

# Glen William Public School

## Annual Report



2018



2020

## Introduction

The Annual Report for **2018** is provided to the community of Glen William 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.

Kristy Bultitude

Principal

### School contact details

Glen William Public School

Glen William & Dungog Rds

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### Message from the students

There have been many different emotions as I wrote these words and reflected on my time spent at Glen William Public School. We may be a small school, but we have many opportunities. A few examples are technology days, academic competitions, creative experiences and we participate in a wide range of sports. Glen William Public School has a long and proud history and the students and staff believe we have a great reputation in our community. We represent our school with pride and passion. Our performance for the Education Week Assembly at Dungog High School rocked!

One thing that stands out is that we will always remember fondly, there is no age or year barriers at Glen William. We are all friends and we all look out for each other. Congratulations to the executive for leading our school so well. We wish all the best to our new leaders for 2019 and we hope you have a great final year too. Thank you to all the teachers and staff for all the opportunities you provide.

Fellow students, I thank you for allowing me to be the school captain. I feel honoured to have this role. I hope that you all continue to love being a part of this wonderful school and create your own memories with great friends.

Tia Mabbott

School Captain

# School background

## School vision statement

Glen William Public School's vision is to develop successful students by providing an engaging learning environment. All students will demonstrate and value excellence, respect and cooperation. Staff have high expectations and foster quality relationships with all.

## School context

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849.

It provides a small school atmosphere in a quality learning environment which is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instil confidence and provide experiences necessary for the children to move into the wider community. Through commitment and professionalism, our school aims to provide an education which is challenging and enjoyable thus laying the foundations for lifelong learning.

Staff are dedicated to delivering a quality teaching environment that offers an incredible array of opportunities to all students. The staff and community take pride in the high level of care given to each and every student. Students are valued as individuals, and are supported in achieving their best results.

Extra-curricular opportunities include Star Struck, PSSA sports, RAW Art, STEM: Science and Engineering Discovery Days and public speaking.

Glen William Public School has a very active parent body that is a real strength of the school. The school highly values the assistance given by parents in many ways, and this supports our school to achieve its educational goals.

"Learn to Live, Live to Learn"

# 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.

In the domain of Learning, our focus has been Curriculum and Learning and Assessment and Reporting. As a school we continue to refine our planning and programming to reflect quality teaching and professional practice in every learning environment, providing students with opportunities to connect, succeed and thrive, relevant to their stages of learning and development. Our continued work in the area of new curriculum development and implementation, including History and Geography, ensures that staff are continuing to align teaching and learning with NSW syllabus for the Australian Curriculum. The process of differentiating content and pedagogy and recording this in programs continues to be a strong focus. Assessment and reporting practices continue to be refined and communication with parents and carers with regard to student performance and progress has been highlighted as a strength. In the domain of Teaching, our focus has been Collaborative Practice and Learning and Development. As teachers, we continue to work collaboratively to share curriculum knowledge, data and other information about student progress and achievement, to inform the development of programs and lessons which meet the needs of students. Targeted professional development in Accelerated Literacy and Writing has ensured a consistent approach to teaching foundation literacy skills to students K-6.

As a staff we continue to investigate quality opportunities for staff to provide and receive planned constructive feedback from peers and school leaders to improve teaching practice. In the domain of Leading, our focus has been on Community. We have developed a strong commitment to Glen William Public School being recognised as a central part of the Glen William community. Through productive partnerships within our Dungog Learning Community we aim to improve educational opportunities for students and staff.

We understand that creative and innovative ways of using school resources can help maximise student learning. We have investigated using our teaching and learning spaces in a flexible and fluid way to maximise learning opportunities.

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.

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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

### Engaged Learners Great School

#### Purpose

Students will take ownership and drive their own learning environment so they are equipped with the skills and understanding for their future.

#### Overall summary of progress

Learning and support processes have been strategic planned for and implemented to engage learners in all aspects of the curriculum. Students have benefited from the professional learning in Accelerated Literacy and implementing explicit learning outcomes through establishing clear and defined learning intentions. Support staff have been employed to assist in implementing specific programs and in class support.

