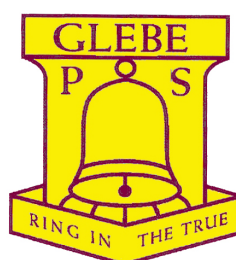


# Glebe Public School

## Annual Report



2018



7419

## Introduction

The Annual Report for 2018 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.

### School contact details

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### Message from the Principal

Throughout 2018, 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 wellbeing.

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 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 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.

We are committed to ongoing school improvement, and our shared vision to *nurture confident, capable, resilient students who are inquisitive about the world and learn with meaning and purpose* is clearly visible.

As a school community, we are proud of our achievements and successes this year.

Melinda Sikora

Principal

## School background

### School vision statement

Nurture confident, capable, resilient students who are inquisitive about the world and learn with meaning and purpose.

### 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 school has an enrolment of 286 students, including 15% identifying as Aboriginal and 64% coming from a Language Background other than English.

The school has a positive reputation in the community as being a provider of high quality inclusive educational practices that cater for the academic and wellbeing 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 improvements in student outcomes with an embedded focus on supporting and promoting 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 in order to maximise their potential and enable them 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, school achievements and the next steps to be pursued.

This year, Glebe Public School continued to undertake self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. This took place at staff meetings, teacher professional learning, leadership meetings, and with parent groups. Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. Thorough examination of the school plan determined the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on progress being made across the school based on the expectations identified in the Framework. These measures continued to ensure our improvement measures align with the high level of expectations of the School Excellence Framework.

In the domain of **Learning**, the school is currently **Sustaining and Growing**. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities through a consultative approach. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Curriculum provision is enhanced by learning alliances with other schools and organisations and teachers actively involve students and parents in planning to support students as they progress through the stages of education. The school analyses internal and external assessment data to monitor, track and report on students and school performance data and the school has maintained an upward trend in the value-added results.

In the domain of **Teaching**, the school is currently **Sustaining and Growing**. Teachers regularly review and revise teaching and learning programs and routinely review previous content and preview the learning planned for students in order to cater for the needs of their students. The school leadership team systematically uses data to inform key decisions and monitors progress towards achieving set targets. Various forms of assessment are used regularly to assist in the monitoring of student learning progress and to identify areas for improvement. Teachers collaborate in year and stage groups to improve teaching and learning and formal processes are in place to provide formal mentoring and coaching to further develop teaching and leadership practices. Teachers actively share learning from targeted professional development with others, as well as plan their own professional development to develop their practice.

In the domain of **leading**, the school is currently **Sustaining and Growing**. Parents and community have the opportunity

to engage in a wide range of school-related activities and survey data indicates that they are positive about the standard of educational delivery. Leadership development is central to school capacity building through distributed leadership and organisational best practice. The school has continued productive relationships with external agencies such as universities and businesses and there has been a strengthening in ensuring that these partnerships are designed to improve and provide educational opportunities for all students. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan and monitoring, evaluation and review processes are embedded and routinely undertaken. The school leadership team has created an organisational structure that enables management systems, structures and processes to work effectively and measures have been established to ensure the strategic financial management of the school.

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

Motivated, engaged and reflective learners

### Purpose

To improve learning and well-being outcomes for all students by implementing consistent, high quality educational practices that engage students as active participants in their educational journey.

### Overall summary of progress

#### Formative Assessment

A staff survey attained baseline data about current staff understanding of formative assessment. Analysis of this data provided an understanding of current practices and future areas of need, which were evaluated and shared to support the development of formative assessment practices. A Quality Teacher Mentor was engaged to deliver professional learning sessions concerning learning intentions and eliciting evidence of student learning. Along with a community of schools, staff undertook sustained, differentiated professional learning that built on their current understanding of formative assessment. All staff implemented a range of school-wide formative assessment strategies, with particular emphasis on technology. Surveys and observations of current classroom practice and learning environments were undertaken to ascertain levels of implementation and identify future development. Staff are able to identify, define and articulate a shared understanding of formative assessment.

#### Wellbeing

A focussed approach to student wellbeing continued with the streamlining of consistent school wide practices. Baseline data regarding current staff understanding of wellbeing practices across the school was collected and compared to current Tell Them For Me data, informing the next directions for wellbeing across the school. The Student Representative Council was established for 2018 with a focus to build student voice and involvement in school decision making. The SRC played a key role in naming the school playground and sporting houses. School playground leadership activities opportunities built senior students' capacity to engage and support their peers and younger student's social skills. Senior students were trained in Peer Support and leadership skills to successfully implement the Peer Support Program across the school in Term Four. Professional learning was conducted for staff to enable the support the program. The Peer Support program will guide the embedded practice of Teacher Advocates providing advice, support and assistance to students. The Peer Support Program and SRC have worked to build student leadership and strengthen student voice leading to increased wellbeing outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving expected growth in literacy	<b>Targeted Funding</b>	Students achieving expected growth in reading: 2017 64%, 2018 82%
Increased number of students achieving expected growth in numeracy	Integration \$146,987	Students achieving expected growth in writing: 2017 59%, 2018 73%
Improved results in student engagement and well-being with a focus on advocacy and sense of belonging.	New Arrivals 0.2 FTE Staffing	Students achieving expected growth in spelling: 2017 77%, 2018 68%
	<b>Equity Loadings</b>	Students achieving expected growth in grammar and punctuation: 2017 95%, 2018 86%
	Staffing 1.8 FTE	Students achieving expected growth in numeracy: 2017 95%, 2018 86%
	Flexible \$106,779 (used for staffing)	Data below is indicated from the Tell Them From Me student survey (Years 4–6)
	<b>Initiative Funding</b>	<b>Positive Sense of Belonging</b>
	Literacy and Numeracy \$11,200 Flexible	Students feel accepted and valued by their peers and by others at their school.
	Beginning Teacher \$33,913	
	<b>Entitlement</b>	



