

Glenorie Public School

2019 Annual Report



2012

Introduction

The Annual Report for 2019 is provided to the community of Glenorie 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

Glenorie Public School, we are committed to providing a safe, engaging and inclusive learning environment where there is a strong sense of belonging across the community. We have worked tirelessly over the last three years on Visible Learning/ Formative Assessment for students. The students have shared common language in terms of Learning Intentions and Success Criteria, feedback and using the concept of student data walls for students to understand the strategies needed to manage challenging work in a more positive and engaging manner. We have continued to focus on Literacy and Numeracy as well as familiarising the staff with the Learning Progressions. The evidence of success was demonstrated in our NAPLAN and PLAN 2 data.

Glenorie Public School's high expectations are matched with high support. We have developed a culture of excellence include visionary leadership, staff collaboration and professional learning, ongoing evaluation and focus on student wellbeing and community engagement. With its focus on using data analysis to improve teaching practices, Glenorie Public School has seen improvements in students' academic achievements. Every fortnight, during staff meetings, student performance data is shared and analysed among the various year groups so that teachers can make timely adjustments to improve student performance. This year, formative assessments that are framed around the mid-term learning cycle in writing and place value have been established, so that teachers can make appropriate modifications to class content based on the outcomes of the assessments. The school's formative assessment strategy is authentic, meaningful to the students and aligned with the learning cycle.

In 2019, we enjoyed our fundraising event –the Glenorie Colour Run and it was a community wide success. Thank you to the P&C for their support with Athletics, Reading Eggs, Library resources and new playground initiatives. Thank you to Mrs. Dennise Williams, the P&C President and the P&C Executive, the Uniform, Canteen and OOSH committees for all the work that they have achieved.

I am very proud of the achievements of Glenorie Public School in 2019. It has been a pleasure to work with staff, students and community members and I look forward to continuing to foster positive relationships and further developing the learning opportunities for all students into 2020.

Lyn Pearce

Principal

School background

School vision statement

Glenorie Public School is a community comprehensive school whose focus is on each individual, acknowledging both rights and responsibilities. A strong community alliance underpins a curriculum that seeks to develop the potential of every student. Academic rigor is valued at all stages and the classroom focus is on challenge, engagement and achievement. Learning is celebrated in all its forms. A huge range of extra-curricular activities enhances the formal curriculum and our students thrive within a vibrant program.

School context

Glenorie Public School is a friendly, caring, happy place to be. It is a very community-minded school where parents, students and staff work together to support each other as well as those in the wider Glenorie community. Our many and varied programs include an integrated approach to teaching and learning in all Key Learning Areas, with a strong emphasis on incorporating technology and the ideals of productive pedagogy as part of the curriculum. We fulfil individual potential through providing outstanding teaching, rich opportunities for learning with encouragement and support for each student. While the teaching of Literacy and Numeracy is a major focus of all our teaching programs, Glenorie Public School aims to meet the variety of individual learning needs of all our students. Support is provided for students with a range of learning needs as well as for students requiring enrichment in particular areas of skill and talent. Programs include the teaching of Italian, the provision of opportunities to participate in our School Band or in the Glenorie Choir, chess, dance, a PE/sport program K–6, drama program, robotics, a buddy program and Green Team program (Sustainability). Opportunities for the development of leadership skills and qualities abound. Social interaction and strong friendships are enhanced through child-centred assemblies, Well-Being programs and the availability of wide, open spaces where all children can play safely.



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. 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.

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/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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student success as learners, leaders, confident and creative individuals and productive citizens.

Purpose

To ensure that learning is visible and personalised for every student in an environment, which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

- ~ Students are showing expected growth on internal school progress and achievement data (online PAT tests).
- ~ Increased proportion of at least 35% students in the top two NAPLAN bands for reading and numeracy.
- ~ Value Added will be Sustaining and Growing for K–2; 3–5; 5–7.
- ~ 80% of students will achieve year appropriate cluster markers in PLAN.
- ~ Increased ability to self-manage minor anxiety issues through Peaceful Kids Program/decreased reports of anxiety as reported from TTFM surveys.
- ~ Increased proportion of students reaching benchmark targets for writing as measured using Learning Progressions

Overall summary of progress

Intensive Professional Learning sessions around reading comprehension in literacy and TEN & TOWN were completed by teachers.

Assessment strategies were devised in stage teams and incorporated into class programs to assist with consistent teacher judgement and accurate tracking of student achievement.

Throughout 2019, students were provided with high quality and engaging learning opportunities that encouraged them to take risks and be innovative to achieve their learning outcomes.

Learning intentions and success criteria are implemented across all classrooms. Staff report students demonstrated greater responsibility for their own learning.

Progress towards achieving improvement measures

Process 1: Adopt visible learning pedagogy as a focus for professional learning, incorporating success criteria, learning intentions and effective self, peer and teacher feedback into classroom practices.

Evaluation	Funds Expended (Resources)
100% of teaching programs demonstrate learning intentions and success criteria for literacy and numeracy.	Purchase InitialLit Program \$1660
All classrooms have data walls established and demonstrate student progress from term 1 to term 4.	Half day planning release for Visible Learning \$1680
90% of Yr 3 & 5 students meeting the minimum standard in NAPLAN	Educator Impact \$2630
TEN & TOWN in all teaching programs for numeracy.	

Process 2: Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation	Funds Expended (Resources)
100% of teaching programs demonstrate learning intentions and success criteria for literacy and numeracy.	QTSS release time for AP mentor team teaching allocation \$18182

Progress towards achieving improvement measures

All classrooms have data walls established and demonstrate student progress from term 1 to term 4.

PAT Online Test \$2000

Process 3: Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Evaluation

Funds Expended (Resources)

90% of Yr 3 & 5 students meeting the minimum standard in NAPLAN
TEN & TOWN in all teaching programs for numeracy.

Professional Learning Funds \$3300

Next Steps

Continued focus on Year 3–5 value added growth.

Maintain excellent K–3 and 5–7–5 value added growth.

Maintain intervention initiative.

Strategic Direction 2

School leadership is developed and modelled to support a culture of high expectation and community engagement.

