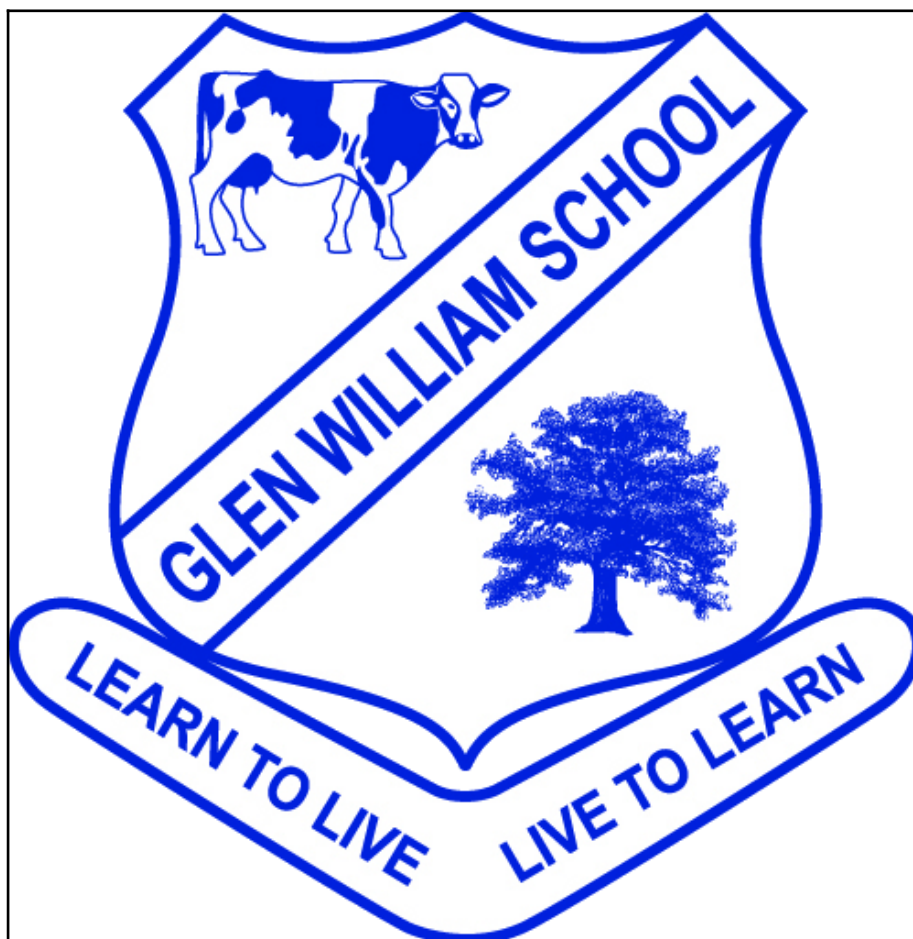


Glen William Public School

2019 Annual Report



2020

Introduction

The Annual Report for 2019 is provided to the community of Glen William 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

Glen William Public School
Glen William & Dungog Rds
Clarence Town, 2321
www.glenwillia-p.schools.nsw.edu.au
glenwillia-p.school@det.nsw.edu.au
4996 5507

Message from the principal

The Annual School Report for 2019 is provided to the community of Glen William Public School. It provides a clear detailed account of the progress the school has made to provide high quality educational programs for all students, as set out in the school plan. Staff pride themselves in ensuring the school plan is monitored and evaluated to provide clear, accurate and measured steps to improve educational outcomes for all students. Our staff acknowledge the support given from our parent body and thank their ongoing support of education.