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased number of students achieving expected growth in literacy</p> <p>Increased number of students achieving expected growth in numeracy</p> <p>Improved results in student engagement and well-being with a focus on advocacy and sense of belonging.</p>	<p>Literacy and Numeracy 0.420 FTE Staffing</p> <p>QTSS 0.436 FTE Staffing</p> <p><b>School and Community Funds</b></p> <p>\$265,965 Staffing (Teaching and Support Staff)</p> <p><b>Targeted Funding</b></p> <p>Integration \$146,987</p> <p>New Arrivals 0.2 FTE Staffing</p> <p><b>Equity Loadings</b></p> <p>Staffing 1.8 FTE</p> <p>Flexible \$106,779 (used for staffing)</p> <p><b>Initiative Funding</b></p> <p>Literacy and Numeracy \$11,200 Flexible</p> <p>Beginning Teacher \$33,913</p> <p><b>Entitlement</b></p> <p>Literacy and Numeracy 0.420 FTE Staffing</p> <p>QTSS 0.436 FTE Staffing</p> <p><b>School and Community Funds</b></p> <p>\$265,965 Staffing (Teaching and Support Staff)</p>	<p>School Mean: 2017, 82%, 2018 73%</p> <p>NSW Government Norm: 2017, 81%, 2018 81%</p> <p><b>Students are Interested and Motivated</b></p> <p>Students are interested and motivated in their learning.</p> <p>School Mean: 2017, 83%, 2018 79%</p> <p>NSW Government Norm: 2017, 78%, 2018 78%</p> <p><b>Teachers are Responsive</b></p> <p>Students feel teachers are responsive to their needs and encourage independence with a democratic approach</p> <p>School Mean: 2017, 86%, 2018 85%</p> <p>NSW Government Norm: 2017, 84%, 2018 84%</p> <p><b>Advocacy at School</b></p> <p>Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.</p> <p>School Mean: 2017, 83%, 2018 78%</p> <p>NSW Government Norm: 2017, 77%, 2018 77%</p>

## Next Steps

- Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Peer Support is embedded as a whole school practice to improve wellbeing and engagement, and support learning.
- Evidence-based effective formative assessment strategies continue to be identified, promoted and modelled, and students' learning improvement are monitored for demonstrated growth.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practiced expertly by teachers. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities to receive feedback on their learning.

## Strategic Direction 2

Innovative, evidence based teaching practices

### Purpose

To develop and sustain a culture of high expectations and quality, innovative, evidence-based teaching practices underpinned by authentic data analysis and explicit coaching mentoring systems.

### Overall summary of progress

#### Feedback

Staff built their capacity in giving and receiving quality peer feedback through coaching and mentoring procedures and the implementation of Professional Development Plans processes. A staff survey ascertained the staff capabilities and their confidence in giving and receiving teacher to teacher feedback as well as their ability to engage in school wide feedback processes. Timelines and process were evaluated, shared and implemented to support the development of feedback skills and classroom observation processes school-wide. Staff engaged in mentoring programs, systematic PDP meetings with an Assistant Principal and Principal, and targeted team meetings. All staff participated in classroom observations to support their professional learning needs and engaged in feedback processes during mid-year and annual reviews of PDPs with positive feedback. Clear systems were identified, planned and implemented to support a culture of collaboration and professional dialogue across the school.

#### Data Skills and Use

Through school evaluation processes undertaken during the 2015–2017 School Planning cycle a focus on embedding the consistent tracking of data to inform teaching and learning practices across the school was identified. Current assessment and data processes across the school were surveyed and baseline student learning data was established to inform literacy and numeracy programs. Current centralised tracking models were researched and the use of *Sentral* was identified as a tool for recording key assessment categories for Literacy and Numeracy. These aspects will inform a planned, consistent assessment and data tracking schedule for 2019. Staff members attended *Introduction to the Literacy and Numeracy Progressions* professional learning conference, sharing key messages and information with the whole staff in Term 4. Staff confidence and knowledge of the progressions was ascertained through an online survey and this information will inform the implementation of the progressions across K–6 in 2019.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are showing expected growth on internal school progress and achievement data.  Increased number of students achieving expected growth in literacy and numeracy on external performance measures.  Improvements in teacher survey data relating to the strategic direction	<b>Targeted Funding</b>  Integration \$146,987  New Arrivals 0.2 FTE Staffing  <b>Equity Loadings</b>  Staffing 1.8 FTE  Flexible \$106,779 (used for staffing)  <b>Initiative Funding</b>  Literacy and Numeracy \$11,200 Flexible  Beginning Teacher \$33,913  <b>Entitlement</b>  Literacy and Numeracy	As indicated by the 2018 internal data:  Students achieving or exceeding stage expectations in English (K–6) : 77.4% (2018)  Students achieving or exceeding stage expectations in Mathematics (K–6): 83% (2018)  Students achieving expected growth in reading: 2017 64%, 2018 82%  Students achieving expected growth in writing: 2017 59%, 2018 73%  Students achieving expected growth in spelling: 2017 77%, 2018 68%  Students achieving expected growth in grammar and punctuation: 2017 95%, 2018 86%  Students achieving expected growth in numeracy: 2017 95%, 2018 86%  All staff participated in feedback processes through

