Glenwood Public School

Annual Report

2018

4529

Introduction

The Annual Report for **2018** is provided to the community of Glenwood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jay McInney

Principal

School contact details

Glenwood Public School
Belmont Rd
Glenfield, 2167
www.glenwood-p.schools.nsw.edu.au
glenwood-p.school@det.nsw.edu.au
9605 3260

School background

School vision statement

Engaged learners working together

School context

Set in spacious grounds in the south west of Sydney, Glenwood Public School currently has an enrolment of 250 students, including 60% from non–English speaking backgrounds. Our future focussed school enjoys a remarkable level of commitment from community, staff and students. They engage in tasks as a team in which each has a voice, which creates an atmosphere of confidence, positive well–being and achievement. Innovative programs embrace our local community. Sing Out Loud Together and the community garden bring our students into partnership with the local aged care facility residents. Award–winning dance, sporting, film and drama programs are among the many where our students have distinguished themselves. Positive Behaviour for Learning supports student wellbeing across the school. Professional development opportunities are broad, with teachers and executive working together regularly to highlight new and best practices. Links and connections with other schools and businesses are local, national and international, including working with Agile Schools and being selected as a Bright Spot School by Social Ventures Australia.

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.

During our school's internal validation process, staff considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework, to evaluate the achievement of our milestones in out school plan.

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

The results of this process indicated the following in the three domains:

Learning

In the School Excellence Framework domain of Learning our on–balance judgement was Delivering, which is based on our self–assessment against the six elements, which show we are Delivering in Assessment, Reporting and Student Performance Measures and Sustaining and Growing in Curriculum, Learning Culture and Wellbeing.

The school has a strong learning culture and a demonstrated commitment to all students making progress through processes that support student learning and attendance . There is a focus on wellbeing and creating a safe, respectful learning environment. The ongoing implementation of Positive Behaviour for Learning has provided the opportunity for collaboration between students, staff and the community to define the rules for all areas of the school to ensure there are effective conditions for learning.

Teachers are adept at creating differentiated learning programs that cater to the needs of students at different levels of achievement, including those who require adjustments to support their learning or an increase in challenge. The school has implemented school designed programs such as Reading/Writing Rescue with great success to raise the achievement of students. To ensure NESA and Department of Education requirements are met significant time has been spent reviewing school scope and sequences.

While there is considerable expertise among staff on formative assessment, there is still a need to fully embed formative assessment practices across the school and trust this as an authentic form of assessment from which quality feedback

can be provided to students. Individual student reports meet Department requirements and provide information to parents on student success and areas for growth. The school has implemented three–way conferences to replace traditional parent–teacher interviews. This has received positive parent feedback and will continue as part of Glenwood's assessing and reporting structures.

Student performance measures show a positive value–add trend Year 3 to Year 5 from the previous year. There is a need to ensure learning design is catering for students at the top end to challenge them appropriately and push more students into the top two bands. This will also have a positive effect on school means. Professional learning on data use and analysis will assist staff in providing quality lessons that target specific areas of student need.

Teaching

In the School Excellence Framework domain of Teaching our on–balance judgement was Sustaining and Growing, which is based on our self–assessment of the four elements of the Teaching domain. We are sustaining and growing in the elements of Effective Classroom Practice, Professional Standards, and Learning and Development. We are delivering in the element of Data Skills and Use.

The evidence presented shows explicit teaching is occurring in our classrooms. As mentioned above there is considerable knowledge in the implementation of formative assessment practices and a school shift towards devising and utilising data walls. The development of data usage to inform practice, coupled with the creation of an Instructional Leader role within the school will further enhance pedagogy and classroom practice in the school. The school–wide commitment to Positive Behaviour for Learning (PBL) and the use of parrot slips as positive reinforcement makes playground and assembly management positive and consistent. The next stage of PBL at Glenwood Public School is to create a consistent framework and blending of classroom management structures into a streamlined whole school structure. Support is provided to address behaviour issues, and ongoing issues are addressed through the Learning Support Team, referrals to the Assistant Principal Learning Support and Access Request processes used to apply for additional funding.

