Glenbrook Public School

2019 Annual Report

1994

Introduction

The Annual Report for 2019 is provided to the community of Glenbrook Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

I was proud to be appointed as the Principal of Glenbrook Public School in 2019, and I thank the school community for welcoming me so warmly.

During 2019, our school was chosen by the Department of Education to undergo External Validation around the elements of the Schools Excellence Framework. This enabled the school to examine its processes and practices under the domains of Learning, Teaching and Leading. Staff, students and community formed part of this analysis. From this we determined meaningful and evidence–based practices to keep this wonderful school moving forward for the improvement of our student learning outcomes. Our 'future directions' as determined by the validation process will form the basis of our School Plan moving forward.

2019 saw outstanding student achievement across all the key learning areas, with a culture of 'high expectations' for staff and students alike, becoming embedded in all areas of the school. Our student growth in the area of 'writing' is validation for the use of resourcing in this area of student learning, with outstanding growth being demonstrated in internal and external data collections.

I had the pleasure of being welcomed to the P & C and enjoyed an extremely prosperous and proactive first 12 months working with dedicated parents who have the single goal of attaining the best possible outcomes for the students at our school. I congratulate all P & C members, as well as our broader parent community, for their support in the betterment of opportunities and resources for our school.

The staff at Glenbrook Public School all have the best interests of the students at heart. This is demonstrated every day in their drive for academic excellence as well as their support of the social and emotional wellbeing needs of the children in our care. I commend all the staff at our school.

2020 will be the year of planning for our new School Plan 2021–2023 and I look forward to what the future brings for our dynamic and innovative school.

Fran Campbell

Principal

Message from the school community

As a small group of dedicated and hard–working parent and teacher volunteers, Glenbrook Public School's Parents and Citizens Association has endeavoured to promote the interests of the school by facilitating close cooperation between parents, teachers, students, and our local community over the past year. In our current, unprecedented times, Glenbrook P&C would especially like to express its gratitude and appreciation to the executive, teaching, administrative, and support staff at Glenbrook Public School. We are fortunate to be part of a school that has delivered prompt and clear communication and guidance from our School Principal, dynamic and adaptive approaches to learning from our

teachers, and professional, flexible, accommodations and support from our administrative team. Likewise, the P&C acknowledges the dedication of our parent body as we all navigate the online learning environment and adapt to the various impacts our current times are having on each of us. We may feel proud of the way we have come together as a school community to meet the challenges of 2020.

In 2019 Glenbrook P&C has sought to support the school through the provision of resources and equipment at the request of the School Principal and other teaching staff, as well as managing canteen and uniform shop services.

The past year has been jam–packed with fundraising and community activities including the obligatory election BBQ, Mothers' and Fathers' Day stalls, our popular Cinema Under the Stars, and for the first time our Colour Crusade fun run. These activities have benefited our students and the school both in terms of raising funds to support the provision of resources, equipment and programs as well as providing positive experiences for our students, their families, and local community members. We are proud to have achieved record fundraising over the past year, the majority of which will fund our new Adventure Playground project. These new facilities will be more valued than ever by our children as we follow the road out from our current times.

I thank all our volunteer parents and teachers for your assistance and support over the past year. Your support has assisted the school through the provision of resources and equipment, managing the canteen and uniform shop services, and enhancing a children's learning and development. I look forward to another great year at Glenbrook Public School as together we continue to meet our present challenges with resilience.

Steven McDavitt

President, Glenbrook P&C

School background

School Vision Statement

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

This will be achieved through:

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

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

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

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

developing responsible and respectful students that have capacity to build positive relationships to support each other, exercise judgement in matters of morality, ethics and social justice; and ensuring that teachers are provided opportunities to develop their professional capacities to confidently and competently implement quality learning experiences for all.

School context

School Context

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

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

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

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

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

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

Glenbrook Public School

School Captains   Principal: Mrs Frances Campbell   2019

First Row: Ethan Charman-Kneller, Kiana Foote, Myles Payens, Mrs Frances Campbell, Evelyn Smith, Logan Dixon, Freya Stewart

Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Strategic Direction 1

Learning

Purpose

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

Improvement Measures

Increased percentage (9%) of students demonstrating expected growth in literacy and numeracy, particularly top 2 bands. School based data shows one year's growth for one year's learning for at least 95% of students.

100% of teaching and learning programs are data based and differentiated for individual student learning needs and demonstrate current syllabus content.

Progress towards achieving improvement measures

Process 1: Effective Feedback

Students having an informed and knowledgeable understanding of their achievements through guided positive instruction and feedback from teachers allowing students to form personal learning goals in writing, reading and numeracy.

Evaluation	Funds Expended (Resources)
The improvement measures of a 9% increase of students demonstrating expected growth in literacy and numeracy were met overall across years 3 and 5. Teaching and learning programs reflect data driven practices in 94% of cases.	Identified staff for development of "I can..." statements. QTSS funded position for shoulder to shoulder teaching in writing. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($51117.00)

Process 2: Data to Inform Teaching and Learning

Teachers demonstrate the use of a variety of data, including SCOUT, PLAN, and SENA when making decisions about teaching and student performance in Literacy and Numeracy. Teachers draw on research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Professional learning opportunities in the use of SCOUT, Learning Progressions and internal data use and recording of data in Sentral was completed during the year for the consistency of data collection. The executive with aspiring leaders attended the CESE pilot program in professional learning in QDAI. Under the QTSS model for writing, data was analysed weekly to ensure steady progression through the assessment markers. The What Works Best Guide was explored, with the key concepts of explicit teaching, effective feedback and collaboration, being at the forefront of all learning.	Principal School Leadership and the school leadership team, CESE What Works Best documents were all utilised for professional learning opportunities. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($51117.00) • Operational Expenditure ($36000.00)

Next Steps

To develop a more consistent approach to the school–wide assessment processes and analysis of evidence to inform future planning in teaching and learning across the school.