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All students are showing expected growth on internal school progress and achievement data.</p> <p>Increased number of students achieving expected growth in literacy and numeracy on external performance measures.</p> <p>Improvements in teacher survey data relating to the strategic direction</p>	<p>0.420 FTE Staffing</p> <p>QTSS 0.436 FTE Staffing</p> <p><b>School and Community Funds</b></p> <p>\$265,965 Staffing (Teaching and Support Staff)</p> <p><b>Targeted Funding</b></p> <p>Integration \$146,987</p> <p>New Arrivals 0.2 FTE Staffing</p> <p><b>Equity Loadings</b></p> <p>Staffing 1.8 FTE</p> <p>Flexible \$106,779 (used for staffing)</p> <p><b>Initiative Funding</b></p> <p>Literacy and Numeracy \$11,200 Flexible</p> <p>Beginning Teacher \$33,913</p> <p><b>Entitlement</b></p> <p>Literacy and Numeracy 0.420 FTE Staffing</p> <p>QTSS 0.436 FTE Staffing</p> <p><b>School and Community Funds</b></p> <p>\$265,965 Staffing (Teaching and Support Staff)</p> <p><b>Initiative Funding</b></p> <p>Literacy and Numeracy \$11,200 Flexible</p> <p>Beginning Teacher \$33,913</p> <p><b>Entitlement</b></p> <p>Literacy and Numeracy 0.420 FTE Staffing</p> <p>QTSS 0.436 FTE Staffing</p>	<p>PDPs and classroom observations to support their professional learning needs.</p> <p>School leaders have provided me with useful feedback about my teaching – 85% (2018)</p> <p>Assessment, data and tracking practices across the school were established with a planned, consistent assessment and data tracking schedule drafted 2019.</p> <p>82% teachers use results from formal assessment tasks to inform my lesson planning (TTFM Focus on Learning Teacher Survey) and 59% of teachers routinely use a range of formative and summative assessments to inform their teaching, adapt their practice and meet learning needs of students (Staff Survey 2018)</p>

## Next Steps



- Teachers provide explicit, specific and timely formative feedback to students related to defined success criteria, learning progressions and formative assessment process.
- Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of specific and timely feedback between teachers.
- Develop and implement a centralised system and explicit school wide processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.
- Continue to build staff capacity in the targeted use of learning progressions to determine teaching directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.

### Strategic Direction 3

Sustained and measurable whole school improvement that impacts student learning

#### Purpose

To create partnerships and build leadership capacity within the community to enrich students' educational experiences and facilitate a collective responsibility to whole school improvement.

#### Overall summary of progress

##### Effective Partnerships in Learning

Effective partnerships in learning were strengthened through a focus on further utilising and drawing on the strong skills, knowledge and collaborative capabilities of the staff to build educational leaders within the school. Evaluative processes provided feedback and direction for staff involvement in leadership opportunities within the school and the wider educational community. A focus on developing instructional leadership was established and an understanding and articulation of instructional leadership was developed across the school through professional learning sessions and collaborative practice. A community of schools (CoS) was established to enable professional learning opportunities within the wider educational network with a focus on differentiation and formative assessment. Staff attended network meetings and engaged in collaborative professional learning opportunities with staff from schools across the educational community.

##### Effective Practices for Continual Improvement

The executive team engaged the staff and school community in consultation during the development of the 2018 – 2020 School Plan. Parent and community meetings were well attended and the feedback around the strategic directions of the school was positive. The executive team analysed current school evaluation and planning processes through surveys and meetings, alongside the implementation of the School Excellence Framework. Strategic Direction team leaders were identified and procedures and timelines were developed to support the gathering, analyse and sharing of baseline data across all school planning directions. Team leaders were supported to build their capacity and responsibility in driving the implementation, tracking, evaluation and reporting of progress within their Strategic Direction. Professional learning in Evaluative Thinking was undertaken to build staff capabilities when selecting and analysing quality data. The school's strategic directions are driven by effective practices and a focus on continual improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improvement in parent satisfaction survey  Improvement in teacher Tell Them From Me survey data  Increase in parent engagement in school-related activities	No funds spent for this Strategic Direction	Baseline data was established for 2018 – 2020 School Planning cycle. A snapshot of parent survey results shows:  Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community. 90% agree, 8% unsure & 2% (one response) disagree.  Glebe Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy. 90% agree, 7% unsure & 3% (two responses) disagree.  My child enjoys coming to school each day. 88% agree, 7% unsure & 5% (three responses) disagree.  The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered. 86% agree, 9% unsure & 5% (three responses) disagree.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Improvement in parent satisfaction survey</p> <p>Improvement in teacher Tell Them From Me survey data</p> <p>Increase in parent engagement in school-related activities</p>		<p>Student achievements are recognised and celebrated. 76% agree, 22% unsure &amp; 2% (one response) disagree.</p> <p>Teaching and learning programs provide equitable and varied opportunities for all students. 66% agree, 31% unsure &amp; 3% (two responses) disagree.</p> <p>Development of the 2018 – 2020 School Plan through parent consultation.</p> <p>Baseline data was established for 2018 – 2020 School Planning cycle. A snapshot of parent survey results shows:</p> <p>Students receive feedback on their learning. 76% agree, 21% unsure &amp; 3% (two responses) disagree.</p> <p>Students can talk about what they are learning when asked what they did at school today. 76% agree, 14% unsure &amp; 10% (six responses) disagree.</p> <p>Student reports provide information about individual learning progress and achievement. 71% agree, 22% unsure &amp; 7% (four responses) disagree.</p> <p>Parent / Teacher interviews are useful and informative. 88% agree, 8% unsure &amp; 4% (two responses) disagree.</p> <p>The weekly newsletter and school website keeps the community informed about coming events and school achievements. 96% agree, 2% unsure &amp; 2% (one response) disagree.</p> <p>School staff respond to inquiries and requests in a friendly and prompt manner. 90% agree, 3% unsure &amp; 7% (four responses) disagree.</p>

