

Glenfield Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Glenfield 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.

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Message from the principal

At Glenfield, our school motto, "*Strive to Achieve*", encapsulates the ethos of our school as we all focus on school and individual improvement by catering to the diverse educational needs of all students, through the application of quality teaching principles. Glenfield Public School enjoys an outstanding reputation in the broader community. We have a dedicated and dynamic staff and enthusiastic students who work alongside a supportive community. The introduction of Seesaw as a means of communicating student learning to families was a resounding success.

Our school's positive student welfare programs are designed to equip students with the skills to succeed in a changing and at times, challenging world. Our experienced teachers are committed to preparing students for new technologies, as well as fostering a strong community spirit. As such, the enhancement of engaging classrooms through the use of technology such as interactive whiteboards and connected classrooms, is a high priority in supporting student learning in the 21st century.

There have been many significant accomplishments this year. However, the highlight for me has been our outstanding NAPLAN results. In 2019 Glenfield Public School students outperformed the majority of similar schools in the percentage of students in the top two bands and expected growth in NAPLAN. The percentage of students in the top two bands for NAPLAN went from 38.71% in 2018 to 49.54% in 2019. A school does not obtain these results without committed students, good teaching practice from dedicated staff and assistance from parents. Our school community is fortunate to have a group of dedicated professionals and interested parents, educating and encouraging our students to reach their potential.

2019 saw the school involved in External Validation (EV) resulting in the articulation of clear directions for the school and recognition of significant achievements. As a school we identified four evidence sets, which allowed us to collect strong evidence of our school achievements. Each team member worked with other staff members to collect the evidence, giving all staff a sense of participation in this process. The successful completion of EV allowed all staff to celebrate our achievements and to use consistent language to discuss current and future directions.

Glenfield Public School provides a variety of extra-curricular activities including the Student Representative Council (SRC), PSSA gala days, drawing club, choir, dance groups, debating and coding club. In Term 3 we produced a sensational school musical in which every child played a part. It was a quality display of costume design, backdrops, dance, drama and music. At the end of 2018 Kindergarten participated in the Living Eggs program. At the conclusion of this program, we decided to keep the hens. In 2019 each week a different class was responsible for looking after our hens which became much loved pets and taught the students about caring for animals.

To ensure a safe, welcoming, working environment for staff, students and the community, improvements to the school grounds was a focus in 2019. These included: refurbishment of the office, levelling the front car park, creating a bright, colourful tyre garden to reduce dust, new roofs on the majority of permanent buildings, trimming of overhanging trees, purchasing aqua bubblers and bottle filling stations, changing the external swinging door to a sliding door, external lighting, accurate signage around the school and a new intercom where we can see who is at the gate.

A supportive and hard working Parents and Citizens (P&C) organisation led by President Mrs Singh make valued

contributions to the school. Their fundraising efforts result in supplementary resourcing of educational programs including Athletics and purchasing of educational resources for our school, benefiting each and every student. They ran very successful healthy breakfasts for all students before each P&C meeting.

Congratulations to all stakeholders who have worked tirelessly contributing to these successes.

Message from the students

It was my honour to be chosen as School Captain for Glenfield Public School in 2019. The role allowed me to learn the responsibilities of being a leader, make new friends from all years of the school and work closely with our teachers. Throughout the year I was part of key school events such as assemblies, ANZAC Day celebrations, Harmony Day and school concert. Our leaders were also given the opportunity to attend a student leadership conference with other school leaders across NSW. We worked with our Student Representative Council to discuss ideas and ways we can improve our school. There were several aspects of being a school leader which was indeed very special like raising and lowering the flags each day. I felt honoured to do this each time. Ringing the school bell was also an honour which I will always cherish. Our school leaders also helped with the P&C run events such as Mothers and Father's day stalls as well as the healthy breakfast. One of our final responsibilities was to assist with Kindergarten Orientation where we spoke to parents about the school from a student's perspective. I would like to thank my teachers, our principal and all the students of Glenfield for giving me this wonderful opportunity. Glenfield Public School has given me amazing memories and equipped me with skills and attributes which I will be forever grateful for.

Nikhil Singh

2019 School Captain

School background

School vision statement

To inspire and empower resilient, self-motivated students, teachers and leaders to be collaborative, creative, critical thinkers who productively contribute to our global community.