Professional learning in the form of shoulder to shoulder instructional leadership (to be branded as QTC Quality Teaching Coordinator) to be spread across Mathematics in the area of Measurement as determined by item analysis in Naplan.

The consistent use of qualitative and quantitative data to inform practice as determined by the external validation process.

Strategic Direction 2

Wellbeing

Purpose

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

Improvement Measures

Every student and staff member can identify a peer and a staff member, whom they can confidently turn to for advice and assistance at school.

Incidents of negative behaviour is decreased as reported by school based data.

'Tell Them from Me' survey data reveals positive, respectful relationships are evident and widespread amongst staff and students.

Progress towards achieving improvement measures

Process 1: Wellbeing for All

Strong systems are in place to support the social, physical, cognitive and emotional wellbeing of students, staff and parents, which will lead to a strengthened sense of belonging for all.

Evaluation	Funds Expended (Resources)
The school established school–based data collection practices for monitoring of behaviour and well–being, with 100% of staff trained in the effective use of the system. Regular Learning and Support meetings scheduled and streamlined the process of identifying and referring students to the team. Professional learning was provided to support this process. These occur every fortnight on a Monday morning. The effective utilisation in a systematic manner of student learning and support officers to support the emotional and social wellbeing in 100% of identified students.	Sentral data base system for data collection. **Funding Sources:** • Low level adjustment for disability ($79000.00) • Socio–economic background ($8000.00)

Process 2: Growing as Learners

Understanding and use of a range of knowledge and skills to enhance oneself and develop positive relationships with others through the use of such programs as Smiling Mind, 'Positive relationships' and ' Growth Mindset'.

Evaluation	Funds Expended (Resources)
Reduced rate of negative behaviours as evidenced in school–based data collection system. The employment of additional personnel to support students with identified learning needs through targeted use of equity and integration funding. Employment of additional personnel to support students with disability through integration funding received from successful access requests. Introduction of Social, Play and Motor (SPaM) skills programs for students requiring targeted support for social and physical skill development.	Worry Woos resources and Professional Learning opportunities. SLSO employment **Funding Sources:** • Low level adjustment for disability ($24000.00)

Process 3: Consistent Expectations

Progress towards achieving improvement measures

Process 3:

Whole school community to explicitly demonstrate expectations of school wellbeing philosophy across school settings. Implement a whole school integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Sentral system is utilised effectively for office referrals allowing for effective parent communications around expectations for improved behaviour as well as school–wide expectations. Parent, student and staff Tell Them From Me surveys indicate an increased rate of satisfaction in school based decision making around student wellbeing.	Sentral data collection **Funding Sources:** • Operational Expenditure ($16000.00)

Next Steps

The school will develop collaborative school Wellbeing Guidelines that incorporate all aspects of the wellbeing needs of our students. SENTRAL implementation is integral to the development of consistently high expectations for the continued learning, social and emotional needs of our students.

Programs and practices will be linked to the Wellbeing Framework.

The Learning and Support Team will be empowered to amplify their impact to all students, with the development of practices to support instructional leadership.

Smiling Mind will be embedded in day to day classroom practice and the new PDHPE Scope and Sequence.

Strategic Direction 3

Evaluative Teaching

Purpose

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

Improvement Measures

Revision and implementation of school based success criteria for writing will be utilised as a method of improving student achievement. Stage teams will work across the year to refine and enhance current assessment measures and explicit teaching methods for writing.

Revision and implementation of school based effective student assessment and feedback procedures and practice will be utilised as a method of improving student achievement. Stage teams will work across the year to develop, implement, refine and enhance current assessment measures and feedback practices.

Progress towards achieving improvement measures

Process 1:   Data Informed Teaching

Implement assessment and tracking strategies, to inform teaching and learning programs from K–6, utilising the Literacy and Numeracy Progressions and common assessment tasks.

Evaluation	Funds Expended (Resources)
School data demonstrates that student progress and achievement on external measures is consistent with progress and achievement on internal assessments. Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students.	Literacy and Numeracy progressions Professional Learning opportunities

Process 2:   Learning Continuity

Through teaching programs, professional learning and evidence gathered, informed decisions will be made on future directions across the school. A whole school plan will be developed in Literacy and Numeracy. Staff will include assessment and writing as a school focus in the Professional Learning Plans.

Evaluation	Funds Expended (Resources)
Teaching and Learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. All Performance and Development Plans show an alignment with the focus area of writing.	Nil

Process 3:   Writing for Life Long Learning

Monitoring of writing samples and discussions had at stage meetings will provide supervisors with an opportunity to assist and develop knowledge and skills within their stage teams to enhance explicit teaching instruction in writing, to include progression tracking, success criteria and learning intentions.

Evaluation	Funds Expended (Resources)
The school draws on expertise of staff to further develop its professional learning community. Areas for development in teacher expertise are identified	QTSS Funding

Progress towards achieving improvement measures	
and addressed via the QTSS program for writing support. QTSS project in writing was established across all classes 3–6. Parents and community engaged in digital writing for the 2019 classroom workshop which helped to build the school as a cohesive educational community. Increase of 22% in the top two bands in Writing for Year 5 and 7% in Year 3.	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($51117.00)

Next Steps

A more systematic and consistent approach to the school–wide assessment processes and subsequent analysis of evidence across the school, that is aligned to the School Excellence Framework.