## Next Steps

- Maintain a focus on building a professional learning community underpinned by distributed instructional leadership and focused on continuous improvement of teaching and learning.
- Facilitate and build effective partnerships in learning amongst students to develop leadership skills, share knowledge and motivate students to deliver their best and continually improve
- Systematically and regularly monitor a range of indicators to gauge the impact of the School Plan and to inform effective changes to implementation.  
Embed clear processes, evidence based strategies and innovative thinking in School Plan implementation, delivering ongoing, measured improvement in student progress and achievement

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$67,042 – Staffing Entitlement  \$8,200 – Flexible Funding	<ul style="list-style-type: none"> <li>• Personalised learning pathways were developed, implemented and monitored for all Aboriginal students. Cultural significance was included in all teaching and learning programs.</li> <li>• Challenging and rich learning experiences were provided across the curriculum.</li> <li>• 5 senior Aboriginal students participated in the Yarn Up program, culminating in presenting speeches at State Parliament House.</li> <li>• Community consultation in school planning.</li> </ul>
<b>English language proficiency</b>	\$62,146 – Flexible Funding	<ul style="list-style-type: none"> <li>• Employment of 2 EAL/D teachers to support students K–6 X 3 days a week</li> <li>• Chinese parents were supported in order to engage with school programs and have a deeper understanding of school procedures and teaching and learning programs.</li> <li>• Interpreting and translation services and materials were used for effective communication, consultation and engagement</li> <li>• EAL/D student support was included in whole school planning, assessment and reporting.</li> <li>• A teacher was employed one day a week to support newly arrived students.</li> <li>• Teaching and Learning programs evidenced effective differentiation to reflect the language learning needs of EAL/D students.</li> </ul>
<b>Low level adjustment for disability</b>	\$72, 879 – Staffing  \$27,190 – Flexible Funding	<ul style="list-style-type: none"> <li>• Employment of Learning and Support Teacher (LaST).</li> <li>• All students requiring adjustments and learning support were catered for within class programs and other whole school strategies.</li> <li>• The school used the Nationally Consistent Collection of Data (NCCD) to engage staff in meaningful professional dialogue.</li> <li>• Individual Educational Plans were developed, implemented, monitored and evaluated for students.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$49,662	<ul style="list-style-type: none"> <li>• 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 (literacy and numeracy), and monitor student performance data across the school and ensure teachers are focused on areas of need.</li> <li>• Teachers received support with accreditation processes and the new Performance and Development Framework.</li> </ul>
<b>Socio–economic background</b>	\$10, 411 – Staffing  \$17,951 – Flexible Funding	<ul style="list-style-type: none"> <li>• Engagement of a classroom teacher above staffing entitlement supported lower class sizes.</li> <li>• Assistant Principal released from class to support literacy and numeracy interventions in Kindergarten – Year 2 in the role of Instructional Mentor/Leader.</li> </ul>

<b>Support for beginning teachers</b>	\$41,358	<ul style="list-style-type: none"> <li>• Additional staff employed so that beginning teachers could be released from class to be mentored by an Assistant Principal.</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	\$2,009 – Flexible Funding (Refugee Student Support)  \$ 10,411 –Staffing (EAL/D New Arrivals)	<ul style="list-style-type: none"> <li>• An EAL/D teacher was employed for 1 day a week to support newly arrived students.</li> </ul>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	113	113	114	153
Girls	99	118	145	139

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.6	93.1	90.3	91.5
1	93.1	91.8	92.1	92.2
2	94.7	93.3	94.9	92.5
3	94	95.9	93.1	93.2
4	93.6	88.9	94.3	90.3
5	94.4	90.6	92.8	93.5
6	93.5	89.5	88.8	90.9
All Years	93.3	92.1	92.4	92
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

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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.54
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.52

\*Full Time Equivalent

Glebe Public School had two Aboriginal employees in 2018. A full time Classroom Teacher, and a full time Aboriginal Education 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

All permanent and temporary teachers were again involved in a full range professional learning opportunities addressing individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and pay for course fees. In 2018, the staff professional learning program comprised of team meetings, regular stage and executive planning days, school development days, external workshops, professional learning meetings and conferences.

A total of \$18,644 was invested in staff professional learning in 2018, funded through Department of Education allocated professional learning funds. Additional school funds were invested in staff learning and development. Teaching staff participated in professional learning initiatives focused on visible learning, formative and summative assessment, curriculum planning and development, instructional leadership, effective reading strategies, literacy and numeracy progressions, school planning and reporting, autism spectrum disorder, child protection, anaphylaxis, cardio pulmonary resuscitation, code of conduct, mentoring early carer teachers and leadership development. Stage planning days focussed on

consistency in programming and the streamlining of program writing. Two permanent teachers were supported through beginning teacher funding. The Principal attended regular network meets, the Port Jackson Primary Principals' Conference.

Two temporary and one permanent teacher were supported in achieving Teach Accreditation at Proficient level and two permanent teachers were supported beginning the Teacher Accreditation process.