School context

Glenfield Public School was established in 1882 and is situated on Dharawal land in the Campbelltown City Council area. It serves a school community of 432 student enrolments from 43 different nationalities. Approximately 85% of students are from backgrounds other than English and 3.9% of students are Aboriginal. The school is over one hundred years old and many generations of families have attended the school over this time. The school is held in high regard within the community. Since 2010, student enrolments have increased with the continuing development of a new housing estate. The school has grown from 10 to 17 classes in seven years.

The school holds high expectations of both teachers and students and prides itself on its quality learning programs, dynamic teaching environments and welfare initiatives. Strong and effective welfare policies and procedures ensure a safe and happy environment where students present as confident, cooperative and respectful learners. The school aims to provide a quality education where innovative programs and future focused approaches are supported by modern technology.

There is a strong focus on literacy and numeracy, developing 21st century capabilities and teacher professional learning. Additional teaching support staff work in collaboration with class teachers to support students from language backgrounds other than English as well as assisting students with learning difficulties. The school is committed to promoting and supporting its multicultural community. Special multicultural events are highly valued and attended by parents.

The student body is well represented through the Student Representative Council, school and sport House Captains, Vice Captains, a school Ambassador and Class Captains.

The school motto "*Strive to Achieve*" reflects the fundamental ethos of Glenfield Public School as teachers, students, parents and the wider community work together to create a school climate in which everyone will thrive.

Kirsty Batros (Principal)

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Engaged, Empowered and Progressive Learners

Purpose

Provide optimum conditions for learning where stakeholders articulate high educational aspirations and work in partnership to ensure all students are supported in reaching their potential.

Improvement Measures

Improvement measures may include but not be limited to the following:

Evidence from school self evaluation regarding students well-being, shifts from "Sustaining and Growing" to "Excelling" by the end of 2020.

Continued growth in positive survey ratings relating to student engagement and utilising technology.

Students enrolled at the school for 2 consecutive years, demonstrate expected literacy and numeracy performance as evidenced through learning progressions and NAPLAN. One year's growth for one year's learning.

Average percentage of students in NAPLAN proficiency bands over 3 years for literacy and numeracy increases in Year 3 from 48% to 54% and in Year 5 from 34% to 40%.

Progress towards achieving improvement measures

Process 1: 1. Wellbeing:

Support each student's academic and wellbeing needs to enable them to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
In 2019 we purchased PBL signage to be displayed around the school as our matrixes had been successfully implemented for over a year. We continued to beautify the school and enhance outdoor learning spaces. A colourful painted tyre garden was completed with succulent drought-hearty plants reducing dust and improving the look of the area. This garden will be a responsibility for students to care for in 2020. We purchased Sentral which will be used as a longitudinal database for student wellbeing in 2020 with all staff tracking students. Toilet doors to be sanded and painted when students are not at school. A working bee will be organised in 2020 and students and the community will be given an opportunity to vote on the sayings which are painted on the doors.	Sentral, GA Tyres donated. Staff to paint. Purchase paint for tyres. Plants, gravel, soil to fill tyres. Mulch to put in gardens. Funding Sources: • Student Wellbeing budget (\$5000.00)

Process 2: 2. Engagement:

Establish stimulating future focused learning environments that motivate students to engage and take ownership of their learning.

Evaluation	Funds Expended (Resources)
Through our TPL teachers were introduced to Seesaw as a means of community communication. Through the trial of Seesaw 86% of parents valued the application as a great tool to communicate learning in the classroom. Parents and teachers believe the sharing of student photos and work samples allowed for the community to engage in learning goal creation, reflecting and monitoring. Stage 3 implemented Bring Your Own Device in Term 2 after it was trialed in Term 1. Stage 3 purchased technology such as 'Makey Makey' to support learning. Students were able to create automated materials incorporating coding, mathematics and science.	Technology team consultations. Stocktake of equipment Storage of equipment Technology team needs time allocated to process Bring Your Own Device Policy

Progress towards achieving improvement measures

Stage 3 purchased licences for Inquistive.com to complement their Bring Your Own Device. This later led to the trial of inquistive.com for both Science and History across the school. By the end of Term 4, all RFF teachers and classroom teachers were using this online resource to support the engagement of students in these subjects.