Teacher Professional Development Plans are supported by a whole school approach which includes coaching to the professional standards using the Growth Coaching model. Beginning teachers are supported in gaining their accreditation by their Stage supervisor and the Instructional Leader. All other teachers are supported in maintaining their accreditation through quality professional learning and opportunities to work with the Instructional Leader in their classrooms.

Professional learning is aligned with the school plan and has the specific purpose of improving teaching practice, so student learning outcomes are enhanced. The explicit structure of Team Time and Learning Sprints focuses teaching practices and creates a professional and safe learning space for teachers to discuss teaching practice while receiving professional learning and guidance from lead learners in the school.

Glenwood Public School's ongoing commitment the Bright Spots – Social Ventures Australia (SVA) is another opportunity for our school to connect, engage and share with other schools from New South Wales (NSW), Victoria and South Australia. These visits coupled with Hub Days with other NSW schools offers our school an opportunity to observe practice in other schools and adapt practices that can enhance teaching delivery.

The collection of evidence and the self–assessment process has shown Data Skills and Use to be an area for further development. While teachers engage in discussion of data around student assessment for student reports and the identifying students for learning assistance and extension, the use of PAT tests to inform teaching is still quite new and requiring more professional learning.

Leading:

Our on–balance judgement of the Leading domain was Sustaining and Growing, which is based on our self–assessment of the four elements in which we are sustaining and growing in all elements of this domain.

The evidence shows the school provides Educational Leadership that emphasises instructional leadership to improve teaching and learning. This leadership is provided by both the Principal and Executive Staff through Team Time structures. Teaching staff are receptive to professional learning and seek their own opportunities. The school regularly seeks feedback from staff, students and parents in a variety of forms including exit slips form professional learning meetings and parent meetings.

Evidence shows school planning takes into account the opinions of stakeholders gathered from those methods described above. The processes in the school plan are clear and milestones are developed to keep the implementation of the plan on track and drive evaluative thinking. The annual report provides the community with an understanding of the progress of the school plan and how financial, physical and human resources are utilised to provide quality teaching and learning.

The use of school resources is carefully planned and aligns with the school plan. Evaluation of these resources shapes future resource acquisition and milestone accomplishment.

Administrative systems are utilised to support teaching and administration tasks. We are fortunate to have office staff who are expert users of the Department of Education's administrative systems.

Communication with our community is an area that is highly acknowledged by our parents and carers in surveys with the Skoolbag app, Facebook and school newsletters all providing valuable avenues of communication.

To further improve in this domain, we will continue to provide high–quality professional learning to enhance teacher performance and create a high–performance culture focussed on student progress and achievement. To assist in being able to do this, we will actively seek more community use of school facilities to generate funds that can be used to enhance our teaching programs, technology and facilities.

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

Strategic Direction 1

Successful, empowered, engaged learners

Purpose

Students effectively develop their knowledge, understanding and skills. through a school curriculum that delivers high quality differentiated learning. Initiative, self–confidence and resilience in students is developed through innovative, future focused teaching and learning programs.

Overall summary of progress

This year professional learning on the use of critical thinking with a focus on looking at the research related to providing effective critical and creative learning through Science Technology Engineering and Mathematics (STEM) feedback to impact on improving student achievement. Positive Behaviour for Learning (PBL) is having a positive impact on our school climate and continued to be implemented and refined with trials of new methods of positive reinforcement (Hero Tokens). Executive staff also commenced using restorative practice scripts when addressing behaviour issues with students and the greater consistency across staff was having a positive impact on students involved in these conversations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data shows a refined whole school approach to wellbeing and engagement.		
Increased proportion of students achieving expected growth in literacy and numeracy.		
Teacher programs include general capabilities.		

