4.54% increase in the top 2 bands for Reading and Number
100% of teaching and learning programs are data based and differentiated for individual student learning needs and demonstrate current syllabus content.	QTSS teacher .4 allocation utilised for program differentiation, particularly in writing across stage 3.	Majority of teachers are utilising textbooks as a tool for learning, therefore not allowing for the full differentiation of learning in Mathematics and English.

Next Steps

The new PDHPE Syllabus will be fully explored ready for full implementation in 2020. The IPlay initiative will be a focus for staff professional learning and incorporating the mandatory 150 min of planned physical activity into class timetables. Visible learning will still be a focus area, with funds being aligned to quality teaching practices, utilising QTSS and an above establishment position to support writing K–6. The implementation of the Learning Progressions to track student achievement and form success criteria and learning intentions across the school will be fully explored and provide the basis for professional learning in 2019. Quality teaching practices that do not include a one size fits all approach to learning will continue to be a focus for further development; this will include the phasing out of text book instruction.

Strategic Direction 2

Wellbeing

Purpose

To develop a strategic and planned approach to ensure a whole school wellbeing process that supports the wellbeing of all students and staff, so they can become respectful, responsible, resilient learners who connect, succeed, thrive and learn.

Overall summary of progress

The resilience program, 'Stop, Think, Do' for Stage 1 and 'Grow and Bounce Back' for Stage 2 and Stage 3 has been positively implemented in 2018. Sentral has been purchased with the view to effectively enter and monitor, behavioural and well-being concerns of our students. Review of the school's well being guidelines begun in 2018 and will be a focus in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student and staff can identify a staff member and peer whom they can confidently turn to for advice and assistance at school.	Nil	Data collection in this area will be an ongoing focus for 2019, however students indicated in TTFM survey that they feel supported by staff at the school and know who they can talk to, should the need arise.
Incidents of negative expectations of behaviour is decreased as reported by school based data.	\$6000.00 to purchase Sentral	Early data collection indicated a reduced referral rate as a result of 'Stop, Think, Do.' Bounce Back in Stage 2 and 3 indicated success in this area also, seeing a reduced number of office referrals.
'Tell Them from Me' survey data reveals positive, respectful relationships are evident and widespread amongst staff and students.	Nil	Student data collection indicates that a majority of our students in years 4–6 feel a strong sense of belonging at the school. Many students feel that bullying is an issue among their peers.

Next Steps

During 2019, staff will be up skilled in the effective data entry of office referrals and wellbeing concerns. Consultation with community will ensure shared understanding of the developing Wellbeing Guidelines of the school, that includes a reviewed Anti-Bullying Policy.

Strategic Direction 3

Evaluative Teaching

Purpose

To develop an evaluative, strategic and planned approach to teaching based on shared evidence, research and data which underpins and drives our policy and practice and progresses towards an evidence based culture.

Overall summary of progress

The school focused on refining processes that ensures closer monitoring of student progress using planned assessment data to inform decisions. In stage teams, teachers have examined student work samples and discussed strategies to ensure high expectations as well monitor student progress. This has also included focusing on middle ability students and discussing achievement and strategies to improve progress. Teachers in stage groups were provided time to examine the Literacy continuum in reading to plan expected learning and gain consistency in teacher judgment using the continuum. Through using QTTS funding, a teacher mentor has worked with class teachers to strengthen knowledge of the mathematics syllabus, aligning to our school's scope and sequence and relating to the continuum for learning. School evaluation identifies the school approaching the level of sustaining and growing in areas of teaching through evaluative teaching practices where monitoring based on quality assessment data informs planning for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Revision and implementation of school based success criteria for writing will be utilised as a method of improving student achievement. Stage teams will work across the year to refine and enhance current assessment measures and explicit teaching methods for writing.	\$6000.00 – Sentral \$3000.00 – Professional Learning	A website was developed with Learning Intentions for writing to assist teachers in tracking student performance.
Revision and implementation of school based effective student assessment and feedback procedures and practice will be utilised as a method of improving student achievement. Stage teams will work across the year to develop, implement, refine and enhance current assessment measures and feedback practices.	\$7470 – purchase of Chrome books to assist student learning. Training in use of Chrome books – Teacher PL – Nil cost Headsets for Chrome books \$1200.00	School wide data collection has begun, utilising sentral. Pilot program utilised for cross-stage planning that demonstrates practices for effective feedback to students about their learning.