The Quality Teacher Coordinator will be branded to develop QT practices across the whole school, in the area of measurement. This will involve the analysis of pre and post data on student performance and teaching practice, with self and peer feedback, collaboration, differentiation and explicit teaching, with high expectations at the forefront.

Professional development will be aligned with the school's strategic directions and the SEF across all stages.

Numeracy progressions will be embedded into the newly developed Mathematics Scope and Sequence.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Pathways and Learning and Support $3146 **Funding Sources:** • Aboriginal background loading ($3 146.00)	Learning and support funding in Equity and Aboriginal background loading was utilised to support the learning needs and achievement of 'Pathways' outcomes for all Aboriginal students. Indigenous students are supported in all areas of schooling; payment of excursions and uniforms plus support for learning by School Learning and Support Officers.
English language proficiency	Employment of SLSO **Funding Sources:** • English language proficiency ($3 932.00)	Programs in Macq Lit, small group and individual literacy, SPAM (Social, Play and Motor kills program) and class support structured ensured equity in opportunities for identified students, via the employment of School Learning and Support Officers.
Low level adjustment for disability	Employment of 3X School Learning and Support officers, 4 days per week Employment of Learning and Support teachers – FTE 0.6 to support the teaching and learning in all classrooms **Funding Sources:** • Low level adjustment for disability ($80 030.00)	Learning and Support Officers (X3) were employed to work with identified students across all classes K–6. Programs in Maq Lit, small group and individual literacy support and SPAM (Social Play and Motor skills program) ensured equitable opportunities for all identified students. Our Learning and Support Teachers worked with the teachers of identified students to ensure maximum outcome attainment. A proactive Learning and Support Team ensured that early identification of student need was reflected in resource allocation.
Quality Teaching, Successful Students (QTSS)	QTSS Funding **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($51 117.00)	QTSS funding was utilised for the employment of two exemplar practitioners to work shoulder to shoulder with all teachers (2–6) in the area of differentiated writing that focused on high expectations and continuous improvement along the Literacy progression.
Socio–economic background	Employment of three School Learning and Support officers, 4 days per week Employment of Learning and Support teachers – FTE 0.6 to support the teaching and learning in all classrooms **Funding Sources:** • Socio–economic background ($5 483.00)	Three Learning and Support Officers were employed to work with identified students across all classes K–6. Programs in Maq Lit, small group and Literacy support and SPAM (Social Play and Motor skills program) ensured equitable opportunities for all identified students. A proactive Learning and Support Team ensured that early identification of student need was reflected in resource allocation.
Support for beginning teachers	Nil	Nil required

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	139	154	148	151
Girls	129	135	137	145

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	96.6	95.9	95.9
1	93.5	95.7	95.9	95.2
2	96.6	96.6	96.3	95.3
3	96.8	97.2	96.5	95
4	95.4	96.2	95.6	94.1
5	97.5	96	95.1	91.5
6	97.7	96.3	96.6	92.3
All Years	96.1	96.4	95.9	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.48
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	250,110
Revenue	2,572,137
Appropriation	2,414,853
Sale of Goods and Services	1,430
Grants and contributions	153,271
Investment income	2,583
Expenses	-2,444,624
Employee related	-2,169,370
Operating expenses	-275,254
Surplus / deficit for the year	127,513

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	0
Equity Total	92,620
Equity - Aboriginal	3,176
Equity - Socio-economic	5,483
Equity - Language	3,932
Equity - Disability	80,030
Base Total	2,139,509
Base - Per Capita	66,872
Base - Location	0
Base - Other	2,072,637
Other Total	155,430
Grand Total	2,387,558