Stem–Share kits were a valued resource at Glenfield Public School this year with both the 3D Printing and AR (augmented reality) kits being used. Classroom teachers were provided with Professional Development from our regional Stem–Share consultant Mr Kent. K–6 classrooms were provided with opportunities to integrate Tinkercad and other software.

Coding club, dance group, choir and drawing club occurred. Teachers with either specialised interest or skills ran these clubs weekly. The dance and choir groups performed throughout the year and these groups will continue in 2020. The environment group worked hard to regenerate the vegetable garden with great success. The coding club is very popular and feedback from parents and teachers alike is very positive.

The implementation of infrastructure improvement was detailed, systematic and allowed for increased access to technology across the school. During this process, we also undertook a stocktake of technological resources for each learning and teaching space. Our plan for 2020 includes the continued implementation of upgrading infrastructure, research and developing a whole–school technology device platform plan, purchasing of equipment and developing our technology teams expertise with the assistance of regional IT support and advice.

Seesaw policy

Allocated \$40,000 from the Technology budget for infrastructure

Stage budget allocations towards purchasing of assisting technologies and online resources

Earn and Learn money used for the gardens.

Process 3: 3. Academic Performance Enhancers:

Develop effective home/school partnerships where student learning is regularly discussed, co–planned and reported to ensure academic achievement is progressive for each student.

Evaluation	Funds Expended (Resources)
<p>In 2019 a whole school scope and sequence for History, Science and Technology, CA and PDHPE was completed to begin using in 2020. This will be reviewed at the end of 2020 and 2021 to see what worked and if any changes need to occur. Whole school English and mathematics scope and sequence for assessment to be developed in 2020.</p> <p>A decision was made to purchase Sentral as a way of delivering reports and tracking student assessment data for 2020. Staff received PL in using this ready to start in 2020.</p>	<p>Work with teams during QTSS / exec to work together during Exec TPL</p> <p>\$9400 to purchase Sentral</p>

Strategic Direction 2

Quality School Wide Teaching Practices

Purpose

Establish a school learning culture where teachers are reflective and responsive in delivering quality educational practices and hold high expectations of themselves and their students as progressive learners.

Improvement Measures

Improvement measures may include but not be limited to the following:

An increase in positive responses from students in relation to skill level and challenge from 45 % (2017) to the state norm of 53% by the end of 2020 (TTFM survey).

An increase in rating from 7.9 to the state norm of 8.2 where students indicate they are given clear instructions and immediate feedback to improve learning. (TTFM survey).

Teachers provide evidence of growth against the focus areas of the professional standards for teachers and PDPs.

100% of teachers are using learning progressions to map student progress.

Progress towards achieving improvement measures

Process 1: 1. Effective Classroom Practice

Respond to student needs and interests by implementing innovative programs and approaches that actively engage, challenge, support and extend students in their learning.

Evaluation	Funds Expended (Resources)
<p>This year Glenfield Public School used the Seesaw platform as a tool to share our class and individual learning goals to parents. This was also a way of showing parents work completed by students including videos of students presenting speeches and work samples. Parents responded positively to the application and in 2020 we are looking at introducing student voice to the platform. Seesaw was also used as a means to communicate upcoming events and important reminders to further engage parents in their child's learning.</p> <p>Staff were able to collaboratively build programs to support learning through the QTSS timetable which was adjusted each term according to need. Using the school's Sharepoint, teachers were able to collaboratively plan and share programs. We recognised the need for one platform for saving programs and allowing all staff access which will happen next year.</p>	<p>Use of the free Seesaw platform.</p> <p>Utilisation of the QTSS budget to employ casuals to cover staff undertaking the initiative.</p>

Process 2: 2. Professional Teaching Standards

Support each teacher's individual growth against the professional standards that move them towards lead status.

Evaluation	Funds Expended (Resources)
<p>In 2019 the focus was on improving teachers understanding of the Australian Professional Teaching Standards and identifying their own areas of strength and reflecting on future goals. To achieve this, all staff collaboratively completed the "Reflecting on Standards" online course. A requirement was introduced that PDP goals needed to align to the standards. As a result of completing this course numerous staff recognised that they were capable of achieving accreditation at higher levels. Supporting these teachers to start this process is in the 2020 school plan. Another important outcome of the course was staff identifying areas for future development and ways of</p>	<p>PDP</p> <p>Reflecting on Standards (TSA) course</p>

Progress towards achieving improvement measures

improving in these areas which will be a focus in 2020.