Next Steps

There will be a continuation of professional learning on STEM with the successes of our STEM relationship with the Whiddon Retirement facility being spread across the school through strategic staffing and opportunities for stages to participate. Professional learning will also take place on peer observations to complement the requirements of the Professional Development Framework and make those observations more effective in improving teaching practice. PBL will continue to be refined with the development of a consistent school–wide reward system and teachers will be trained in the use of restorative practices.

Strategic Direction 2

Dynamic, high performing staff in a collaborative culture

Purpose

In order to improve student outcomes, staff need to engage in best practice that involves utilising current pedagogy and research. Teachers will build professional learning networks that promote collegial dialogue and reflective practices through the achievement of personal and collegial professional goals.

Overall summary of progress

During 2018, significant time was devoted to teacher professional learning on embedding data usage across the school to inform teaching practice. Teachers are now effectively using learning intentions and success criteria to provide their students with a strong understanding of what is expected of them when completing tasks. Further to this teachers in across the school are using various data sources to discuss student progress and identify areas of student need through our Team Time and Learning Sprint models. An instructional leadership model has been identified as a staffing structure to further enhance learning outcomes in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has moved from evolving to embedded on the Professional Learning Community Maturity Matrix.		
There is an increase in collaborative learning goals across teachers Professional Development Plans.		
Increased proportion of teachers identify a collaborative environment related to the Tell Them From Me Survey.		

Next Steps

In 2019, there will be a focus on further developing formative assessment and data practices with an emphasis on improving the frequency and quality of teacher feedback to students. The implementation of an Instructional Leader (IL) role and the development and use of data walls will also be implemented across the school, utilising the Team Time structure. This IL role will coordinate and facilitate professional learning on the learning progressions.

Strategic Direction 3

Strong, positive, respectful partnerships

Purpose

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Embrace social media and other networks to promote our culture of high expectations and community engagement.

Overall summary of progress

The school uses a variety of communication modes such as Skoolbag, newsletters and Facebook. Parent feedback indicates they are happy with the level of communication the school provides. During 2018, there was a focus on expanding and increasing the P&C from its current membership to a large, more expansive snap shot of the school community. Workshops for parents is an area the school is looking to delve into with greater opportunity for parents to participate and interact with the school on a more educational level.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental participation in school events		
Increase in parents accessing school information across various platforms (Skoolbag, website, Twitter).		

Next Steps

In 2019, the school will continue to build relationships with the community and the extended community. This includes the rekindled partnership between Glenwood Public School and the Whiddon Group. There will also be a review of reporting to parents in order to provide further feedback on our 3–way reporting structures, empowering parents to further converse with their children and teachers about their learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
English language proficiency		
Low level adjustment for disability		All students requiring adjustments and accommodations are catered for in the school
Quality Teaching, Successful Students (QTSS)		
Socio–economic background		
Support for beginning teachers		One temporary beginning teacher received an additional two hours of RFF in their first year of teaching Four early career teachers were provided with extensive professional and mentoring support
Targeted student support for refugees and new arrivals		

Glenwood Public School 4529 (2018)

Printed on: 11 June, 2019

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	169	153	144	129
Girls	155	134	109	99

In 2018, there was a decrease in enrolments which continues an gradual downward trend in enrolments. A slight increase is anticipated in 2019 with Kindergarten enrolments increasing to above 38 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.6	88.9	93.3	93.5
1	92.3	92.2	91.8	93.7
2	91.8	92.4	95.6	93.5
3	94.3	92.8	93.5	93.9
4	94	94.2	92.7	91.7
5	92.6	92.5	94.8	93.3
6	93.9	91.1	92	91.8
All Years	93.1	92	93.4	93
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 non–attendance is monitored by classroom teachers and school executive staff through ebsONTRACK+. Each week a school administrative officer sends home notes to the parents of students who have unexplained absences seeking an explanation. Students who have a regular pattern of unexplained absences are monitored remotely by the Home School Liaison Officer (HSLO) who provides a regular report to the Principal. Students with a substantial number of absences are placed on a four–week monitoring program and parents are contacted to discuss the concerns regarding regular absences. If there is not an improvement in attendance, a referral is made to the Home School Liaison Officer who will then work with the family and school to develop strategies to assist in improving attendance. The school has attempted to make it easier for parents to notify the school regarding absences through the use of the Skoolbag app and school email.