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
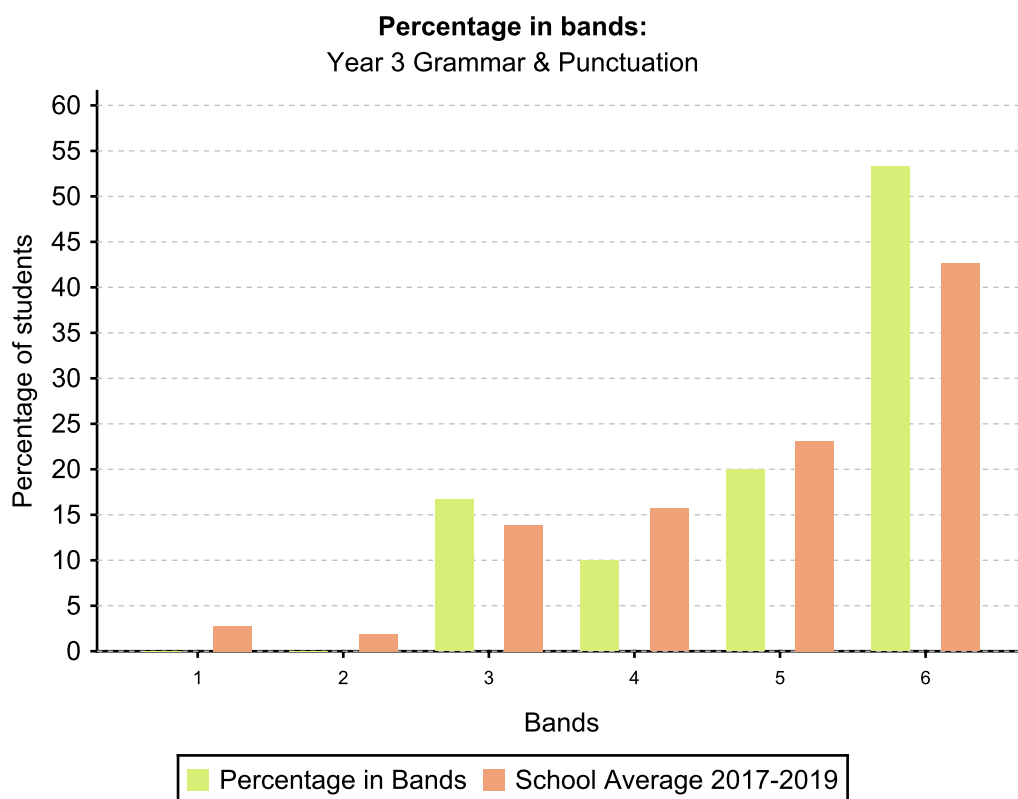
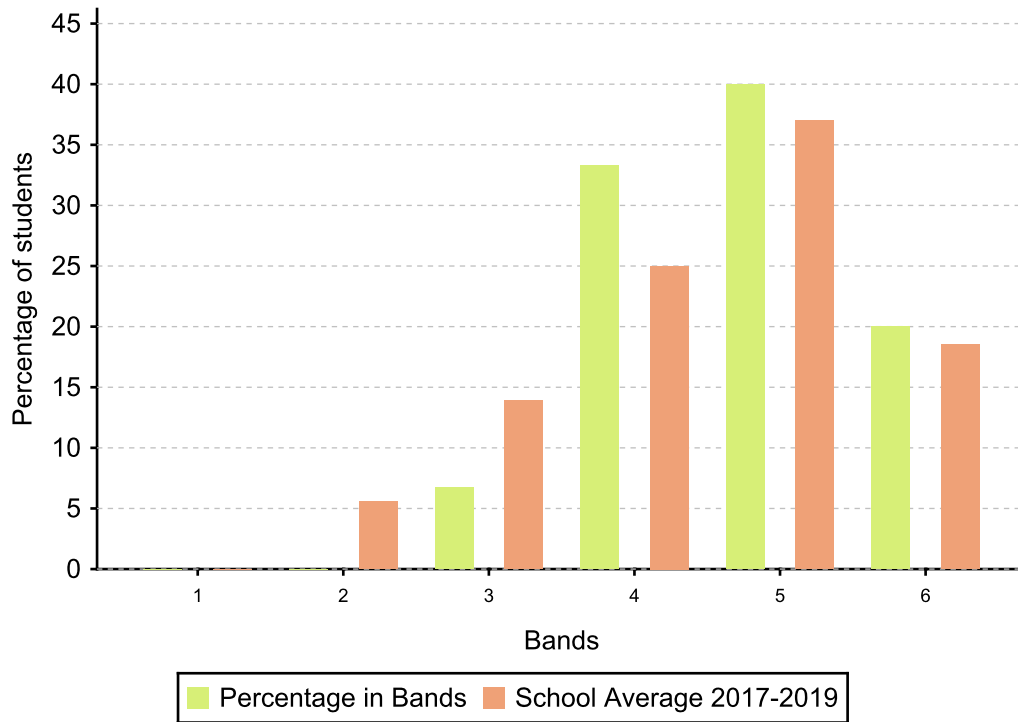| Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.7	10.0	20.0	53.3
School avg 2017-2019	2.8	1.9	13.9	15.7	23.1	42.6

Percentage in bands:
Year 3 Reading
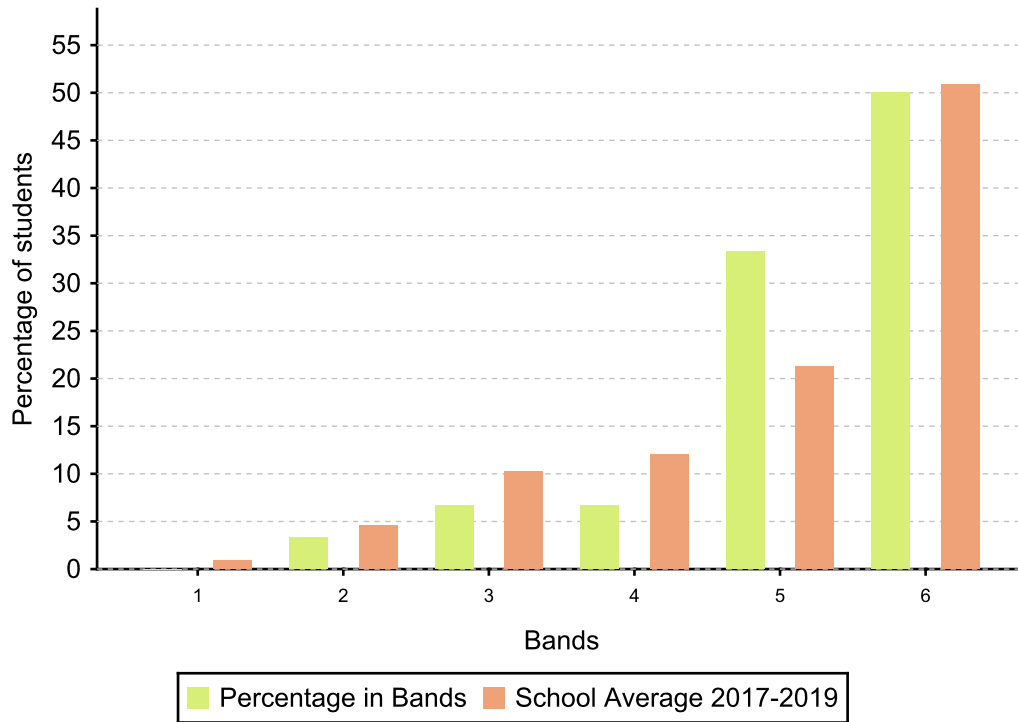
| Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	6.7	6.7	33.3	50.0
School avg 2017-2019	0.9	4.6	10.2	12	21.3	50.9