Process 3: 3. Learning and Development

Utilise expertise within the school and community to support teachers in implementing innovative approaches and best practice to enhance literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
In 2019 staff were regularly surveyed in regards to professional learning. The data collected from this survey was used to plan PL in 2019 and 2020. One of the future directions for professional learning is to allow PL to be individualised as well as related to whole school strategic directions and school planning. Working with outside agencies to run whole school staff meetings was a success. We will continue to look at this in 2020. The need to reintroduce literacy and numeracy committees in 2020 was also identified and this has been included in the 2020 school plan.	PL survey PL agendas PL budget

Strategic Direction 3

Exemplary Leadership, Systems and Service

Purpose

To build leadership capacity, strong channels of communication and service delivery to ensure school wide management practices are flexible, responsive and sustainable.

Improvement Measures

Improvement measures may include but not be limited to the following:

100% of school leadership team members independently develop, monitor, amend and evaluate milestones within a strategic direction and construct elements of the annual report via SPaRO.

All substantive assistant principals of more than 3 years experience complete at least 6 modules of the NSW Leadership and Management Credentials.

90% of parents/carers access information via electronic modes of communication.

Increase in positive ratings and comments relating to school communication and service.

Progress towards achieving improvement measures

Process 1: 1. Capacity Building

Develop instructional leadership attributes and management practices that are exemplary and sustainable.

Evaluation	Funds Expended (Resources)
Many leadership opportunities were provided and taken on which included leading extra-curricular activities, leading curriculum teams, mentoring early career teachers, leading strategic directions and leading school events. Succession planning was achieved and 100% of staff who applied through merit selection were successful in attaining promotions.	PL Principal support allocation fund National Leaders Day tickets

Process 2: 2. Effective Communication and Service Delivery

Improve administrative practices to ensure communication and service is accessible, high in quality and effective for both staff, parents and the wider community.

Evaluation	Funds Expended (Resources)
Staff surveys indicated improved, streamlined communication procedures with all stakeholders. Parent surveys on the number accessing information via email showed a significant increase with nearly all parents accessing information via email. In 2020 we will continue to contact parents to ensure all email addresses are correct and that they are accessing their child's Seesaw account.	Seesaw e-Publisher Surveys P&C

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Targeted student support for refugees and new arrivals</p>	<p>\$21 493 was expended to support refugees and students who were new arrivals to school. Essential items were purchased and additional SLSO time and EAL/D teacher instruction to develop English language proficiency. Two laptops were purchased for refugee students to use in class.</p>	<p>Progress of students along EAL/D progressions, PLAN clusters, results in NAPLAN and assessment of overall wellbeing needs.</p> <p>Students who were identified as refugees or new arrivals were supported by the EAL/D teachers and provided with personalised learning programs. To ensure inclusivity for these students, uniforms were supplied and students were given start up kits which included the necessary items for use in classrooms. Payments were made for students to attend excursions and sporting activities.</p>
<p>Aboriginal background loading</p>	<p>\$7 874</p> <p>\$7 590 was used to employ an SLSO to assist Aboriginal students to achieve their goals in the PLPs and social support.</p> <p>The remaining funds covered costs for resources and student assistance.</p>	<p>Glenfield Public School worked closely with outside agencies to provide additional services to our Aboriginal students and their families. This included District Office Aboriginal personnel who provided cultural activities for our Aboriginal students and the Aboriginal eReading program from Canberra which encouraged our students to become enthusiastic readers. All students on this program improved in their reading and comprehension levels.</p> <p>All Aboriginal students and their families were involved in the Personalised Learning Pathways and students made progress towards achieving their individual goals through support from the SLSO, classroom teacher and their families.</p>
<p>English language proficiency</p>	<p>\$32 353 was expended to employ an additional EAL/D teacher.</p>	<p>Utilising these funds allowed the school to have two full time EAL/D teachers. In the second semester we were also able to employ an additional staff member one day per week.</p> <p>Support was provided to students with the most needs in terms of English language acquisition. The greatest level of support was used in the areas of vocabulary (English and mathematics), comprehension and writing.</p> <p>In NAPLAN, results for EAL/D students in the developing phase, saw 64.2% students in Year 3 in reading achieve in the top 2 bands. For numeracy, 52.8% of Year 3 students were in the top 2 bands.</p> <p>In Year 5, 30.8% of students in the developing phase were in the top 2 bands in reading. For numeracy, again the percentage of students in the top 2 bands of 30.8% was higher than similar schools in our area.</p>
<p>Low level adjustment for disability</p>	<p>\$55 661</p> <p>Money was allocated to employ an additional teacher for 2 days a week and additional SLSO time</p>	<p>Additional Learning and Support Teachers (LaST) provided greater time with prioritised students to teach and revisit vital literacy and numeracy skills and concepts. This also allowed for teachers to spend more time providing explicit instruction to the class</p>