Applications for extended Leave are submitted though the office and processed by the Principal. Long term absences are managed through negotiated learning programs during an absence period.

In 2018, the school's attendance rate was slightly below the State norm with a notable gap between State DoE and school attendance in Year 4 being recorded. School executive will be closely monitoring absences during 2019 and encouraging school attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.47

*Full Time Equivalent

There are no staff of Aboriginal or Torres Strait Islander background.

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	15

Professional learning and teacher accreditation

Teacher professional learning during 2018 was aligned to the strategic directions of the school plan and also to meeting the mandatory training requirements of the Department of Education.

Mandatory training occurred in child protection awareness, cardio–pulmonary resuscitation (CPR), anaphylaxis awareness and adrenaline auto–injector (EpiPen) use, as well as the Department of Education Code of Conduct.

Targeted professional learning occurred in Team Time and through Learning Sprints for all teacher around formative assessment, the use of data in tracking student growth and the . professional learning on the use of data to direct programming will be continued in 2019.

During the year the school received funding for the mentoring of one beginning teacher through the Resource Allocation Model. This teacher was supported in their classrooms by a supervising executive teacher who provided demonstration lessons and participated in co–teaching. This teacher finalised their teacher accreditation at the level of proficient teacher through the New South Wales Education and Standards Authority (NESA).

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	406,298
Revenue	2,337,864
Appropriation	2,239,511
Sale of Goods and Services	827
Grants and Contributions	91,465
Gain and Loss	0
Other Revenue	0
Investment Income	6,061
Expenses	-2,288,816
Recurrent Expenses	-2,288,816
Employee Related	-1,989,287
Operating Expenses	-299,529
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	49,048
Balance Carried Forward	455,346

The Glenwood Public School Budget Committee is comprised of teaching and SASS staff to assist with the financial management processes and governance structure to meet financial policy requirements. School voluntary contributions were set at $30 per student, capped at $55 per family.

A significant balance was carried forward at the end of 2017. The school has already commenced utilising these funds to upgrade school security to ensure students' learning environment is safe and secure. A significant amount of our budget was utilised to upgrade Technology. This included the restoration of the existing WiFi network and the purchase of a 3D printer as part of our schools focus on STEM. Funds have also been allocated to upgrade furniture in the Kindergarten and Stage 1 classrooms. This includes multi–modal furniture that can create hubs and clusters to facilitate group learning.

Glenwood Public School has continued its 3 year commitment to Social Ventures Australia (SVA). This has formed part of our professional networking and enabled our school to connect with like–schools in order to observe and help us develop teaching and learning practices.

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	1,744,741
Base Per Capita	48,922
Base Location	0
Other Base	1,695,819
Equity Total	293,020
Equity Aboriginal	5,924
Equity Socio economic	41,508
Equity Language	86,914
Equity Disability	158,674
Targeted Total	41,393
Other Total	94,502
Grand Total	2,173,657

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.

Year 3 NAPLAN results showed that 32% of students were in the top two achievement bands (Bands 5 & 6) for reading which is an increase of 11% from 2017. There was also a decrease in students in the lowest band (Band 1) from 3% in 2017 to 0% in 2018. In Grammar and Punctuation, there was an increase in the number of students in the top band from 14% to 21%. Spelling results saw a decrease in the top two

bands going from 41% in 2017 to 24% in 2018. There was an increase in Writing for Glenwood public School with an increase of 17% in the top two bands from 2017 .

Year 5 NAPLAN results showed 13% of students in the top 2 bands (Bands 7 & 8) for reading which is down 10% on 2017. In Grammar and Punctuation there were 14% of students in the top two bands.. In writing, student in the top 2 bands increased 11% from 7% in 2017 to 18% in 2018.