Next Steps

Data systems for academic tracking in Sentral, will be consistently utilised to monitor student achievement across the key learning areas. All classes K–6 will utilise the Sentral reporting system, allowing for consistent and effective reporting to parents based on common schemas. Data collection in writing, as a focus area, will indicate a strong level of teacher understanding as to 'where to next' based on the learning progressions, Success Criteria and Learning Intentions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4 235.00	Aboriginal funding was utilised to support 5 Aboriginal students with essential items such as; speech therapy, excursion and camp payments, uniforms, music lessons and classroom equipment.
English language proficiency	\$1 561.00	School Learning and Support Officer funding for identified students.
Low level adjustment for disability	\$19 853.00	Learning and Support Officer funding for identified students.
Quality Teaching, Successful Students (QTSS)	\$49 245.00	QTSS teacher employment for quality teaching practices in writing
Socio-economic background	\$5966.00	School Learning and Support Officer funding for identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	142	139	154	148
Girls	137	129	135	137

The school has maintained steady enrolment and growth over past years. Several parents have requested enrolment to Glenbrook from out of area with the school at this stage needing to decline. This has been necessary to ensure sufficient spaces available for families residing in the Glenbrook area with rooms currently available.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.7	95.3	96.6	95.9
1	95.1	93.5	95.7	95.9
2	95.7	96.6	96.6	96.3
3	96.7	96.8	97.2	96.5
4	95.7	95.4	96.2	95.6
5	97	97.5	96	95.1
6	96.5	97.7	96.3	96.6
All Years	96.4	96.1	96.4	95.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance has remained consistently high in 2018. Parents are required to give reason why their child is away from school within a the week of absence. Attendance is encouraged each school day unless a valid reason exist. Awards at the end of the school year recognise students who have outstanding attendance

during the year.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.44
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.62

*Full Time Equivalent

Glenbrook Public School is fortunate to have three teachers appointed to the school who are Aboriginal. One of the teachers was appointed on merit as an Assistant Principal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

Teachers at Glenbrook Public School were involved in professional learning that focused on our current school directions, as well as other areas considered important to quality teaching practices. Professional learning occurred either after school or on designated School Development Days during the year. The school approach to professional learning also allowed teachers to develop their own professional capacity with executive and teachers designing and presenting sessions relevant to the school's direction in professional learning.

During the year time was provided to examine various strategies to support and maintain evidence aligned to the teacher accreditation process. The school currently has one teacher who has completed requirements for accreditation and they were able to assist and share their approach to the process. Professional learning

also focused on the use of 'hands-on' and practical materials when teaching mathematics and Literacy skills and practice, particularly related to writing. In addition, Professional learning around Google classroom was given.

Professional learning continued to focus on John Hattie's (Visible Learning) and Carol Dwerk's work in developing Growth Mindset and its impact on student learning. In addition, Professional Learning delved into SENA, Cars and Stars and 5 Steps of Writing. Teachers shared strategies that they had introduced with students. Particularly in the areas of critical thinking, differentiation and student engagement.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	227,426
Revenue	2,353,218
Appropriation	2,202,411
Sale of Goods and Services	988
Grants and Contributions	146,448
Gain and Loss	0
Other Revenue	0
Investment Income	3,371
Expenses	-2,330,534
Recurrent Expenses	-2,330,534
Employee Related	-1,960,572
Operating Expenses	-369,962
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	22,684
Balance Carried Forward	250,110

The Opening balance for the 2018 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2018 reflects the accumulated past funds.