Percentage in bands:
Year 3 Spelling
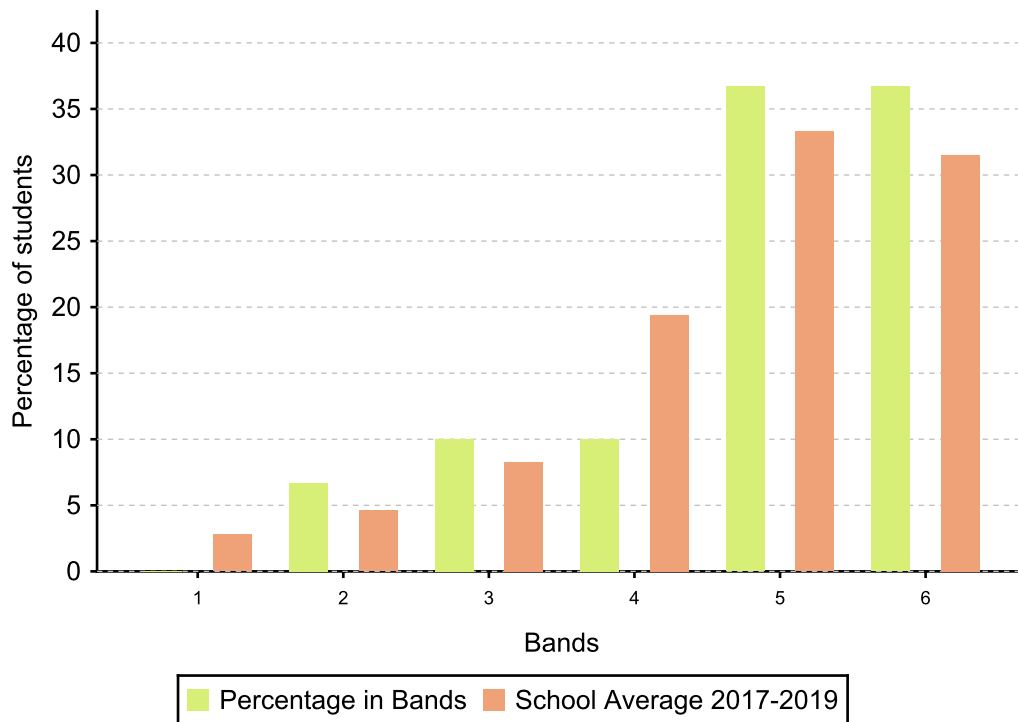
| Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	10.0	10.0	36.7	36.7
School avg 2017-2019	2.8	4.6	8.3	19.4	33.3	31.5

Percentage in bands:
Year 3 Writing

| Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	6.7	33.3	40.0	20.0
School avg 2017-2019	0	5.6	13.9	25	37	18.5