## 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>	94,297
<b>Revenue</b>	3,292,685
Appropriation	2,862,183
Sale of Goods and Services	28,324
Grants and Contributions	397,741
Gain and Loss	0
Other Revenue	2,025
Investment Income	2,412
<b>Expenses</b>	-3,099,550
Recurrent Expenses	-3,099,550
Employee Related	-2,854,677
Operating Expenses	-244,873
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	193,135
<b>Balance Carried Forward</b>	287,432

The school's financial management processes and governance structures met the financial policy requirements. In 2018, the substantial overspend of 2017 was rectified through sound financial management and careful cost cutting.

### 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>	2,117,633
Base Per Capita	50,083
Base Location	0
Other Base	2,067,550
<b>Equity Total</b>	267,111
Equity Aboriginal	75,242
Equity Socio economic	28,362
Equity Language	63,438
Equity Disability	100,069
<b>Targeted Total</b>	148,996
<b>Other Total</b>	206,030
<b>Grand Total</b>	2,739,770

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

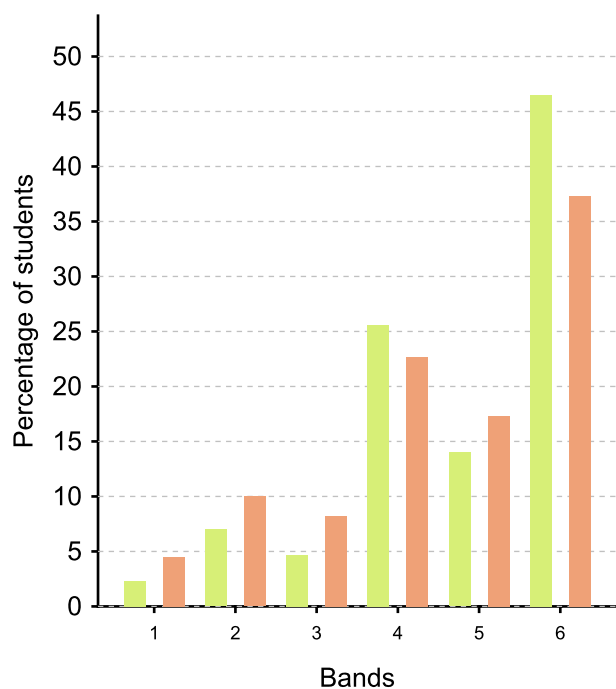
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

In 2018, Glebe Public School achieved excellent results in Literacy.

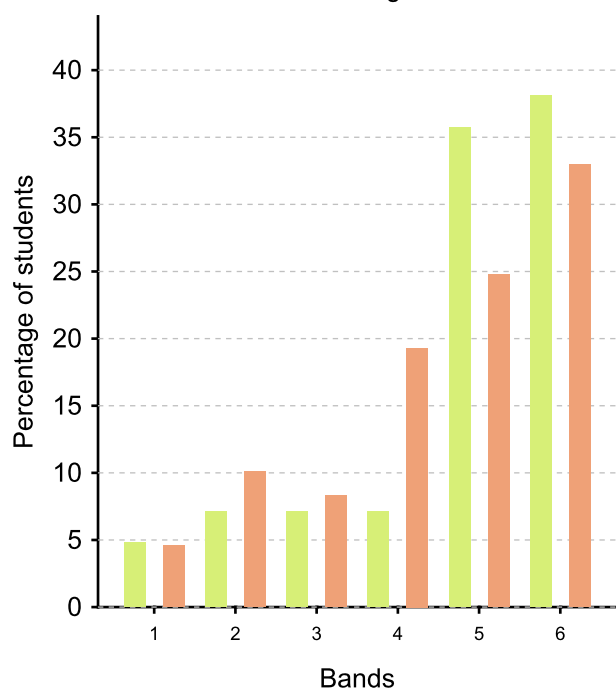
**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.3	7.0	4.7	25.6	14.0	46.5
School avg 2016-2018	4.5	10	8.2	22.7	17.3	37.3

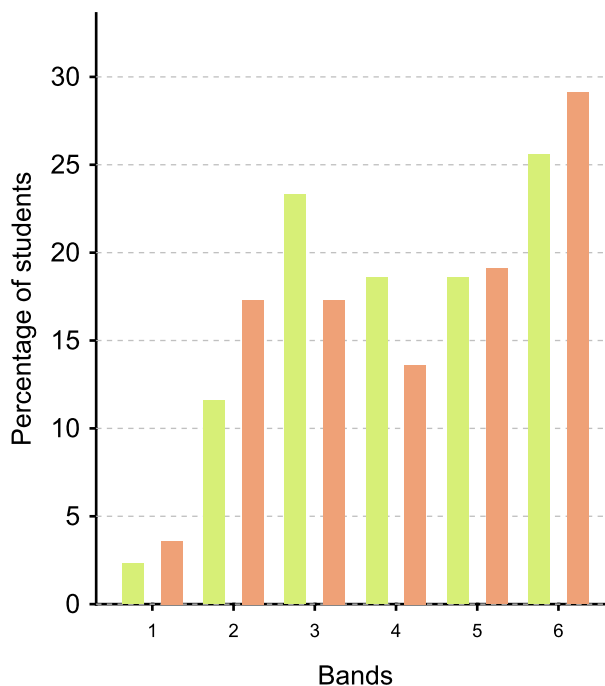
**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.8	7.1	7.1	7.1	35.7	38.1
School avg 2016-2018	4.6	10.1	8.3	19.3	24.8	33