The school achieved a substantial amount of projects across 2018. Implementation of programs to support literacy and numeracy have been effectively timetabled and organised across the school year. Project based learning was delayed to concentrate on the implementation of the core writing program that was evident from the evaluation of our school data for writing.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% of students will demonstrate high value add in literacy and numeracy.	Literacy and Numeracy	<p>The school achieved a substantial amount of projects across 2018. Implementation of programs to support literacy and numeracy have been effectively timetabled and organised across the school year. Project based learning fell away due to the implementation of a core writing program that was needed from evaluation of our school data for writing.</p> <p>Year 5 students are above state for Reading, spelling and 50% above state in writing and grammar and punctuation.</p> <p>School writing data suggest a growth in individual results and implementing of strategies. The students implementing Multi-lit have had positive growth and the numeracy data has shown positive growth in accuracy of answers.</p> <p>100% students are working above minimum national standard in Numeracy.</p>
85% of students will understand and demonstrate future focused learning skills.	Quality Teaching	<p>Students made excellent progress and developed skills that demonstrates future focused learning. 70% of students have demonstrated future focused learning skills.</p>

#### Next Steps

1. All students will continue to work with explicit teacher direction and the Infants classroom will establish best practice in L3 and how best to use the learning progressions and display these progressions in literacy and numeracy;
2. Writing will continue to be a focus for future development. Programming will be formalised and recorded to represent explicit teacher direction; and
3. Mathematics will include an investigation phase where students are able to apply their understanding of key concepts to real word events and problems.

## Strategic Direction 2

Caring Teachers Great School

### Purpose

To drive high expectations and a high standard of education that engages, challenges and inspires all students and staff in a caring supportive school environment.

### Overall summary of progress

In 2018, the school invested in implementing Mindfulness across the whole school. Students were able to identify and speak to their individual needs and how best the school could support their wellbeing needs. This program was successfully implemented along with the Positive Behaviour for Learning program. Expectations have been clearly taught and students confidently identify the school values in school and within the community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Staff and students demonstrate clear articulation of what they are learning and why.</li><li>• 80% of students demonstrate improved resilience and problem solving skills.</li><li>• 80% of students demonstrate critical thinking skills, creativity and imagination.</li></ul>	Quality Teaching, Successful Students (QTSS) (\$2000.00)	<p>85% of students enjoyed participating in Mindfulness and have commented on their improved ability to deal with stressful situations at school and in the home environment.</p> <p>Critical thinking skills are continuing to be developed through the implementation of problem based learning.</p>

### Next Steps

1. Continuation of Mindfulness to support students and staff wellbeing; and
2. Implementation of critical thinking skills through Imaths investigations.

### Strategic Direction 3

#### Connected Community Great School

### Purpose

To maintain a proactive and positive learning culture that connects with the school community so that excellence, cooperation and respect are self evident.

### Overall summary of progress

Student, Staff and Community connections have been a clear focus for 2018. Improving the connection between home and school has been instrumental in building a strong community. Improvements across the year have been noticeable with school functions and events.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 60% parent attendance at assemblies, community days and events.</li><li>• School surveys (Tell Them From Me) and Parents /Students Survey are used to inform communication is effective and current within the school community from 2017 baseline data</li><li>• Increased parental involvement in the learning domain to assist with motivating students to continually improve.</li></ul>	\$1000	<p>90% attendance at our celebrations, community days and events.</p> <p>School surveys were used to identify systems within the school that needed improvement.</p> <p>The introduction of PBL assemblies with an item have increased parental involvement by 95%.</p>

### Next Steps

1. Staff and families to work in collaboration in planning key events;
2. Creative and innovative work samples to be sent home to encourage family involvement in student learning; and
3. Showcase days to support school and community links.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$9380	<p>70% of Indigenous students exceeded a years growth in learning outcomes, 1 student has special needs. The improvement in learning growth has been reflected in the PLP's.</p> <p>Teachers released to support the implementation of PLP and meetings with parents and caregivers.</p> <p>Learning support officer employed to support learning in classrooms and through intensive withdrawal programs.</p> <p>Naidoc was well celebrated within the school setting and in the community of schools.</p>
<b>Low level adjustment for disability</b>	\$12015	<p>Students with identified learning needs were provided with in class support and staff prepared and implement ILP's and PLP's in conjunction with parents.</p> <p>Support staff employed to implement literacy and numeracy programs. Support staff implemented individual learning plans within the classrooms for individual students.</p>
<b>Socio-economic background</b>	\$14348	<p>Additional RAM funding provided release for face to face for the principal which directly resulted in supporting all students through instructional leadership within technology.</p> <p>Support staff employed to implement literacy and numeracy programs to build basic skills and fluency.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	11	11	9	13
Girls	10	12	15	14