Percentage in bands:
Year 5 Grammar & Punctuation
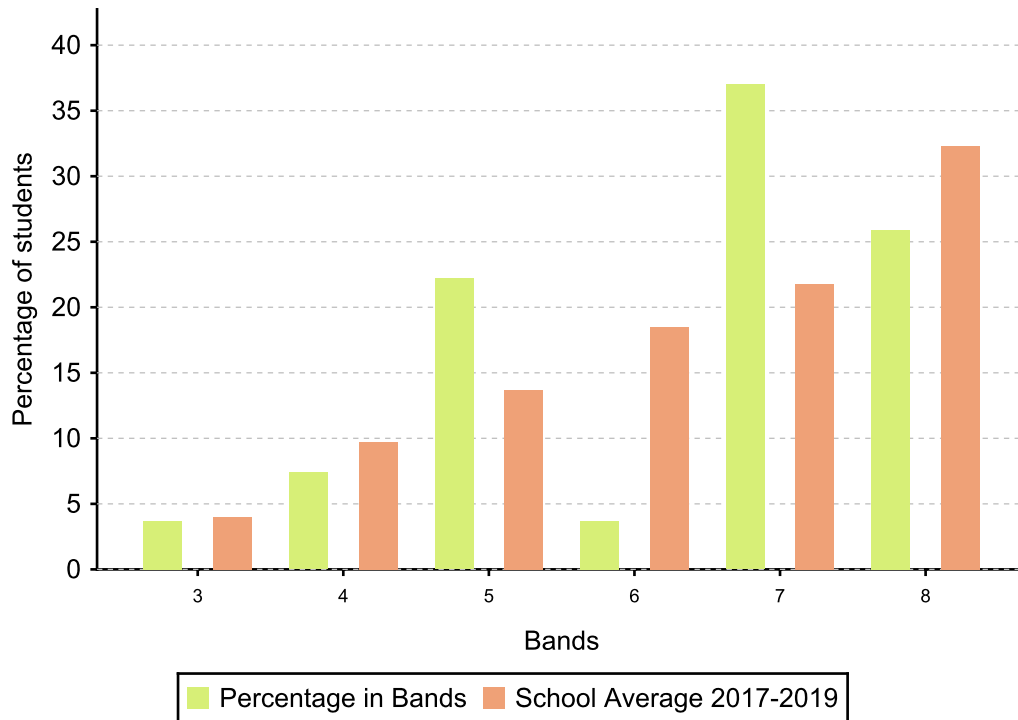
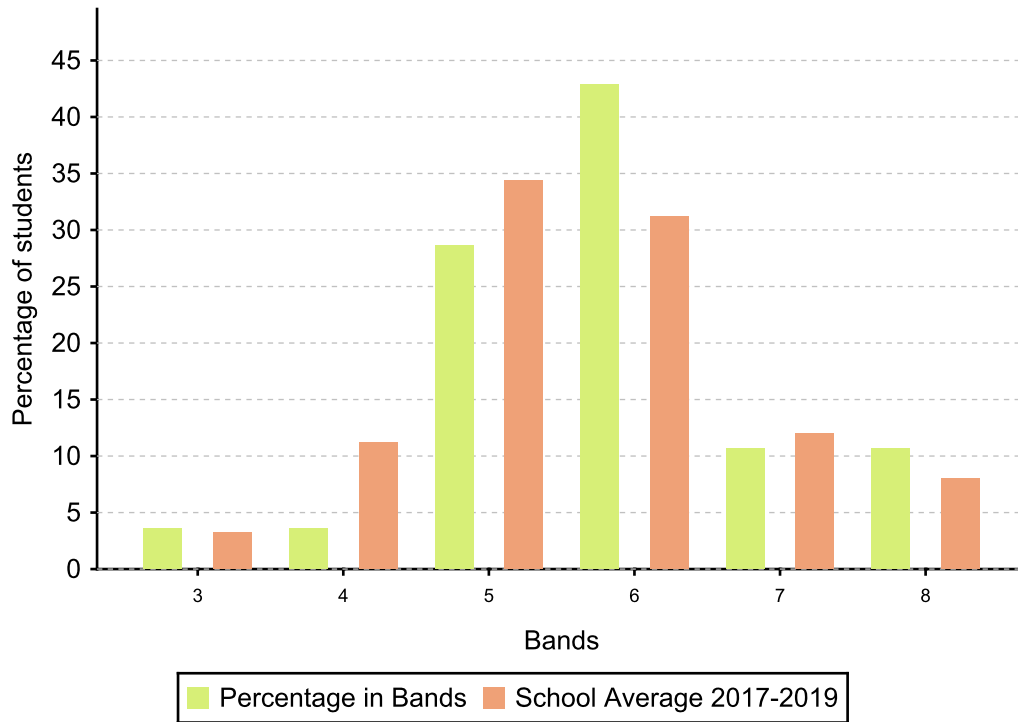| Band	3	4	5	6	7	8
Percentage of students	3.7	7.4	22.2	3.7	37.0	25.9
School avg 2017-2019	4	9.7	13.7	18.5	21.8	32.3

Percentage in bands:
Year 5 Reading

Percentage in Bands   School Average 2017-2019
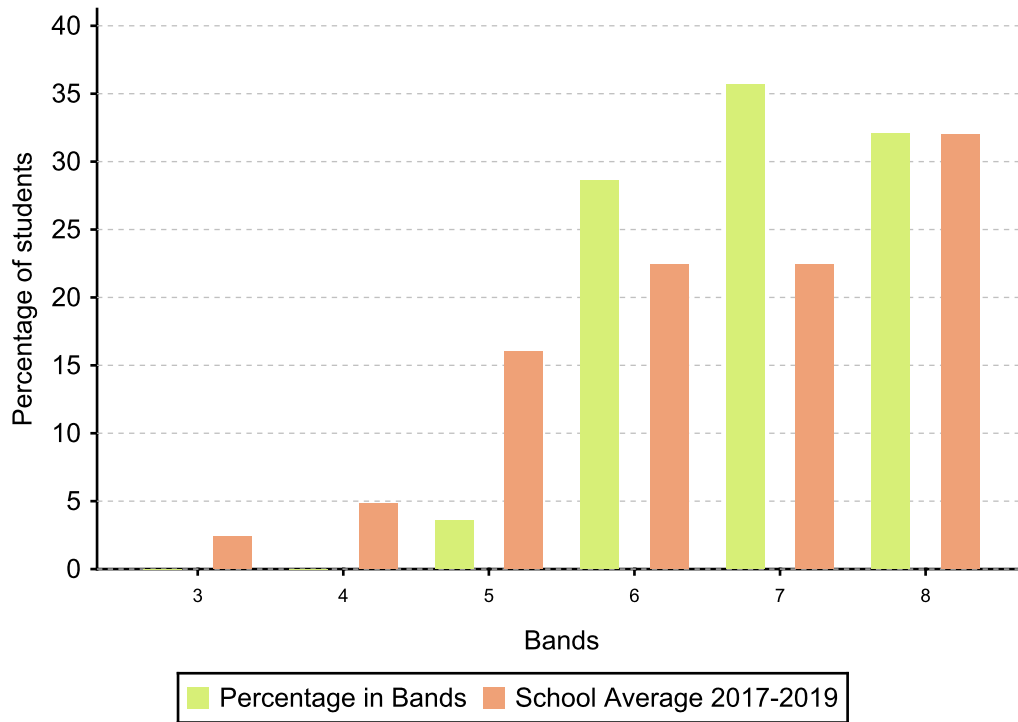
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	3.6	28.6	35.7	32.1
School avg 2017-2019	2.4	4.8	16	22.4	22.4	32