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes

any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,989,215
Base Per Capita	55,884
Base Location	0
Other Base	1,933,331
Equity Total	83,672
Equity Aboriginal	4,235
Equity Socio economic	5,966
Equity Language	1,561
Equity Disability	71,910
Targeted Total	0
Other Total	85,736
Grand Total	2,158,623

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

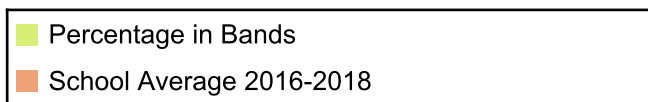
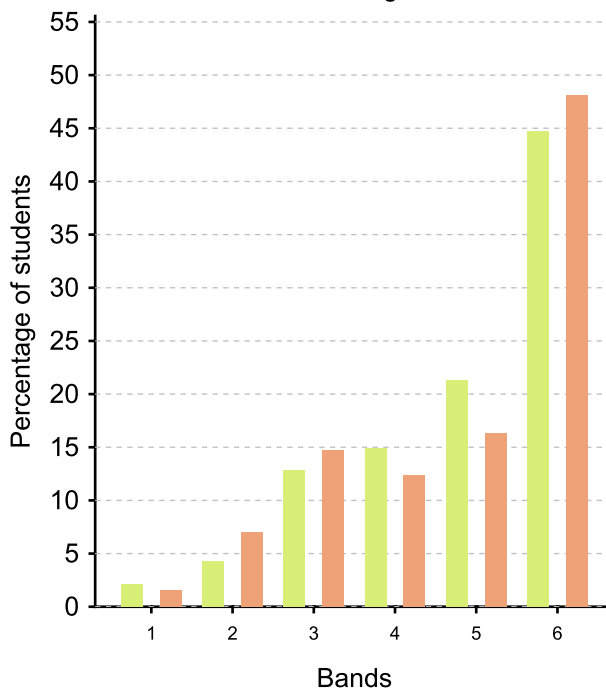
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should

take into consideration the different test formats and are discouraged during these transition years.

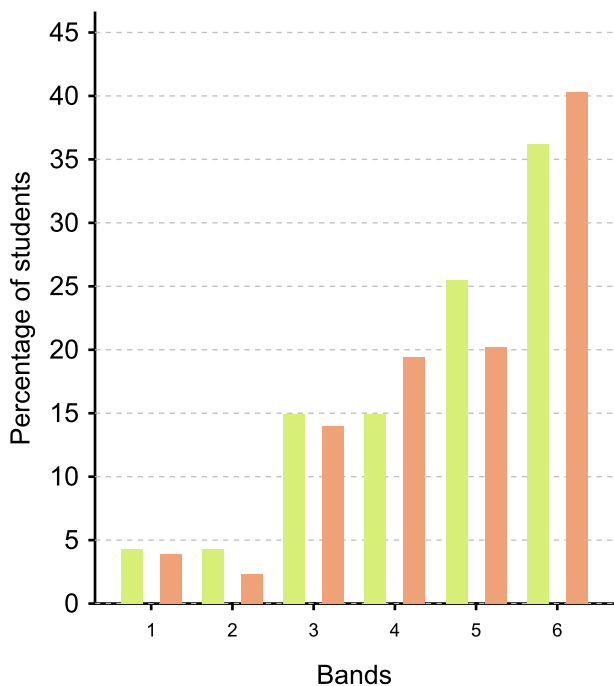
The school trend data indicates strong continual growth for students in Year 3 in all areas. The school results indicated in Reading, 67% of students gained the top 2 bands compared to state 48.7%. In spelling the school achieved 55.3% in the top 2 bands compared to state 48.1% and grammar, 71.1% compared to state 44.2%.

The school trend data indicates strong continual growth for students in Year 5 in all areas. The school results indicated in Reading, 55% of students gained the top 2 bands compared to state 34.8%. In spelling the school achieved 63.4% in the top 2 bands compared to state 34.8% and grammar, 51.1% compared to state 31.9%.