Purpose

The school's vision and strategic direction supports a culture of high expectations and community engagement to develop sustained and measurable whole school improvement.

Improvement Measures

Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.

Increased attendance of parents at information sessions and school functions

Parents have increased input and understanding of student learning recorded via SeeSaw.

Overall summary of progress

The implementation of Positive Education strategies at Glenorie Public School is establishing a school environment that enables the students to engage in their learning, in addition to gaining the knowledge and skills to build their own and others' wellbeing. The Rock and Water program is inclusive of the wider school community and parents are provided with a range of opportunities to deepen their understanding and explore the research-based benefits of this approach. Positive relationships between staff, students and parents are recognised as a vital component of overall wellbeing. The relationships between the school and home were viewed by both staff and parent respondents and has shown improvement. The Tell Then From Me surveys will provide a baseline with data used in the development of the 2018–2020 school plan.

Progress towards achieving improvement measures

Process 1: The leadership team maintains a focus on distributed instructional leadership to sustain a culture of high expectations, effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation	Funds Expended (Resources)
Teachers show improved use of technology T/L activities in class observations. PLAN and Data Walls are consistent and accurate.	QTSS Funding \$28986

Process 2: The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

Evaluation	Funds Expended (Resources)
Teachers show improved use of technology T/L activities in class observations. PLAN and Data Walls are consistent and accurate. Students are more resilient in the playground.	Professional learning \$5000

Process 3: Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Evaluation	Funds Expended (Resources)
SeeSaw is used in all classrooms by staff to communicate student progress and achievement.	SeeSaw \$2900

Progress towards achieving improvement measures

Teachers show improved use of technology T/L activities in class observations.

PLAN and Data Walls are consistent and accurate.

Students are more resilient in the playground.

Next Steps

In 2020, we aim to achieve more consistent parent/student conferences and feedback measures to ensure parents are better able to understand the learning process.

Continue Seesaw communication with parents and students.

Using data from the NSW Tell Them From Me (TTFM) to act on parent feedback.

Strategic Direction 3

Staff utilise evidence of learning to drive their teaching through evidence based practices identified and guided by whole-school professional learning.

Purpose

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement Measures

20% increase in students achieving proficiency in Grammar and Punctuation according to SMART data.

10% increase in students achieving proficiency in Numeracy according to SMART data.

Increase of 10% of students reporting confidence in their skills and adequate intellectual challenge in English and maths.

100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.

There is evidence that explicit Learning Intentions and Success Criteria (LISC), pre-post assessments, exit slips, and student conferences are being used in classrooms across the school.

100% of executive teachers lead Analysing Impact meetings.

Programs, student work samples (Including SeeSaw) and teacher observation with a focus on ensuring students are presented with challenging learning tasks at their level of learning to promote high engagement and academic standards. 360° feedbacks. Independent feedback given by LearningScope.

Overall summary of progress

A culture of ongoing teacher learning is becoming evident across the school where teachers are being exposed to educational research and encouraged to implement best practice pedagogy. Through the delivery of this professional learning, teachers are making use of formative assessment techniques to gain an understanding of student knowledge and skills in order to ensure every student experiences success.

Progress towards achieving improvement measures

Process 1: Effect whole of community commitment to learning progress where parent and school partnerships support clear improvement aims and planning learning.

Evaluation	Funds Expended (Resources)
Positive parent feedback from SeeSaw survey.	

Process 2: Implement a whole school approach to student learning goals that are informed by analysis of internal and external student progress and achievement data, monitored and reported on using valid and reliable data.

Evaluation	Funds Expended (Resources)
Tracking sheets reflect data walls, PAT and all other internal data sources	

Process 3: Introduce and consolidate formative assessment of literacy and numeracy to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Evaluation	Funds Expended (Resources)
Analytical meetings successfully established – three-week cycles include collation of work samples, improvements in consistent teacher judgment and	InitialLit 1 webinar courses \$200

Progress towards achieving improvement measures

measureable improvement in student outcomes.

TEN maths kits for Kindergarten \$500

Cost of National Music Teacher
Mentor program \$4000

Next Steps

Set targets for student improvement for all students.

Quality Teaching Rounds introduced to improve teacher standards against Quality Teaching Framework

Explore links between students' engagement and experience of teaching practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		Increase student results in reading by 10 levels.
English language proficiency	\$1000 on SLSO	LAST to provide data on student data and growth in literacy
Low level adjustment for disability		Data to support increased reading levels of all students in MultiLit program
Quality Teaching, Successful Students (QTSS)	QTSS funding	<p>TTFM data shows staff trust leaders to develop their skills.</p> <p>New teachers are confident and show good teaching practices.</p> <p>All staff are using formative assessment and PLAN 2 to track students on data walls.</p>
Socio-economic background		Improved reading levels for all students
Support for beginning teachers	Beginner teacher funds (\$41000) used for mentors session release and TAA support.	All four Beginner Teachers' Accreditation completed.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	121	129	143	155
Girls	120	126	130	140

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	95.5	95.2	95.1
1	94.5	92	94	94
2	93.5	95.2	93.2	93.9
3	95.4	94.2	95.3	94.1
4	93.1	94	94.2	91.5
5	93.7	94.9	94.1	92.7
6	90.4	94.7	95.1	93.4
All Years	93.6	94.4	94.5	93.5
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)	9.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52
Other Positions	0.4

*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	278,840
Revenue	2,670,237
Appropriation	2,537,498
Sale of Goods and Services	21,289
Grants and contributions	109,663
Investment income	1,787
Expenses	-2,703,799
Employee related	-2,249,295
Operating expenses	-454,504
Surplus / deficit for the year	-33,562

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	65,289
Equity Total	116,566
Equity - Aboriginal	3,216
Equity - Socio-economic	20,269
Equity - Language	5,726
Equity - Disability	87,355
Base Total	2,048,020
Base - Per Capita	64,056
Base - Location	5,933
Base - Other	1,978,030
Other Total	153,558
Grand Total	2,383,433