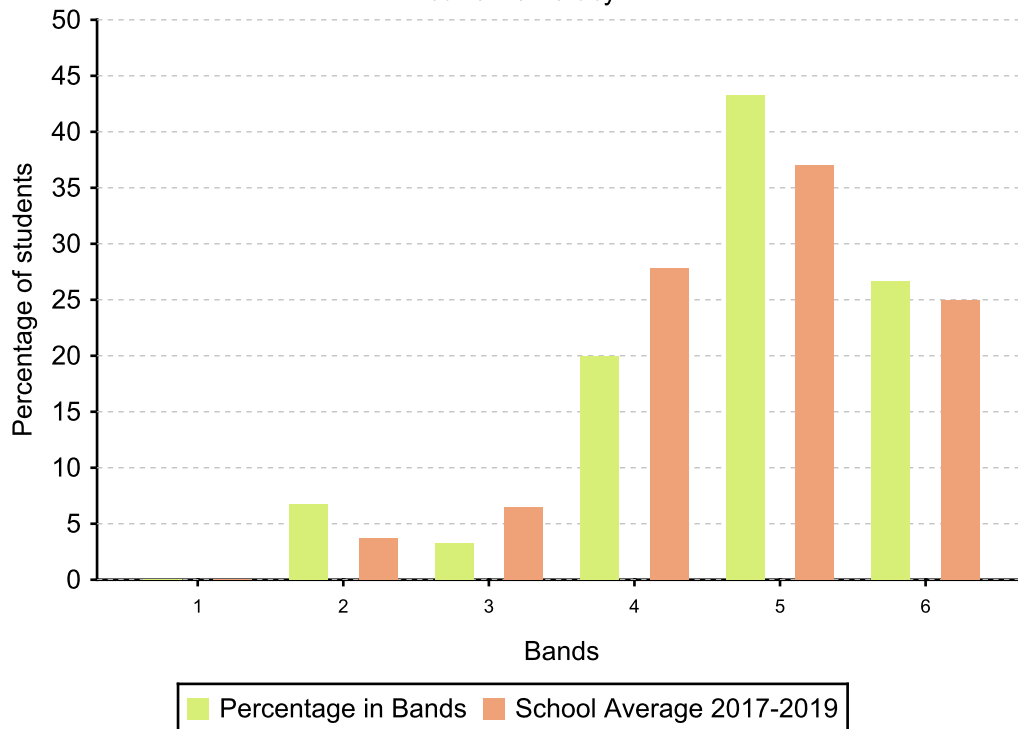## Percentage in bands:
Year 5 Spelling

Percentage in Bands   School Average 2017-2019
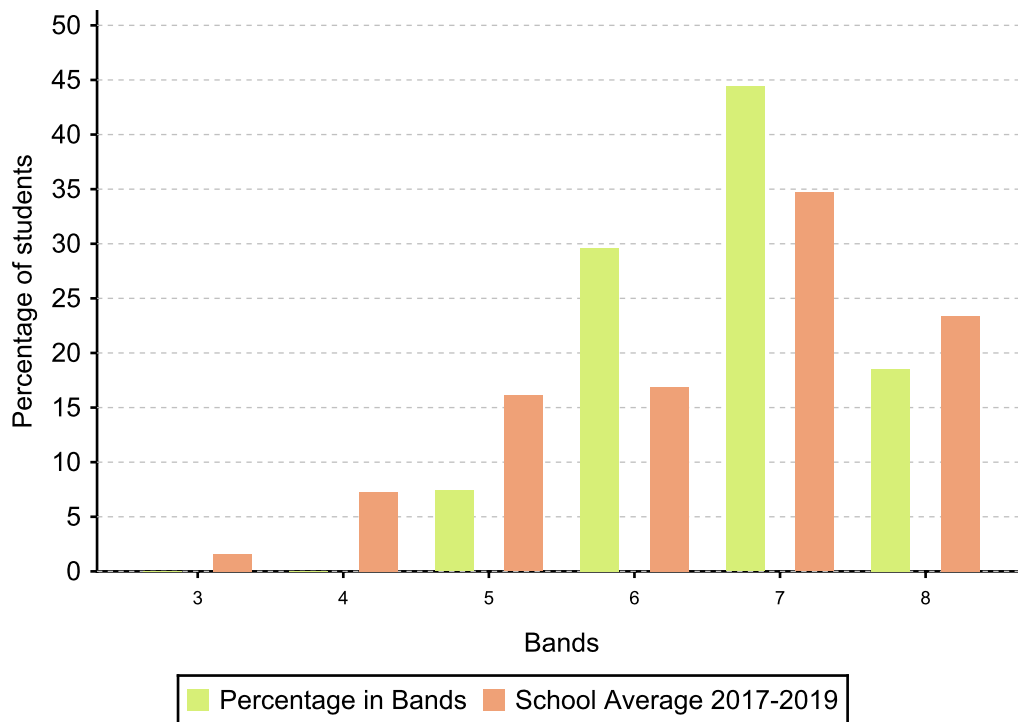
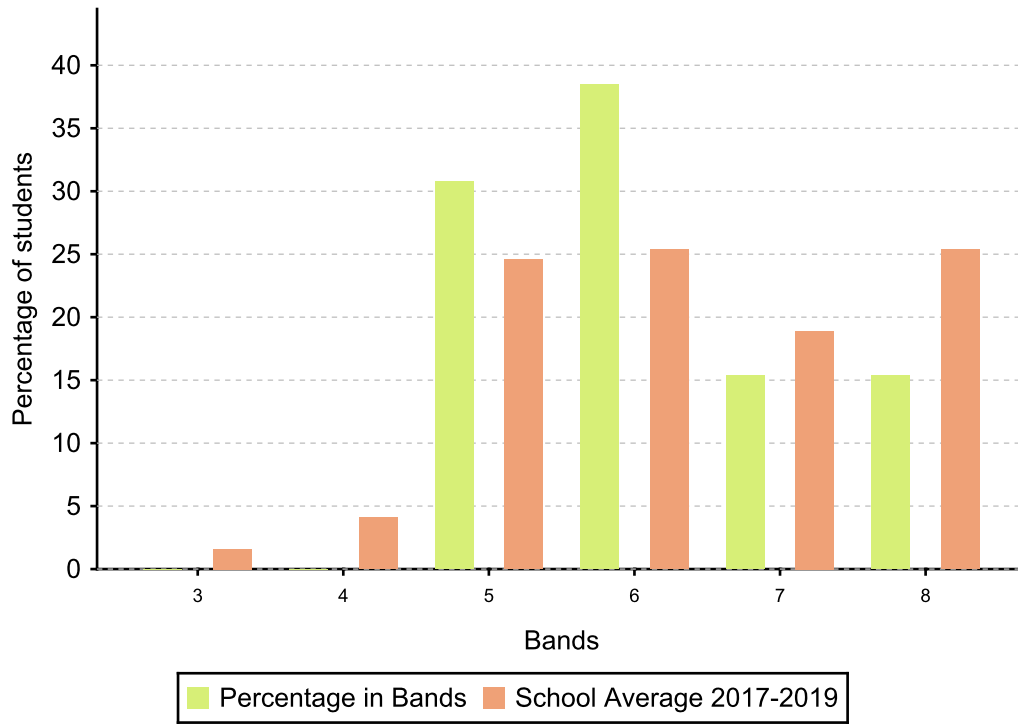| Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	7.4	29.6	44.4	18.5
School avg 2017-2019	1.6	7.3	16.1	16.9	34.7	23.4