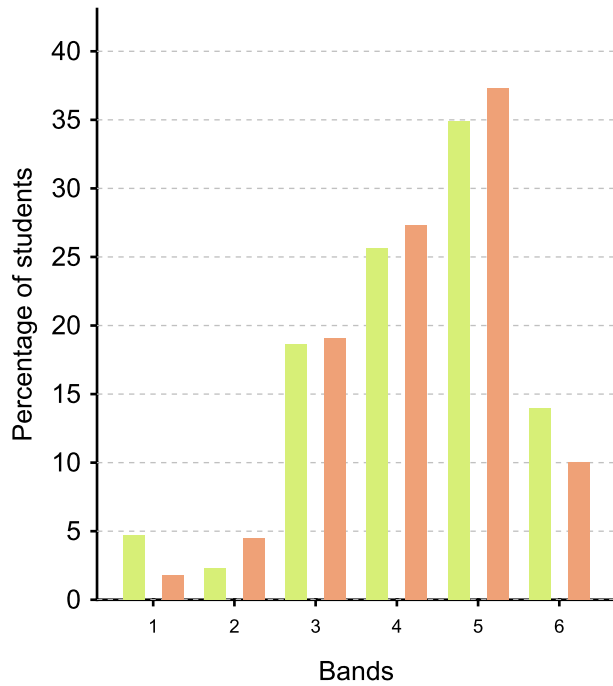
**Percentage in bands:**  
Year 3 Spelling



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.3	11.6	23.3	18.6	18.6	25.6
School avg 2016-2018	3.6	17.3	17.3	13.6	19.1	29.1

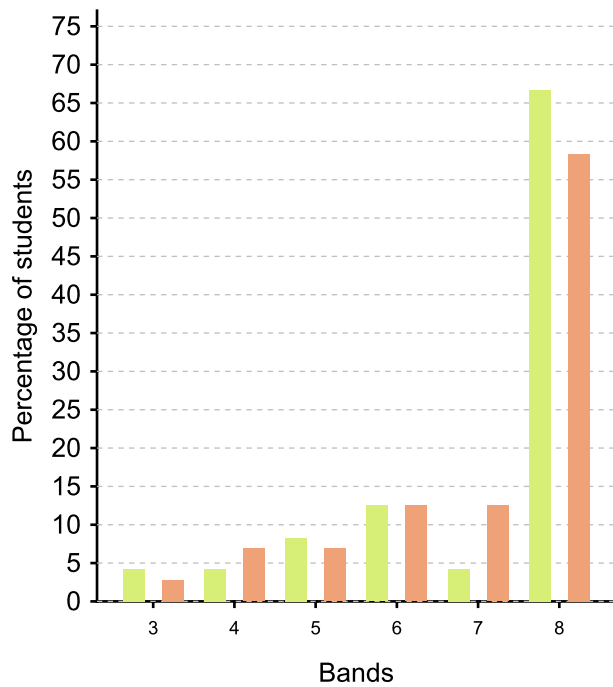
**Percentage in bands:**  
Year 3 Writing



Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.7	2.3	18.6	25.6	34.9	14.0
School avg 2016-2018	1.8	4.5	19.1	27.3	37.3	10

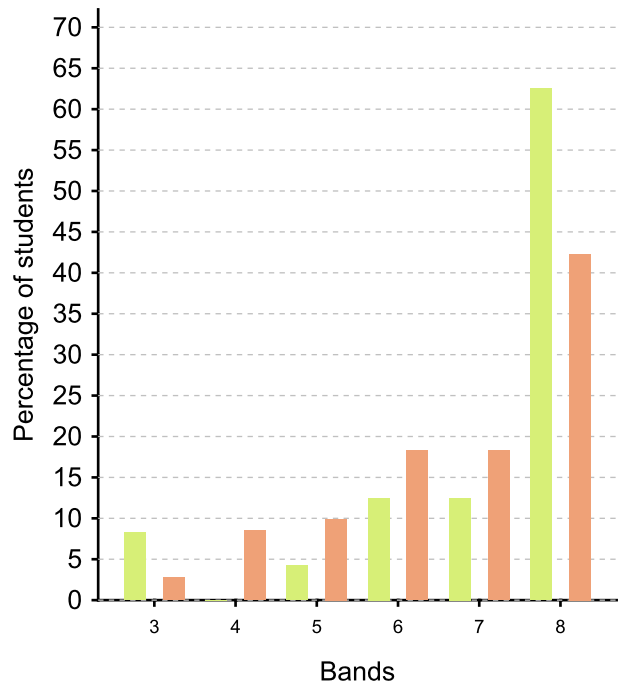
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.2	4.2	8.3	12.5	4.2	66.7
School avg 2016-2018	2.8	6.9	6.9	12.5	12.5	58.3