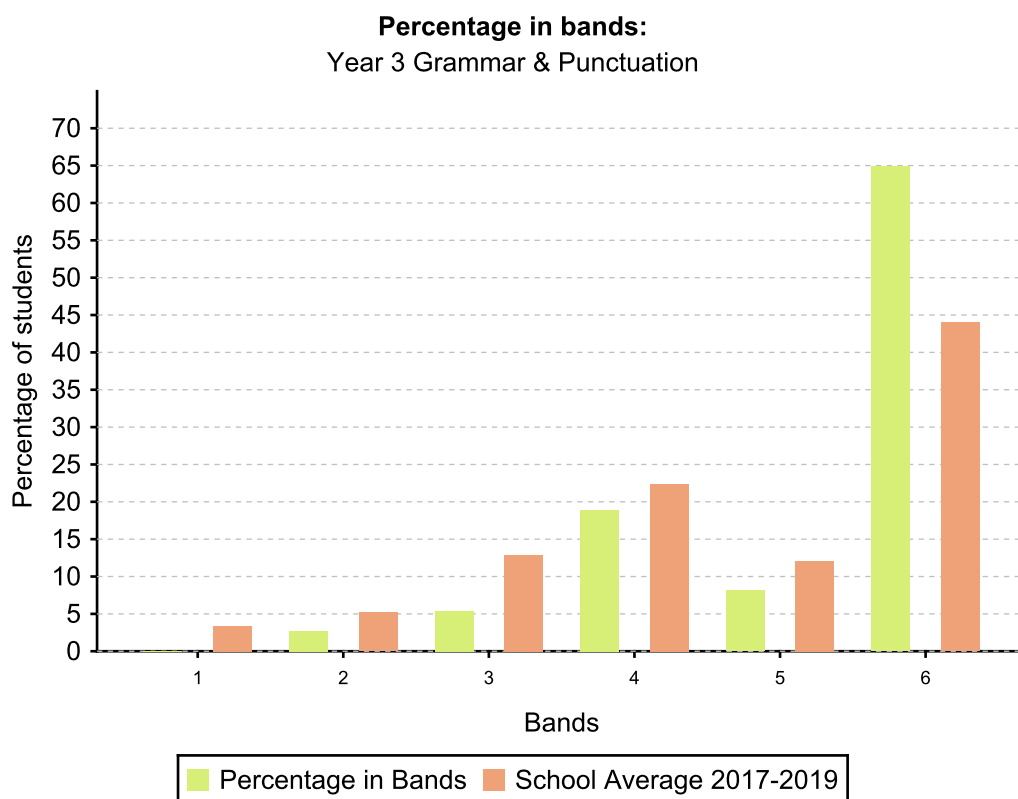
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

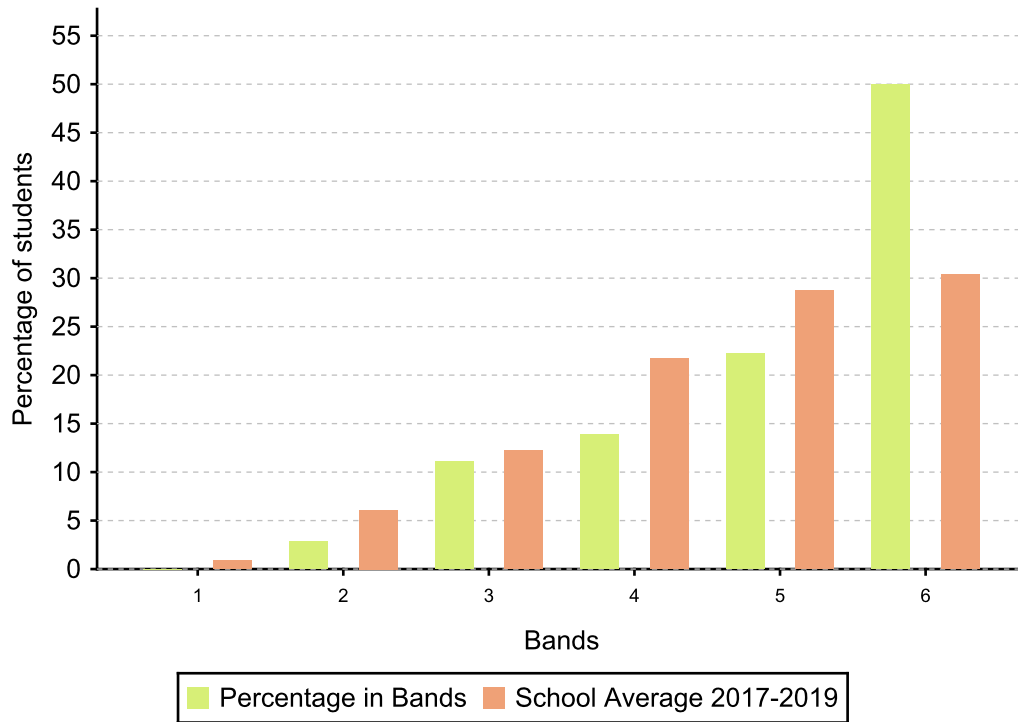
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