Percentage in bands:
Year 5 Writing

Band	3	4	5	6	7	8
Percentage of students	3.6	3.6	28.6	42.9	10.7	10.7
School avg 2017-2019	3.2	11.2	34.4	31.2	12	8

Percentage in bands:
Year 3 Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	3.3	20.0	43.3	26.7
School avg 2017-2019	0	3.7	6.5	27.8	37	25

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Percentage in bands:

Year 5 Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	30.8	38.5	15.4	15.4
School avg 2017-2019	1.6	4.1	24.6	25.4	18.9	25.4

Parent/caregiver, student, teacher satisfaction

Parent

The parent community were surveyed in 2019 via the Tell Them From Survey platform, with additional 'open–ended' questions to gauge perceptions about what works well in our school, what could we be doing better and the communication practices at the school. There were 82 respondents to the survey that was completed between 27th August and 3rd October 2019.

In the area of 'two way' communication with parents, our school score was in line with the NSW Govt norm of 7.5. Parents overwhelming felt that they are welcome at the school and can easily speak with their child's teacher. An area of concern is the scheduling of school activities at times when parents can attend.

The general feeling is that communication is improving between home and school, however communication concerns lie in the dissemination of information due to parents not utilising the ENews app.

The school mean was significantly higher than the NSW Govt Norm in regard to the school supporting positive behaviour. Overwhelmingly, parents indicated that their child feels safe going to and from school and they also feel safe while at school. The parent perspective is that the school could do more to ensure that behaviour issues are dealt with, in a timely manner and more could be done to prevent bullying.

Student

Students in years 4–6 completed the Tell Them From Me student surveys twice during 2019.

98% of students value schooling outcomes with 96% believing that they demonstrate positive behaviour at school. This is against the NSW Govt norm of 83%.

Only 57% of students indicate positive homework behaviours compared to the NSW Govt of 63%. 90% of the students surveyed felt that they received regular quality instruction from their teachers.

Students at Glenbrook Public School demonstrate strong social–emotional outcomes with 83% showing a positive sense of belonging against the NSW Govt Norm of 81%.

Overall, the students feel that teachers are responsive to their needs and encourage independence with a democratic approach, scoring 8.2, which was slightly below the NSW Govt norm of 8.4. They are also engaged in their learning scoring extremely well in this area compared with other NSW schools.

Teacher

Teachers' opinions were sought twice during 2019; via Tell Them From Me Survey and a Term 1 survey about the things we value most at Glenbrook Public School. Open–ended questions were included to allow for a full range of views to be expressed and subsequently explored.

Overwhelmingly, the staff at Glenbrook Public School appreciate the community as a whole, with a deep level of respect for collegiality and the support networks within the school.

In the initial staff survey at the beginning of 2019, the teachers expressed a need for 'change' in a number of areas including; consistency in the decision making processes of the school; the need for a culture of higher expectations across all areas of the school; streamlined curriculum processes from ES1 through to S3; consistency in behaviour management practices.

Overwhelmingly staff supported the initial change to begin learning in the morning as close to bell time as possible. They supported the change to move morning assemblies till after recess. The need for the school to be 'seen' as a K–6 model rather than a K–2 and 3–6 model was also reflected in teachers' responses.

The results from these surveys have formed the basis for future directions and initiatives in school planning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.