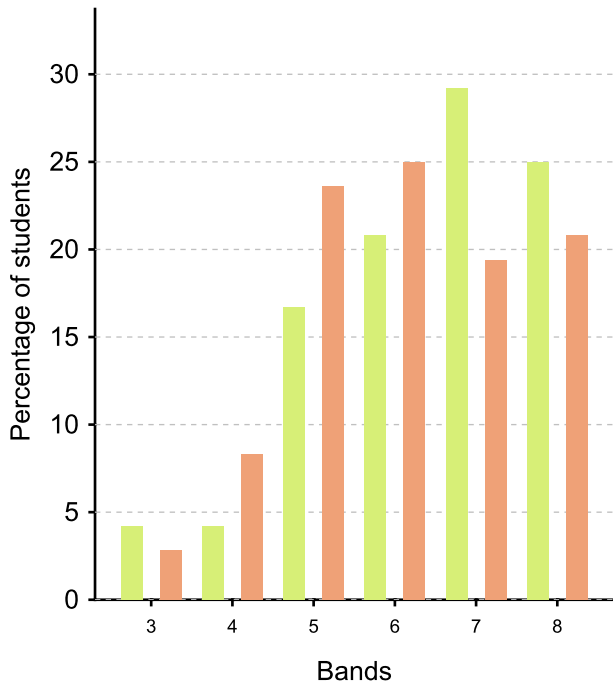
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	8.3	0.0	4.2	12.5	12.5	62.5
School avg 2016-2018	2.8	8.5	9.9	18.3	18.3	42.3

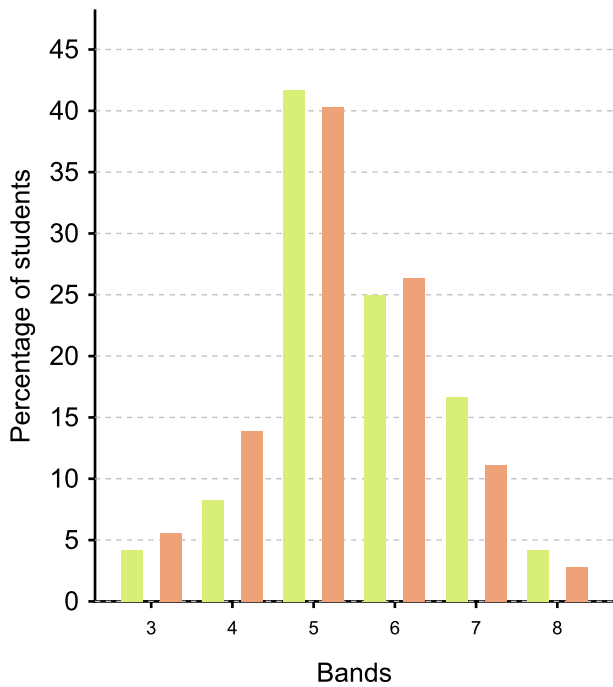
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.2	4.2	16.7	20.8	29.2	25.0
School avg 2016-2018	2.8	8.3	23.6	25	19.4	20.8

**Percentage in bands:**  
Year 5 Writing

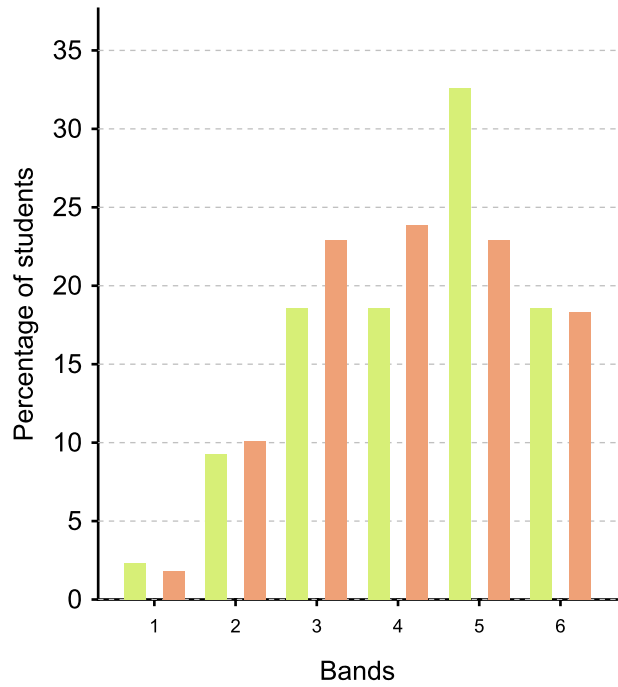


Percentage in Bands  
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	4.2	8.3	41.7	25.0	16.7	4.2
School avg 2016-2018	5.6	13.9	40.3	26.4	11.1	2.8

In 2018, Glebe Public School achieved excellent results in Numeracy.

**Percentage in bands:**  
Year 3 Numeracy

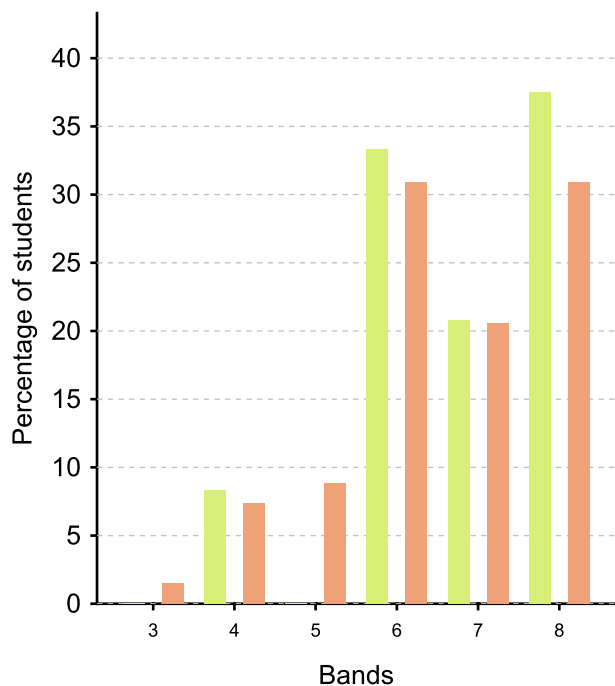


Percentage in Bands  
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.3	9.3	18.6	18.6	32.6	18.6
School avg 2016-2018	1.8	10.1	22.9	23.9	22.9	18.3



**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	8.3	0.0	33.3	20.8	37.5
School avg 2016-2018	1.5	7.4	8.8	30.9	20.6	30.9

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, the school has achieved strong results..