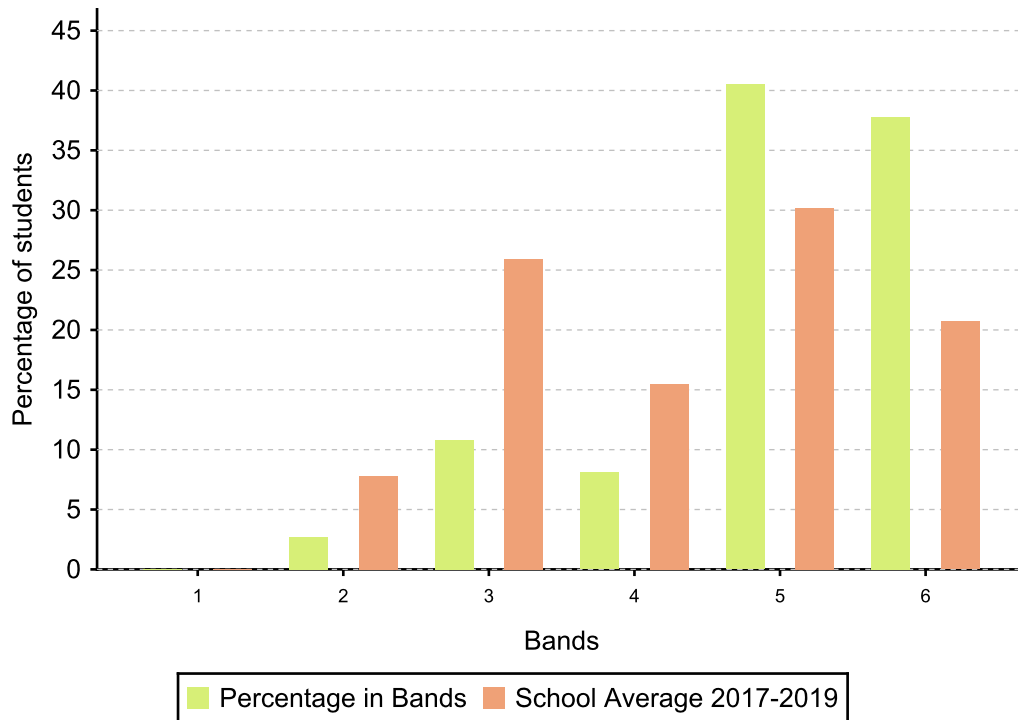
Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	5.4	18.9	8.1	64.9
School avg -2019	3.4	5.2	12.9	22.4	12.1	44

Percentage in bands:
Year 3 Reading



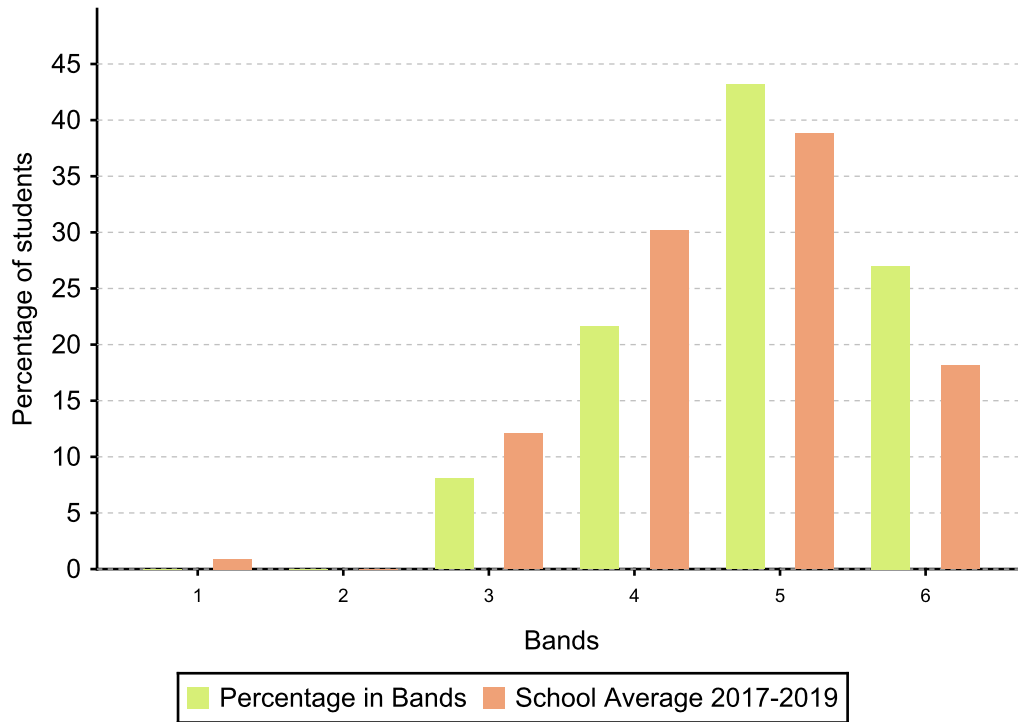
Band	1	2	3	4	5	6
Percentage of students	0.0	2.8	11.1	13.9	22.2	50.0
School avg -2019	0.9	6.1	12.2	21.7	28.7	30.4

Percentage in bands:
Year 3 Spelling



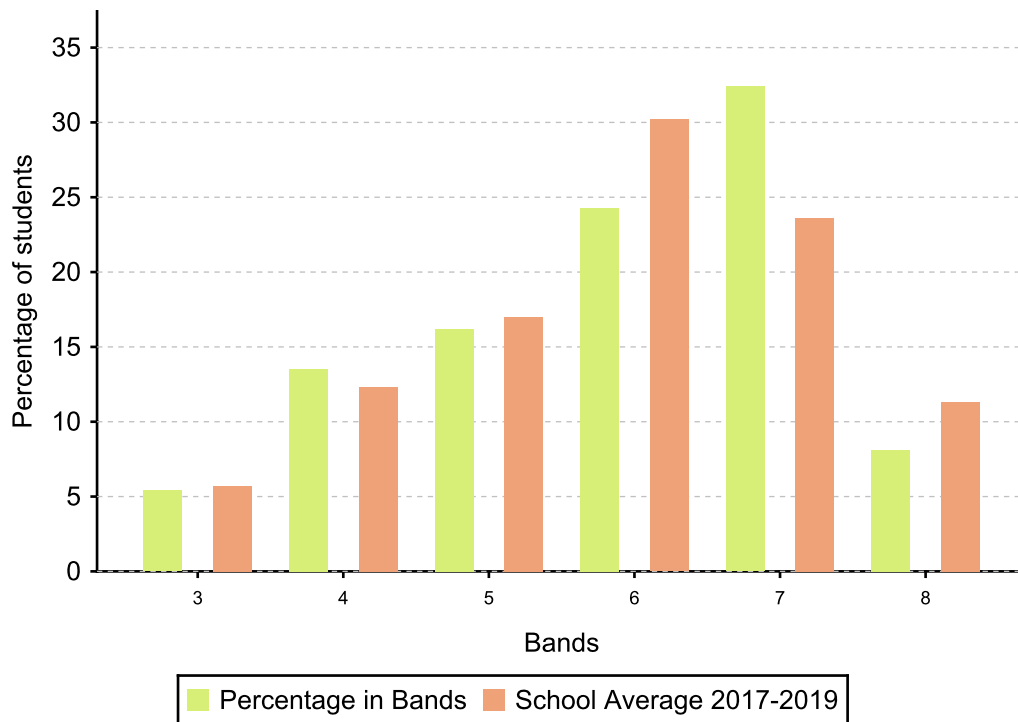
Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	10.8	8.1	40.5	37.8
School avg -2019	0	7.8	25.9	15.5	30.2	20.7