<p>Low level adjustment for disability</p>	<p>to support students with learning difficulties and/or monitoring and supporting their behaviour in the classroom and playground.</p> <p>\$3 000 was spent on employing casuals to support teachers writing IEPs and completing the disabilities register.</p>	<p>rather than managing behaviour issues.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>QTSS time was responsive to staff needs and varied from term to term according to need. Allocated money was used to release staff in stages.</p>	<p>Throughout the year the model for QTSS changed. The time was used for collaborative team planning, consistency in assessing and reporting, visits to other schools and professional learning in identified areas.</p> <p>Experienced staff were allocated time to provide support to teaching staff to plan and implement professional development plans focusing on quality teaching, behaviour management and writing practice.</p> <p>Teachers were surveyed in relation to QTSS with 91.2% rating this time as outstanding or high. Being able to visit other schools was particularly beneficial for staff.</p>
<p>Socio-economic background</p>	<p>\$38 287</p> <p>\$33 109 was used to elevate a classroom teacher to an acting assistant principal. This additional executive was responsible for leading a stage team and the wellbeing strategic direction as well as providing additional support to teachers and students with high needs.</p> <p>\$1 450 was used to provide financial support to families through a student assistance budget.</p> <p>The rest of the money was spent on purchasing resources to support students with high needs.</p>	<p>Socio-economic funding was used to ensure equity of access to educational and extracurricular activities, including the allocation of funds to ensure all students were able to attend all school excursions.</p>
<p>Support for beginning teachers</p>	<p>\$25 882</p> <p>The funding was spent on employing casual teachers for beginning teachers in accordance with the beginning teacher policy. This allocation provided additional release and time with their mentor. The remaining funds were used to supplement PL for these teachers.</p>	<p>All eligible beginning teachers received additional relief from face to face with an Assistant Principal mentor to assist in programming and the gathering of evidence for the NSW Education Standard Authority Accreditation process. All beginning teachers were provided with external and internal professional learning.</p> <p>3 teachers were successful in gaining accreditation as a proficient teacher. When surveyed beginning teachers were very positive about the type and amount of support they received.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	194	202	226	230
Girls	198	203	192	202

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	91.7	90.4	93.7
1	93.1	92.2	91.9	91.8
2	94.4	92.4	94.3	91.7
3	93.5	92.3	91.7	91.3
4	93.4	91	93.2	91.4
5	92.2	90.9	91.8	92
6	90.8	90.3	88.9	91.2
All Years	93.1	91.6	91.9	92
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)	16.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher ESL	1.8
School Administration and Support Staff	3.07

*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	419,312
Revenue	3,805,463
Appropriation	3,596,300
Sale of Goods and Services	9,013
Grants and contributions	197,644
Investment income	2,334
Other revenue	172
Expenses	-3,705,439
Employee related	-3,351,818
Operating expenses	-353,622
Surplus / deficit for the year	100,024

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	18,008
Equity Total	432,981
Equity - Aboriginal	7,874
Equity - Socio-economic	38,287
Equity - Language	224,442
Equity - Disability	162,377
Base Total	2,843,531
Base - Per Capita	98,079
Base - Location	0
Base - Other	2,745,452
Other Total	218,293
Grand Total	3,512,813

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

NAPLAN results for Glenfield Public School were impressive. In literacy the percentage of students in the top 2 bands in Year 3 exceeded both similar schools from our local area as well as similar schools across the state in most areas. In reading, 61.3% of our students were placed in the top 2 bands with 58.1% for similar schools in our area and 53.7% for similar schools across the state. Writing saw our best result with 77% of students in the top 2 bands which was 20% more than similar schools in our area and across the state. 0% of students placed in the bottom 2 bands for writing. Spelling had a similar result with 72.6% in the top 2 bands. Overall, the percentage of girls in the top 2 bands was slightly higher than boys in all areas.