## Parent/caregiver, student, teacher satisfaction

School satisfaction surveys for parents and staff were developed by the school and distributed using Survey Monkey. A summary of the results are below.

### Parents/Carers – 59 surveys were completed

**Q1 Learning Culture:** Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community. 90% agree, 8% unsure & 2% (one response) disagree.

**Q2 Learning Culture:** Glebe Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy. 90% agree, 7% unsure & 3% (two responses) disagree.

**Q3 Wellbeing:** My child enjoys coming to school each day. 88% agree, 7% unsure & 5% (three responses) disagree.

**Q4 Wellbeing:** The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered. 86% agree, 9% unsure & 5% (three responses) disagree.

**Q5 Curriculum:** Student achievements are recognised and celebrated. 76% agree, 22% unsure & 2% (one response) disagree.

**Q6 Curriculum:** Teaching and learning programs provide equitable and varied opportunities for all students. 66% agree, 31% unsure & 3% (two responses) disagree.

**Q7 Assessment:** Students receive feedback on their learning. 76% agree, 21% unsure & 3% (two responses) disagree.

**Q8 Assessment:** Students can talk about what they are learning when asked what they did at school today. 76% agree, 14% unsure & 10% (six responses) disagree.

**Q9 Reporting:** Student reports provide information about individual learning progress and achievement. 71% agree, 22% unsure & 7% (four responses) disagree.

**Q10 Reporting:** Parent / Teacher interviews are useful and informative. 88% agree, 8% unsure & 4% (two responses) disagree.

**Q11 Communication:** The weekly newsletter and school website keeps the community informed about coming events and school achievements. 96% agree, 2% unsure & 2% (one response) disagree.

**Q12 Communication:** School staff respond to inquiries and requests in a friendly and prompt manner. 90% agree, 3% unsure & 7% (four responses) disagree.

**Q13 List what you see as the strengths of Glebe Public School.** Great community spirit, wonderful diversity, inclusive, welcoming, friendly, caring, amazing staff, committed teachers, great P&C, and love Centipede.

**Q14 List what you see as 'areas for further development' at Glebe Public School.** More multicultural education (festivals, religions, etc.), tackle playground violence and bullying, a possible 9am start, introduce school fees, STEM, more extension opportunities, better communication about children's progress, and more reading support.

### Staff – 18 surveys were completed

**Q1 Learning Culture:** Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community. 94% agree, 6% unsure (one response) & 0% disagree.

**Q2 Learning Culture:** Glebe Public School teaches and

promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy. 94% agree, 6% unsure (one response) & 0% disagree.

Q3 Wellbeing: I enjoy coming to work each day. 94% agree, 0% unsure & 6% disagree (one response).

Q4 Wellbeing: The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered. 94% agree, 6% unsure (one response) & 0% disagree.

Q5 Curriculum: Student achievements are recognised and celebrated. 94% agree, 6% unsure (one response) & 0% disagree.

Q6 Curriculum: The school provides a variety of engaging and successful teaching and learning programs. 94% agree, 6% unsure (one response) & 0% disagree.

Q7 Assessment: Teachers routinely use evidence of learning, including a range of formative and summative assessments to inform their teaching, adapt their practice and meet learning needs of students. 59% agree, 41% unsure & 0% disagree.

Q8 Assessment: Our students can articulate their learning goals. 35% agree, 59% unsure & 6% disagree.

Q9 List what you see as the strengths of Glebe Public School. Wonderful diverse community, great community spirit, strong teachers, collegial and collaborative staff, great community partnerships, friendly, supportive, active, enthusiastic, staff, school culture, fun, and excellent teaching programs.

Q10 List what you see as 'areas for further development' at Glebe Public School. More technology equipment, more student involvement in decision making, less meetings, more teaching ideas sharing, develop strong scope and sequences in both literacy and numeracy, consistent behaviour management, strengthen communication within, nutrition, create some flexible learning spaces, strengthen classroom management techniques, consistency in programming and assessment, and open resource sharing.

Q11 Professional Learning: List the professional learning you have enjoyed the most this year. Formative Assessment, Joel Davies, process team leadership, peer support, Learning Progressions, staff led PL, school planning, and ICT.

Q12 Professional Learning: List any professional learning you would like to look into next year. Formative Assessment STEP/STEAM, community of schools, accreditation, differentiation, cooperative learning, supporting students with additional needs, writing, ICT, and classroom management.

## Students

84 students from years 4 to 6 participated in the Tell Them from Me Survey. A summary is below.

1. 71% of students indicated a high rate of participation in sports.
2. 36% of students indicated they participate in extracurricular activities.
3. 73% of students indicated a positive sense of belonging.
4. 78% of students indicated they have positive relations.
5. 93% of students indicated they value schooling outcomes.
6. 26% of students indicated they have positive homework behaviours.
7. 83% of students indicated their behaviour at school is positive.
8. 79% of students indicated they are interested and motivated at school.
9. 87% of students indicated they try hard at school.
10. 48% of students indicated they had experienced bullying.

## 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 2018. 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 wellbeing;
- working in partnership with the 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.

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.

## 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;
- 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 Centres) 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.

The programs that are implemented at Glebe Public School add value and enrich the learning and lives of