Percentage in bands:
Year 3 Writing



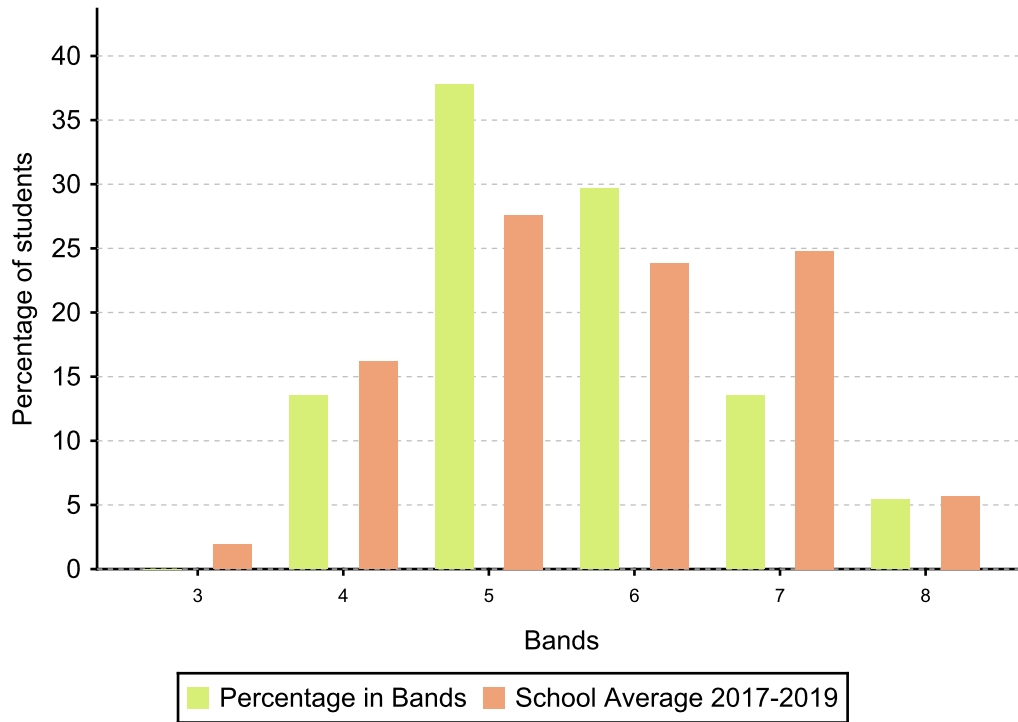
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	8.1	21.6	43.2	27.0
School avg -2019	0.9	0	12.1	30.2	38.8	18.1

Percentage in bands:
Year 5 Grammar & Punctuation



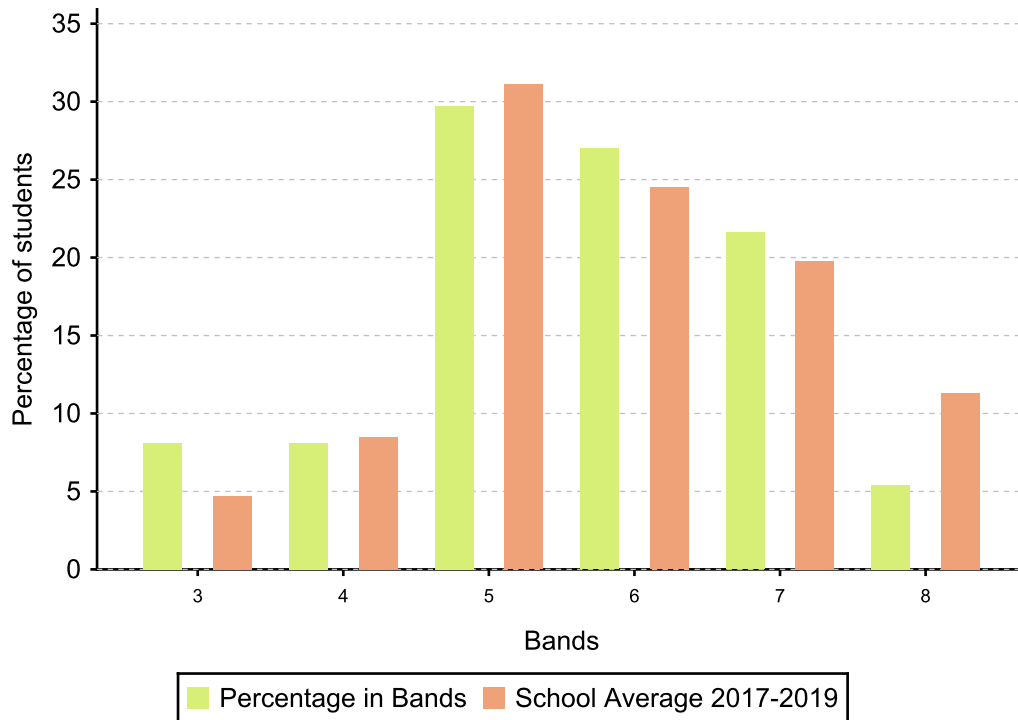
Band	3	4	5	6	7	8
Percentage of students	5.4	13.5	16.2	24.3	32.4	8.1
School avg -2019	5.7	12.3	17	30.2	23.6	11.3

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	13.5	37.8	29.7	13.5	5.4
School avg -2019	1.9	16.2	27.6	23.8	24.8	5.7