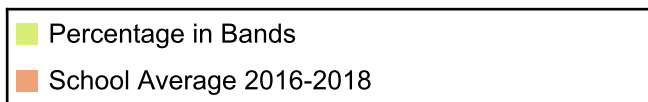
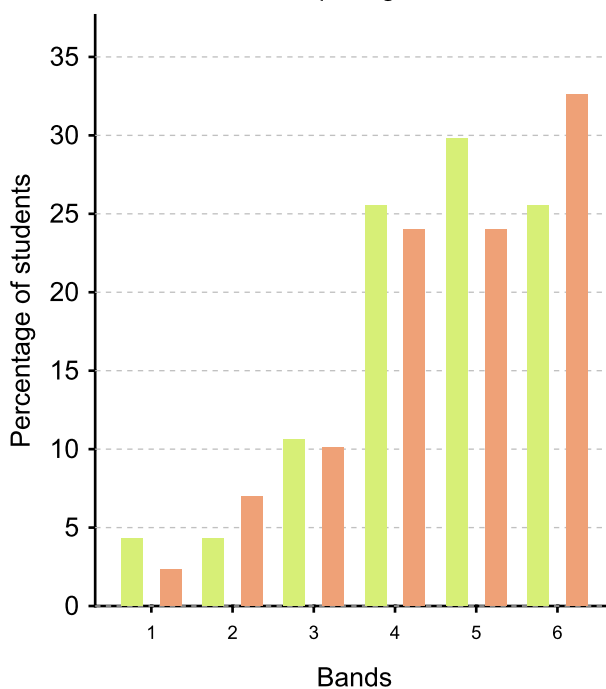
Percentage in bands:
Year 3 Reading



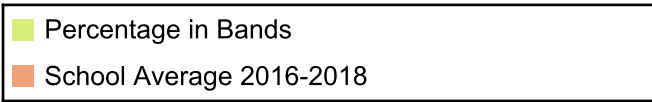
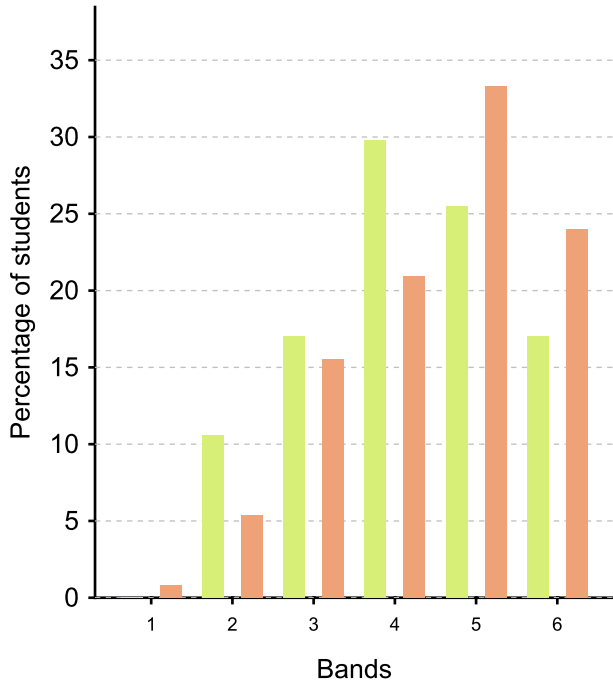
Percentage in bands:
Year 3 Grammar & Punctuation



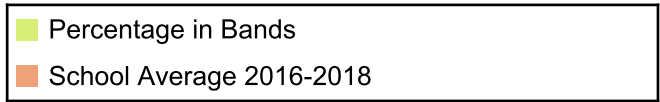
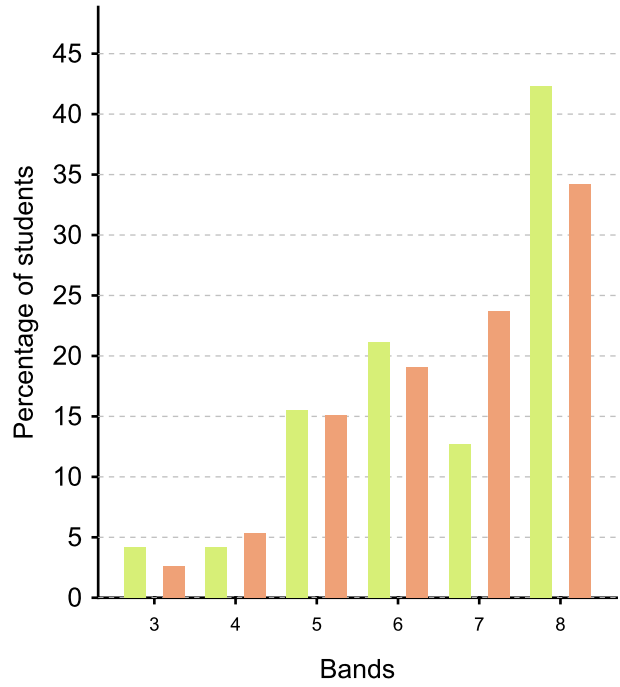
Percentage in bands:
Year 3 Spelling