The 2018 year commenced with 27 students. A ratio of 13 boys to 14 girls. The school maintains a high percentage of families from rural property, and has had a positive trend of growth across the past four years. 2018 ended with two new enrolments taking the total to 29.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.5	96.2	97.8	88.3
1	96.4	86.9	95	85.4
2	95.8	95.7	86	96
3	97.7	92.8	96.4	83.5
4		92.5	93.9	98.1
5	87.1	71	92.2	87.3
6	100	91.8	81.7	95.7
All Years	93.9	92.1	93.4	92.2
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		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

In 2018, Glen William Public School had an average attendance of 92% across all years.

Regular attendance is essential to maximise student potential. Rolls are marked daily by 9am. Students are recorded as present or absent. Non attendance is

followed up by an SMS text message sent to the caregiver/ parent by 9:20am. Parents are expected to respond explaining the reason for their child's absence.

Written or verbal communication is required to explain the absence.

When non attendance at school becomes evident the following actions include;

- attendance letter sent home for unexplained absences;
- meeting with the Learning and Support team; and or
- involvement of the Home School Liaison Officer.

Attendance requirements are regularly communicated through the school newsletter and social media platforms.

Attendance certificates are granted to individual students who obtain 95% or above attendance for the entirety of the school year.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

In 2018, student enrolment held to maintain a two classes structure. Mrs Hanrahan taught the Infants class while Mrs Bultitude gained merit selection for the Principal role and taught the Primary class. Mrs Hurney worked part time in the Primary classroom for the year.

### 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

Professional learning opportunities for all staff are linked to school strategic direction outlined in the school plan. Identified individual and group learning goals for professional growth are aligned to departmental priorities, strategic directions and Professional Development Plans. In 2018, professional development focused on the explicit teaching of writing through the Accelerated Literacy program and the Tamworth Directorate Writing Program. All staff participated in training and on going professional learning for the writing initiative.

This training closely aligned to our goal of improving student learning outcomes in literacy especially pertaining to writing.

Learning and support staff also trained in supporting students in Literacy which is a targeted to staff who support students needing extra support through withdrawal and in class programs.

Primary staff also participated in Gaming and Coding professional Learning to support understanding of coding in the curriculum.

All staff completed mandatory training in CPR, Anaphylaxis, Child Protection and Code of Conduct as per department guidelines.

All staff were trained in Mindfulness strategies. Mindfulness program was introduced to support whole school well being. Staff feedback reported this training to be one of the best professional development opportunities they had participated in.

Staff training was provided in evaluation essentials and school planning.

All staff are accredited with the Professional body and meet all requirements for maintaining accreditation. Each year the school is allocated funding for the professional development of all staff. All staff are committed in their learning to develop new skills, knowledge and understanding in support of improving student learning outcomes.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	130,292
<b>Revenue</b>	549,235
Appropriation	525,251
Sale of Goods and Services	0
Grants and Contributions	22,515
Gain and Loss	0
Other Revenue	0
Investment Income	1,469
<b>Expenses</b>	-516,764
Recurrent Expenses	-516,764
Employee Related	-452,859
Operating Expenses	-63,904
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	32,471
<b>Balance Carried Forward</b>	162,764

Glen William Public School uses the LMBR (Local management Business Reform) Financial management Processes. Through 2018, the school has upgrade the grounds, purchased equipment to support technology, furniture to support 21st Century learning within a newly designed technology hub. The majority of flexible funding in particular low level adjustments and socio economic background was spent on salaries for support staff working in small groups and with individual students needing support.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	438,914
Base Per Capita	4,641
Base Location	1,481
Other Base	432,792
<b>Equity Total</b>	32,890
Equity Aboriginal	6,527
Equity Socio economic	14,348
Equity Language	0
Equity Disability	12,015
<b>Targeted Total</b>	38,620
<b>Other Total</b>	4,588
<b>Grand Total</b>	515,013

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

66% of Early Stage 1 and stage 1 students made improvements in basic sight words. 50% of Year 2 students were retaining the grade level for their sight words. 70% of students in Year 1 and Year 2 made positive improvements in the numeracy program for basic computations.

The reading fluency program that the school implemented across K–6 demonstrates 100% of students making gains across the school year.