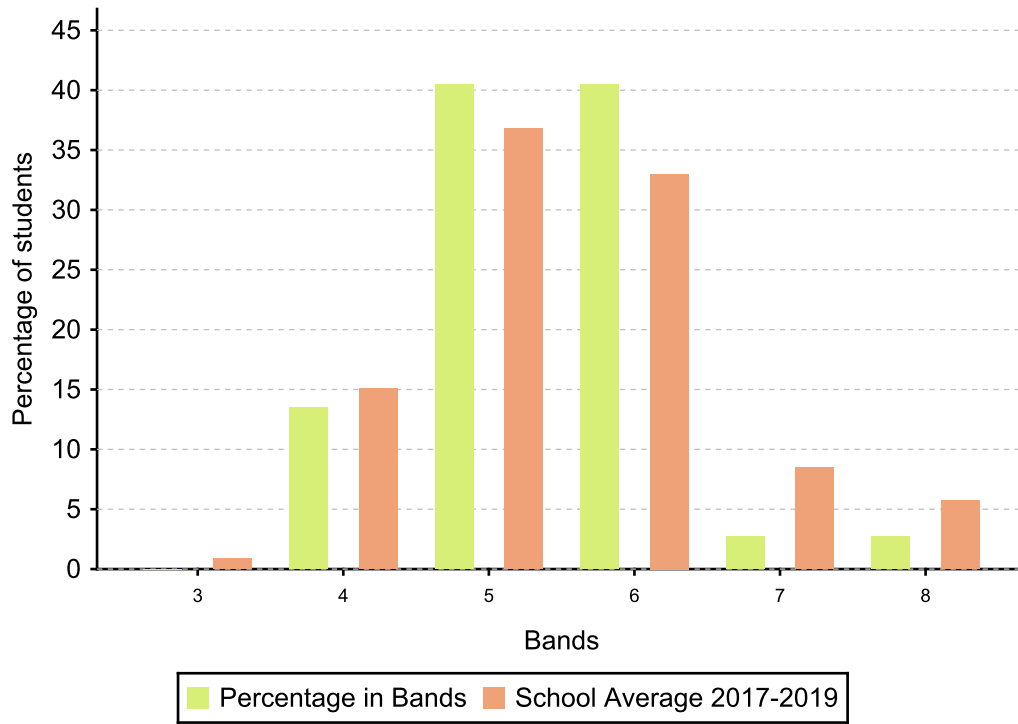
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	8.1	8.1	29.7	27.0	21.6	5.4
School avg -2019	4.7	8.5	31.1	24.5	19.8	11.3

Percentage in bands:

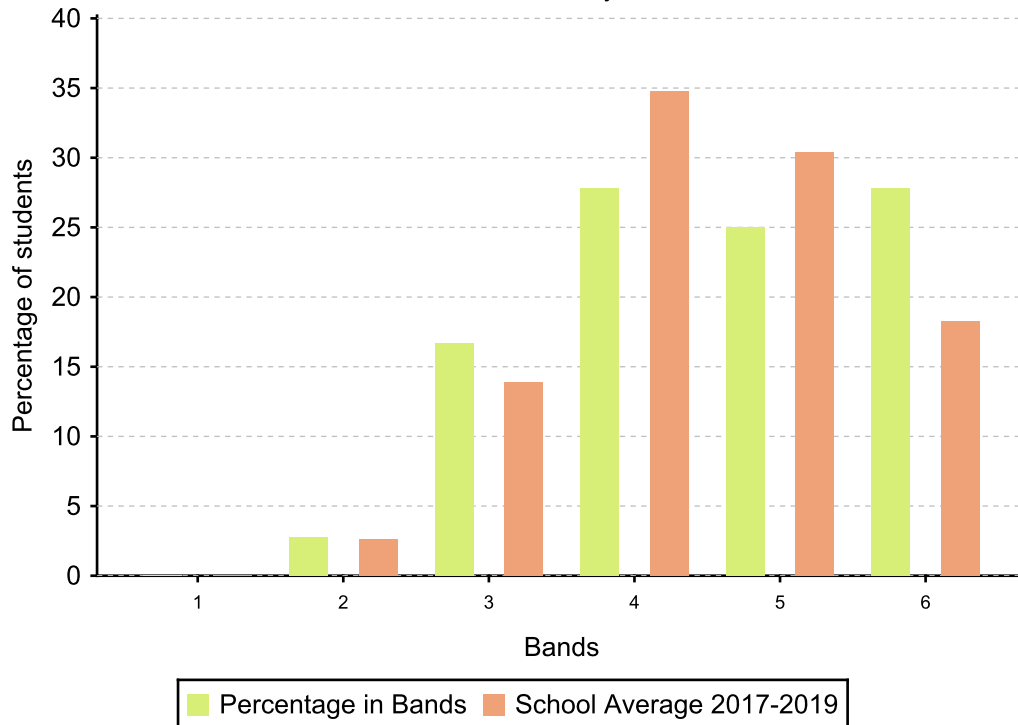
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	0.0	13.5	40.5	40.5	2.7	2.7
School avg -2019	0.9	15.1	36.8	33	8.5	5.7