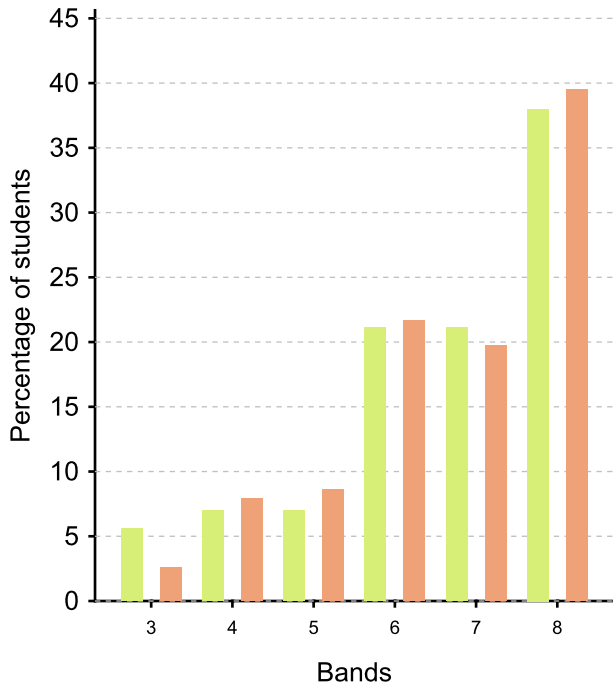
Percentage in bands:
Year 3 Writing



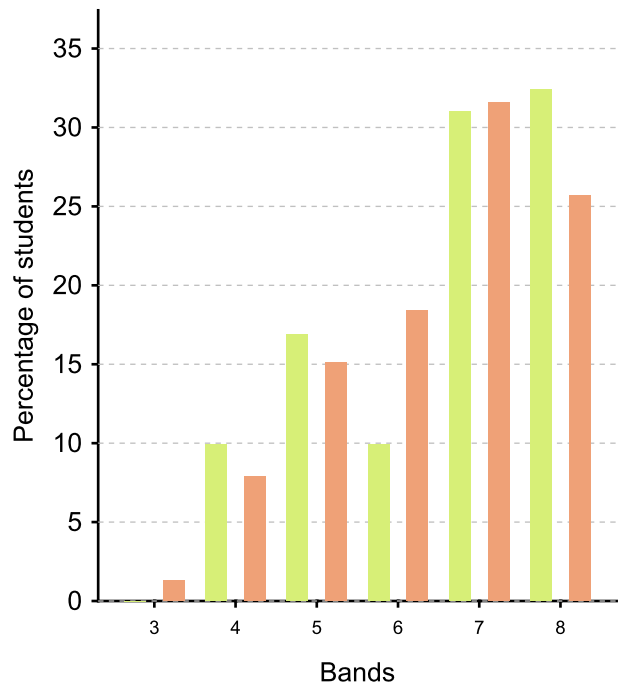
Percentage in bands:
Year 5 Reading



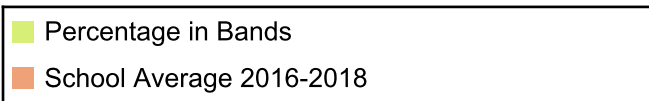
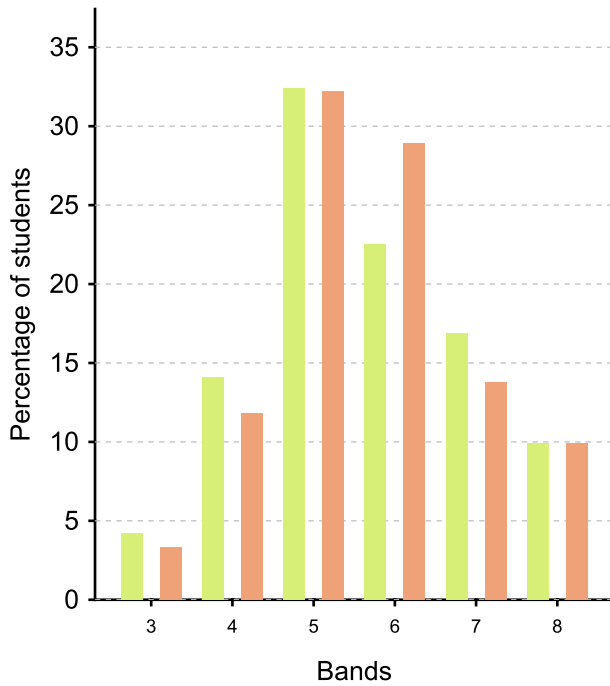
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

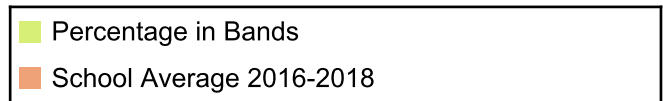