Year 5 had similar results with Glenfield Public School having a greater percentage of students in the top 2 bands in all areas of literacy than those of similar schools in our area and across the state. This included 43.5% for reading, 54.3% for spelling and 45.7% for grammar and punctuation. Year 5 had only 6.5% of students in the bottom 2 bands in writing compared to 11.9% of students in schools in our area and 17.8% of students falling in the bottom 2 bands across the state. As with Year 3, a higher percentage of girls achieved results in the top 2 bands in all areas compared to boys.

Numeracy

In numeracy, 45.2% of Year 3 students were in the top 2 bands. 9.7% of students were in the bottom 2 bands. When comparing results between boys and girls, in numeracy boys performed slightly higher than girls with 45.5% of boys in the top 2 bands compared to 45.2% of girls.

In Year 5 in numeracy, 46.7% of students achieved results in the top 2 bands. This was again substantially higher than similar schools in our area that had 33.9% of students and just 31.6% of students in similar schools across the state in the top 2 bands. However, results for students in the bottom 2 bands were reversed with 20% of students from our school in the bottom 2 bands compared to 10.1% of students from similar schools in our area and 15.0% of similar schools across the state. Girls slightly outperformed the boys with 47.1% achieving results in the top 2 bands compared to 46.4% of boys.

Parent/caregiver, student, teacher satisfaction

Parents were surveyed throughout the year numerous times and in Term 4 to assist us with our whole school evaluation and to inform our future planning. The responses were analysed in regards to school communication and parental involvement and satisfaction. The most significant findings were shared with the P & C and are outlined below. 80.5% of parents found the student report contained all the information they were seeking and 61% of parents preferred meeting with the teacher with their child present with 20% preferring to meet alone. The introduction of the Seesaw communication application tool for parents, teachers and students in Term 2, was well received by the community. 84% of surveyed parents believed staff communication to parents is satisfactory or higher. 83% of families felt the communication in the newsletter is at or above satisfactory. 64% are now accessing the new on line newsletter via email finding the new online access more engaging.

The data collected from the parent survey has informed planning for 2020 particularly in relation to communication and ways of further engaging the school community. We will continue to work closely with the P&C to determine best practice in regards to community engagement.

Students were surveyed about Mathletics and Reading Eggs our online educational programs. 81% of students use Mathletics two or more times a week with 71% using Reading Eggs two or more times a week. 71% said that Mathletics improved their mathematics with 68% saying that Reading Eggs improved their reading. 78% wanted to continue using Mathletics and 73% wanted to keep using Reading Eggs. Comments included: "Mathletics improves my skills and gives me challenging problems." "So many games and questions to complete." "Reading Eggs is awesome." "I like Reading Eggs. It is fun, and helps me to read better."

Students were also surveyed about the healthy breakfast which was a new initiative from the P&C. Feedback was really positive. 71% of students attended the healthy breakfast throughout the year. Toasties were the most popular item. 93% of students wanted the healthy breakfast to continue in 2020. Comments included: "Healthy breakfasts everyday." "Add strawberries." "We should have chocolate milk." "I would like to try next year." The P&C were given the results of the survey and will act upon suggestions in 2020.

Teachers were surveyed regularly throughout the year. Information collected included rating school programs and initiatives, timetabling, 3–way interviews, extra–curricular activities and professional learning. 87% of staff felt that timetabling was outstanding or high. All staff agreed the introduction of Seesaw for communicating with parents and engaging them in their child's learning was worthwhile with the majority of staff rating it high. The results of these surveys helped us to determine future directions and ideas were embedded in the 2020 school plan.

In 2020 we will continue to gauge parent, student and teacher satisfaction through surveys and collecting other data.

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.