Best Start was conducted on all students entering Kindergarten and parents were provided the opportunity to attend an interview to share the feedback of the report.

intervention programs have supported a number of students across the school. Positive gains in Literacy have been evident across all students.

## 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 reporting information must be consistent with DoE privacy and personal information policies. As such, ten or more students must complete the Naplan testing for individual school percentage in bands, three year school average in and average growth information to be publicly reported on.

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.

In 2018, two students were enrolled in Year 3 and Year 5. To maintain the privacy of the individual students, their results cannot be advertised in this report. No additional comments can be made.

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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.>

Improving Aboriginal education outcomes for students in the top two bands. Our Aboriginal students had PLP's written and implemented through Mgoals. These plans are reviewed every term by the Learning and Support Team. All students participated in our local schools collaboration days where Indigenous Education was celebrated.

## Parent/caregiver, student, teacher satisfaction

The Excellence in School Customer Service 360 Reflection Tool was used in conjunction with a Parent Phone Survey at Glen William. It was a comprehensive survey covering all aspects of parental perception and allowing for accurate feedback. Results from this survey informed the Parent Phone Survey. The survey

measured communication, commitment to customer service, collaboration and vision in planning through twelve competencies. Results from the reflection tool indicated that the school strengths are empathy, ethical behaviour and engagement with others. Improvement areas were sharing the school vision and value and recognising collaboration.

The phone survey results indicated;

- 88% of families access the newsletter via the paper copy;
- Families would like to keep the paper copy of the newsletter and not go digital;
- 88% of families said the school communicates effectively;
- 25% of families use Facebook;
- 13% families use emails to communicate with the school;
- 44% of families understood PBL;
- community was involved in school functions like Grandparents day, Mother's and Father's Day, Anzac Day, Bike Ride and Education Week and
- 56% families were happy with the level of community engagement.

Examples of parental comments;

- Awesome school. Doing a really good job;
- The school feels like family;
- Glen William Public School is the best school in terms of communication, involvement and learning of all the schools I have dealt with;
- The school has a visible presence in the community; and
- The school involves the community more than it did 5 years ago.

## Policy requirements

### Aboriginal education

Glen William Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. In 2018 numerous programs and professional learning opportunities were undertaken to support students in their education and in order to connect students with their culture. Glen William staff participated in Staff development at Murrook to connect with the land and heritage of Indigenous Culture in our local environment.

Throughout 2018 these programs included:

- \* Support Staff implemented Maths intervention to improve the numeracy achievement of students.
- \* Students, families and staff gathered for PBL assemblies where student's academic, social and emotional goals were valued and recognised across the terms.
- \* Students, families and staff had the opportunity to participate in a smoking ceremony with our local AECG representative, participate in traditional Aboriginal dance and taste Indigenous food.

\* Personalised Learning Pathways (PLPs) for Aboriginal students were developed in consultation with staff, students and carers using the online platform Mgoals.

\* All students were provided with support to learn and practice Acknowledgement of Country and encouraged to regularly present this at assemblies and other special events. Students exhibited pride in undertaking this opportunity.

\* Dedicated learning experiences and celebrations for NAIDOC and integration with the high school surrounding the importance of recognising and valuing our relationships in the immediate community.

\* Integration of Aboriginal perspectives in teaching/learning programs so students can develop knowledge and understanding of Australia's indigenous people.

### Multicultural and anti-racism education

Glen William Public School recognises the need to focus on multicultural education as part of all curriculum areas. This ensures that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. During the year our school worked to further develop and sustain its positive and inclusive school culture. In partnership with parents Personalised Learning Pathways were developed for Aboriginal students to ensure participation and engagement in learning and improved learning outcomes for students.

NAIDOC Day saw our school community come together to recognise ATSI heritage and culture through a moving ATSI smoking ceremony and traditional dance. We also give thanks to our ATSI leaders and elders for their efforts and contribution to our day.

All students and teachers celebrated Harmony Day in recognition of Australia's cultural diversity. Together we learnt about inclusiveness, respect and a sense of belonging for everyone. A rotation of activities included a traditional Indian dancing workshop, and experiencing Indian cuisine. The wearing of orange clothing symbolised that as a school we are united in our commitment to Multicultural education. This celebration provided a great opportunity for students to learn that not only do they share common ground with other cultures, but also that our differences make Australia a special place to live.