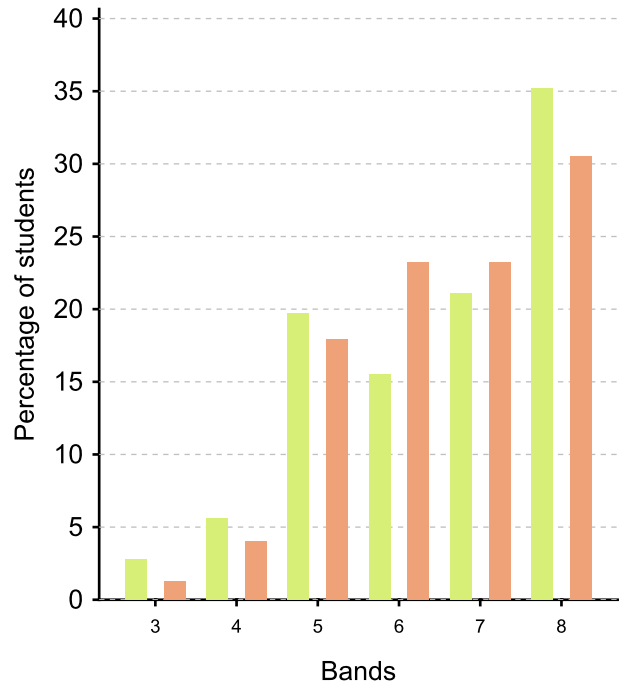


Percentage in bands:
Year 5 Writing



In Numeracy, the school is performing above State and Similar schools average in both Year 3 and Year 5. 54% of students in Year 3 performed in the top 2 bands, with 43% in the middle two bands. In Year 5, 32% of students performed in the top two bands with 54% in the middle two bands.