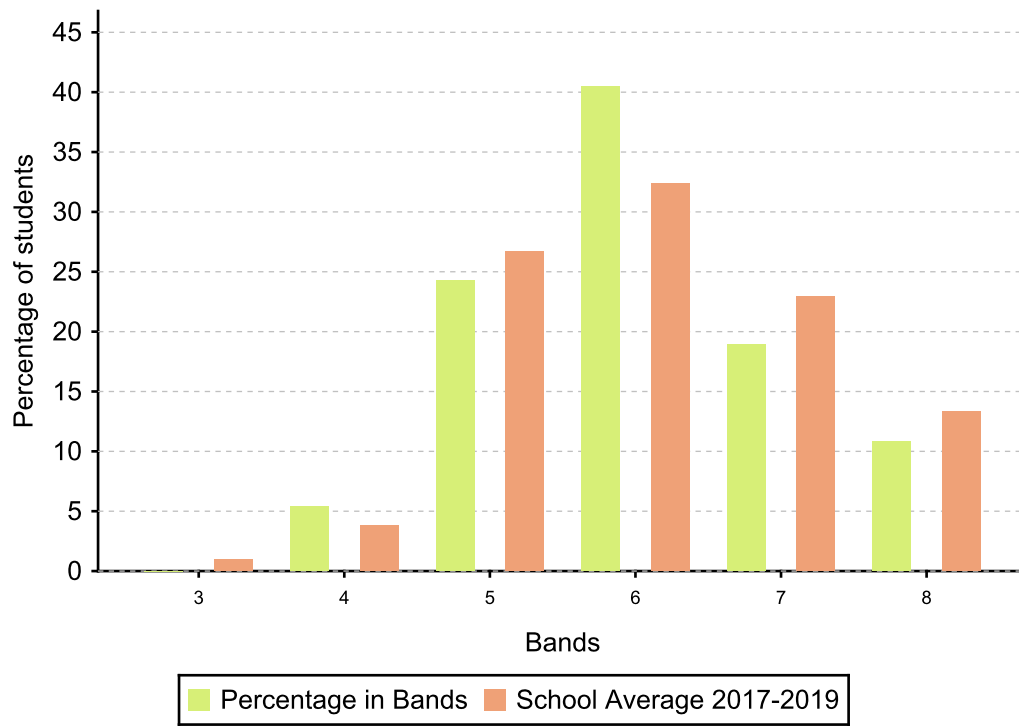
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	2.8	16.7	27.8	25.0	27.8
School avg -2019	0	2.6	13.9	34.8	30.4	18.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	24.3	40.5	18.9	10.8
School avg -2019	1	3.8	26.7	32.4	22.9	13.3

Parent/caregiver, student, teacher satisfaction

Parents

The Tell Them From Me Parent Survey is based on a comprehensive questionnaire covering parents' perceptions of their child's experiences at home and at school. Insights into parent and staff communication, activities and practices at home, and parent voice on the school's support of learning and behaviour all build an accurate and timely picture that schools can use for practical improvements. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree or disagree). This report provides results based on data from 78 parents in this school who participated in the survey between 29 Aug 2019 and 25 Oct 2019.

*Parents feel welcome at Glenorie Public School **8.1** (NSW Govt Norm 7.4)

*Parents are informed at Glenorie Public School **7.0** (NSW Govt Norm 6.6)

*Parents at Glenorie Public School support learning at home **6.0** (NSW Govt Norm 6.3)

*School support of learning at Glenorie Public School **7.4** (NSW Govt Norm 7.3)

*Support for positive behaviour at Glenorie Public School **8.1** (NSW Govt Norm 7.7)

* Safety at Glenorie Public School **7.6** (NSW Govt Norm 7.4)

*Inclusion at Glenorie Public School **7.4** (NSW Govt Norm 6.7)

Students

The students at Glenorie Public School in Years 4–6 completed Tell Them From Me (TTFM) survey in 2019 on School Climate. (...) indicates NSW Govt Norm. The key findings included: Social–Emotional Outcomes.

*Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class **95%**(83%)

*Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school **66%**(55%)

*Students feel accepted and valued by their peers and by others at their school **86%** (81%)

*Students have friends at school they can trust and who encourage them to make positive choices **88%** (85%)

*Students believe that schooling is useful in their everyday life and will have a strong bearing on their future **93%** (96%)

*Students do homework for their classes with a positive attitude and in a timely manner **47%**(63%)

*Students that do not get in trouble at school for disruptive or inappropriate behaviour **91%** (83%)

*Students are interested and motivated in their learning **66%** (78%)

*Students try hard to succeed in their learning **93%**(88%)

Drivers of Student Outcomes

*Important concepts are taught well, class time issued efficiently, and homework and evaluations support class objectives **8.6** (8.2)

*Students find classroom instruction relevant to their everyday lives **8.2** (7.9)

*Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn **8.6** (8.2)

*Students are subjected to physical, social, or verbal bullying, or are bullied over the internet **16%** (36%)

*Students feel they have someone at school who consistently provides encouragement and can be turned to for advice **8.3** (7.7)

*Students feel teachers are responsive to their needs, and encourage independence with a democratic approach **8.6** (8.4)

*Students understand there are clear rules and expectations for classroom behaviour **7.3** (7.2)

*The school staff emphasises academic skills and hold high expectations for all students to succeed **8.7** (8.7)



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.

During 2019 Glenorie Public School has continued to promote and value Aboriginal culture in the school environment. The Metropolitan North Aboriginal Education Consultancy group has continued to be a valuable organisation for seeking cultural advice and understanding, accessing information and resources to embed Aboriginal histories and cultural awareness across all Stages at Glenorie Public School. Teachers continue to access information through both the website and the quarterly Pemulwuy newsletter.

In Stage 1, students have explored storytelling, art, language and the significance of Sorry Day through shared readings of the book 'Sorry Day' by Coral Vass and Dub Leffler. This has allowed them to explore concepts relating to the Stolen Generation and the importance of our national Sorry Day. Stage 2 students created a 'Sorry Garden' which displayed their own reflective statements.

Stage 2 students also examined Aboriginal perspectives of the Barangaroo locality. This included perspectives on changes to the natural and built environment over the past 230 years. They also studied first contacts and considered Aboriginal perspectives in terms of colonial beginnings, early interactions between British settlers and Aboriginal people, the distribution of Aboriginal nations and language groups throughout Australia. Aboriginal dreamtime stories were used to explain the diversity of animals and stories about the creation of the landscape.

During NAIDOC week, teachers provided activities around the theme 'Grounded in Truth'. This corresponded to our cross curriculum priorities with regard to Aboriginal and Torres Strait Islander Histories and Cultures as well as sustainability. The children explored music, games and stories such as: Kindergarten explored Aboriginal myths through artwork relating to 'Dunbi the Owl'. Stage 1: engaged with a reading of 'Fair Skin Black Fella' by the author. Children then made freeze frames to explore the story through drama, and finished with some reflective writing. Stage 2 and 3 engaged in a range of Grounded in Truth activities. Through these activities, students came to understand the importance of many indigenous traditions.

During 2019, the school maintained Acknowledgement to Country in all formal assemblies as Glenorie Public School has celebrates and acknowledges the importance of inclusion and working towards developing anti-discriminatory attitudes by engaging with Harmony Day, NAIDOC Week and Reconciliation Week. Students continue to gain an awareness of the important reasons why these days are significant. School wide and class based initiatives and content were designed to inform all students about Aboriginal histories, cultures, perspectives and current and historical issues faced by Aboriginal Australia.