Year 3 NAPLAN results in Numeracy showed that there were 15% of students in the top two bands (Bands 5 & 7) and that all but 3 students were below their Prior Assessment Scaled Score.

Year 5 NAPLAN results in Numeracy showed that there were 15% of students in the top two bands (Bands 7 & 8) and that all but 3 students were below their Prior Assessment Scaled Score.

The Year 5 results showed there were 23% of students in Bands 5 & 6 and 90% of students were at or above the National Minimum Standard. Average growth in Year 5 Numeracy was very strong with the school's result of 99.5 being 6.3 points above the State average.

.

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 Year 3 students placed in the top two bands for literacy increased by 12%. Year 5 students placed in the top two bands for literacy decreased by 13%. In Year 3 students placed in the top two bands for numeracy decreased by 15% and in Year 5 students placed in the top two bands for numeracy decreased by 3%.

State Priorities: Better services – Improving Aboriginal education outcomes

In Year 3 no Aboriginal students sat the NAPLAN assessment this year. In Year 5 the gap between our Aboriginal student average score and the average score of non– Aboriginal student for NAPLAN Score Distribution Across Domains decreased from 0.22 to 0.14.

Parent/caregiver, student, teacher satisfaction

In 2018 teachers completed PDPs and inschool surveys.

Common themes included:

- Upskilling staff's understanding of data and

methods to analyse and utilise data
- Using data to inform program
- Developing whole school strategies to ensure consistent teacher judgement of student work samples
- They set high expectations for student learning; and
- When teachers present a new concept they try to link it to previously mastered skills and knowledge.

They would like to have more opportunities to help students set goals for learning new technological skills. Each year schools are required to seek the opinions of parents, students and teachers. A summary of the responses is recorded below. Whilst the response from parents was quite small the feedback was overwhelmingly positive. Parents indicated they feel welcome when visiting the school, they can approach their child's teacher, teachers have high expectations of students and they are well informed about school activity. Parent responses indicated that they appreciated volunteers that worked in the P&C run canteen, assisted with sport, worked within classrooms or helped teachers in some other way. Parents contribute to and support our Parents and Citizens Association (P&C). Activities they organised in 2018 were a Mother's Day and Father's Day Stalls, various fundraising initiatives and the running of the school uniform shop. Fundraising events supported the installation and maintenance of air conditioners in the school.

Our students come from a variety of backgrounds with our
LBOTE component at 62.2%. Our significant language groups, apart from English,
continue to be Nepali and Arabic. Our EAL/D program supported students
individually, in small groups and in class depending on the level of need. As a
whole school we participated in annual Harmony Day (March 21) activities
including the wearing of orange as a symbol of harmony. As such, our focus is
on building a culture which promotes cultural awareness, diversity and, above
all, respect. We have a strong Anti–Bullying Program embedded in our Positive
Behaviour for Learning (PBL) that promotes respect and inclusiveness in our
school culture. Explicit in–class lessons and incidental perspectives are
supported by a trained Anti–Racism Contact Officer (ARCO).

Policy requirements

Aboriginal education

Glenwood Public School has continued to maintain a strong commitment in supporting Aboriginal students and embedding Indigenous perspectives across the curriculum in 2018. RAM funding was used to bring Aboriginal parents, teachers, carers and students together to develop Personalised Learning Pathways (PLPs) for all Aboriginal students. All Aboriginal students were involved in a process of consultation and review to develop a PLP. This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.

Glenwood students celebrated NAIDOC week through their through a whole school NAIDOC celebration day. All Glenwood students were involved in rotating activities in different classes across the school, focusing on this year's NAIDOC theme, 'Because of her we can'.

Our Aboriginal students also started our Indigenous garden by planting native plants and shrubs that were donated to the school. This will be a yearly event where additional components will be added each NAIDOC week by additional generations of Indigenous students.

Multicultural and anti-racism education