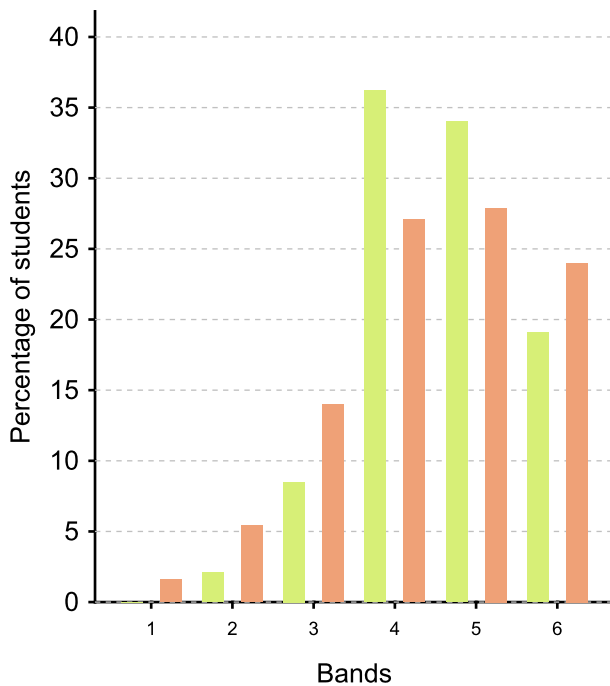
Percentage in bands:
Year 5 Numeracy



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.

Less than 10 Aboriginal students completed NAPLAN testing in 2018.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

The school conducted a Survey Monkey to parents. Overall ratings included; the majority of parents found the school welcoming and friendly and would recommend the school to other parents; the majority rated high their child being happy at school and noted that the teachers encouraged students to work to the best of their ability; overall, the school set high expectations for their child and parents rated for the school highly for possessing and encouraging positive relationships between teachers and students. Parents also rated the school rating highly for providing a well balanced education. Students from Years 4 to 6 were also involved in two surveys conducted by Tell Them From Me. The results of these surveys provided the school with information covering many areas of student school life.



Policy requirements

Aboriginal education

Aboriginal Education continues to be embedded into curriculum areas this year. Under the banner 'Understanding Culture,' early school year students focused on 'Culture and the Natural World.'

Students in Stage 1 experience Aboriginal education embed in texts in literacy, science, history and creative arts sessions dealing with indigenous history, culture and stories. Their Longneck Lagoon excursion for Year 1 & 2 dealt with tradition use of plants and the environment including historical use of this area and they experienced 'Snakes Alive' program during NAIDOC week.

In Stage 2 we utilise the 'Culturally Responsive Schools Framework Document' to ensure the needs of students, parents and staff are addressed through an immersive approach rather than a separate entity. We focus on the following aspects from the framework across all KLA's—Culturally responsive schools build on the knowledge, skills and prior experiences that Aboriginal students bring with them to the classroom to ensure learning is relevant, connected and appropriate to achieve education success. They make connections between each student's home and school experiences, and use a range of learning opportunities that make schooling more effective for Aboriginal students. Culturally responsive schools create welcoming and supportive learning environments that respect the cultures, languages, experiences and world views of their Aboriginal students. They have a holistic approach to working with Aboriginal students.

2018 has seen Stage 3 Instigate the role School Indigenous Leader as part of our student leadership team. Stage 3 students also examined Aboriginal government and related this learning to how Australia is governed today.

The teaching of Aboriginal Education, in Stage 3, was supported this year by the National Art Gallery and PEO as they tailored programs to support our Indigenous studies during their 3 day excursion to Canberra.

Multicultural and anti-racism education

At Glenbrook PS, Multicultural Education is embedded in the school's learning programs. During the year

teachers implemented Stage appropriate units of learning that included a focus on multiculturalism, the benefits of being a multicultural community and acceptance of the diversity and differences between people. Harmony Day was celebrated in March, 2018. Students explored and acknowledged the various cultures within the school and examined how different cultures have had an impact on Australia's culture and identity. Stage 1 students were exposed to texts with people from around the world, including units sharing families history and culture through discussions in areas such as Geography and History. In Stage 2 access and equity in education is embedded across all KLA's. Teachers are familiar with the Department of Education, Anti-racism policy and are diligent to ensure racial discrimination in monitored within each stage.

Teachers are aware of the processes involved in handling complaints including direct and indirect racism, racial vilification and harassment, in all aspects of the learning environment. The school has purchased a large number of picture books that show a diverse range of ethnicities and cultural backgrounds.

Stage 3 programs for 2018 included the units 'Australian Migration in the 20th Century' and 'The Australian Colonies.' Both units emphasise the multicultural nature of our society, the racism that migrants to Australia have faced and the way we have overcome this to create a cohesive society.

Stage 3 students also participated in connected classroom sessions with a South Korean school. This cultural exchange was very successful for all students concerned.