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.

One staff member was trained as the Anti-Racism Contact Officer (ARCO). The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Staff increased student's understanding of racism and discrimination and its impact through activity based teaching and learning programs. An anti-racism contact officer has promoted intercultural understanding, community harmony and ensured inclusive classroom and school practices have occurred.

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.

Glenorie Public School promotes multicultural education through a range of initiatives. Teachers recognise and respond to the cultural needs of the school community. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and worldviews are promoted.

Other School Programs (optional)

Learning and Support 2019

The Glenorie Public School's Learning and Support Team aims to foster a whole school approach to providing an inclusive learning environment. The team strives to implement consultative and collaborative processes to ensure that every student learning needs are considered, and support is given to assist in accessing learning, where appropriate, to meet the needs of all students.

The diverse range of students accessing support through our comprehensive learning and support programs include: students with identified disabilities, learning differences related to language, literacy and numeracy, social/emotional and behavioural difficulties, chronic health challenges, students identifying as Aboriginal and students who require enriched learning tasks.

The Learning and Support Team work collaboratively with teachers, families and the school's counsellor to monitor the progress of students across all year groups. Class teachers are assisted to differentiate the curriculum creating visible learning environments that meet the needs of a wide range of learners. Learning processes are adjusted, where necessary, to incorporate higher order thinking, critical skills training, open-ended thinking and visible learning.

In addition, students have opportunities to engage in a range of enrichment activities including; STEM club (coding, robotics and scientific experiments), chess club, in school and external competitions such as, Write On, Premiers Reading Challenge, University of NSW competitions, gifted writers enrichment, newspaper club, computer club and a range of creative and performing arts based extra-curricular activities in dance, band, choir and drama. Children with an interest in environmental science can engage in Green Team environmental programs.

Our school uses a response to intervention (RTI) approach to support students individually, in small groups or within an inclusive classroom setting. Heavily based in research, the InitialLit, MiniLit and MacqLit programs continue to be implemented to address the needs of students with literacy difficulties very effectively. Needs based numeracy groups are structured based on the TOWN and TEN programs to meet the needs of students experiencing difficulties in the area of mathematics.

Debating

Another great year for Glenorie Public School's debating teams. Once again, Glenorie Public School had two teams participate in the 2019 Premier's Debating challenge. Glenorie Gold and Glenorie Green, both participated in the Northern Sydney pool of schools. The teams consisted of a combination of boys and girls from stage 3. These students were selected after participating in stage 3 debating in semester one within the school. During the first phase of the Premier's Debating Challenge, Glenorie Green and Glenorie Gold, participated in both away and home debates against local schools in the Northern Sydney District and even debated against each other in Round One.. Throughout the rest of the rounds, both teams worked very hard during their hour preparation before each debate, taking on feedback from previous debates to improve their performance. All students should be extremely proud of their efforts this year during debating and we look forward to another year of fantastic debating skills in 2020.

Drama / Performance Evening 2019

During 2019, participation rates in the extra-curricular drama program at Glenorie Public School (3 – 6) remained high, allowing many students to explore individual expression through a creative arts, performance based medium. Teachers, parents, students and the wider community were enthusiastic regarding their experiences which culminated in our production of 'Peter Pan'. In excess of 120 students had the opportunity to be involved in a large production and displayed confidence, teamwork and positivity.

Our drama program encourages problem solving, creativity and collaboration. Lunchtime drama aims to foster self-directed learning, respect for others and results in an annual high quality production titled 'Performance Evening'. Among the local community, our school is often praised for its strength in performing arts and this is evidenced by its popularity as an extracurricular weekly program that is extremely well attended.

The theme of the 2019 'Performance Evening' was 'Peter Pan' incorporating a 'Glenorie' theme. The cast and crew has continued to grow and this year 120 students (2 – 6) took to the stage. The evening was a delightful conclusion to a year of creative programs presented as a diverse integrated showcase of drama, dance, band and choir. Similar to last year, the cast incorporated a Year 2 specialist dance group. 'Peter Pan' was a great success and involved significant commitment and collaboration of numerous students, parents and staff.

Highly valued by the school community, Glenorie Public School 'Performance Evening' continues to be an exceptional display of diversity in creative arts. In addition to performance opportunities, students were able to contribute to the event as sound, lighting, costuming, choreography and technical crew, enhancing their experience in the area of stage and production management.

This evening is now a highly anticipated Glenorie PS tradition and well known as an exciting opportunity for students to share with family and the community, their various creative talents. This reflects our schools ongoing commitment to provide a balanced, rich and encouraging learning environment where students feel free to learn and express individuality through a variety of creative and performing arts mediums.

Dance

In 2019, Glenorie Public School dance groups consisted of three dance ensembles, these included Year 2, Stage 2 and Stage 3. The students in these dance ensembles enjoyed showcasing their skills and talents during various performances including Grandparents Day and at the annual Performance Evening.

This year, the Year 2 Dance Group was choreographed by Miss Small and performed 'Never Smile at a Crocodile'. This item tied into the Performance Evening's presentation of Peter Pan. The Year 2 Dance Group later performed for the new families at the Kindergarten Orientation.

Stage 2 Dancers performed their musical theatre number 'Revolting Children', which was choreographed by Miss O'Brien at Grandparents Day and the Performance Evening. The students in Stage 2 Dance performed this item with a high level of enthusiasm and were praised for their efforts from staff, peers, family members, and friends.

This year, Stage 3 dancers showed their dedication and commitment through weekly dance rehearsal choreographed by Mrs. Graham. This dedication was reflected in their performance of '1999' at both Grandparents Day and the Performance Evening.

The Year 6 students of Glenorie Public School enjoyed a final performance at the Presentation Evening in Term 4. The students participated in weekly rehearsal and enjoyed showcasing their dance to the song 'School Days'.

On the theme of dance, all students across K–6 participated in weekly sporting activities in dance during term 4. A very successful year in dance for all students across years K–6.