Mrs Kristy Bultitude

Principal

Message from the students

I Jessica Whelan started at Glen William Public School back in 2013, following my four elder siblings. Now 6 years later, I am school captain and I want to share how I have enjoyed my time at Glen William. I have learnt many important lessons and have long lasting friendships. One of the most important lessons to me is stay positive and try your best in everything you do. Another important lesson I have learnt is teamwork and what you can achieve such as classroom goals, sporting events and technology goals. Our technology showcase, cricket cup and touch football gala day is just a few examples of what our school got involved in. 2019 has been a busy year for everyone, I don't know how we fit it all in. Our intensive swimming program, excursions, sports in schools, gardening, cooking, Star Struck, STEM days and parliament are few of my favourites. Firstly I would like to thank my fellow students for helping me understand things from a different perspective, to cheering me up. You have all taught me the true meaning of friendship. Secondly, I would like to thank my parents. Thank you for sacrificing your time driving me to many school events and helping me with my homework. I would like to thank the P&C parents for giving up your time every week providing delicious school canteens and planning other school activities and lastly I would like to thank all of the teachers and staff for getting me where I am now. Thank you for providing me with the knowledge and skills for my future. "When god created teachers, he gave us special friends to help us understand this world and truly comprehend the beauty and the wonder of everything we see. and become a better person with each discovery. When god created teachers, he gave us ways in which to grow, so we can all decide how to live and how to do whats right instead of wrong to lead us so that we can lead and learn how to be strong. Why god created teachers in his wisdom and his grace was to help us learn to make our world a better wiser place". I have loved and felt honoured to be your school captain in 2019. I would like to wish good luck to the 2020 school captain as the new year starts.

Jessica Whelan School Captain 2019

School background

School vision statement

Glen William Public School's vision is to develop successful students by providing an engaging learning environment. All students will demonstrate and value excellence, respect and cooperation. Staff have high expectations and foster quality relationships with all.

School context

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849.

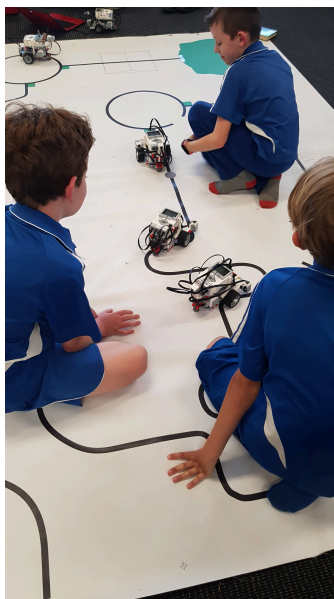
It provides a small school atmosphere in a quality learning environment which is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instil confidence and provide experiences necessary for the children to move into the wider community. Through commitment and professionalism, our school aims to provide an education which is challenging and enjoyable thus laying the foundations for lifelong learning.

Staff are dedicated to delivering a quality teaching environment that offers an incredible array of opportunities to all students. The staff and community take pride in the high level of care given to each and every student. Students are valued as individuals, and are supported in achieving their best results.

Extra-curricular opportunities include Star Struck, PSSA sports, Mindfulness, STEM: Science and Engineering Discovery Days and public speaking.

Glen William Public School has a very active parent body that is a real strength of the school. The school highly values the assistance given by parents in many ways, and this supports our school to achieve its educational goals.

"Learn to Live, Live to Learn



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

Strategic Direction 1

Engaged Learners Great School

Purpose

Students will take ownership and drive their own learning environment so they are equipped with the skills and understanding for their future.

Improvement Measures

85% of students will demonstrate above average in literacy and numeracy.

85% of students will understand and demonstrate future focused learning skills.

85% of students demonstrated achieved learning goals in a 10 week cycle.

Overall summary of progress

Implementation of programs to support literacy and numeracy have been strategically planned for to enable systematic resourcing and effective teacher implementation. Writing was again a major focus with improvements made to programming and the introduction of sentence a day scaffolding within the means of the pedagogy for writing. From the previous Naplan results, year five averaged scaled growth was 57.3% improvement. 33% were at expected growth for writing and grammar and punctuation. Averaged scaled growth in the areas of grammar and punctuation showed positive growth.

School data suggests a growth in individual results and new testing formats have revealed that a focus on skills associated with online testing needs to be incorporated into teaching programs.

The implementation of learning goals have been a valuable addition to the teaching and learning cycle. Students have demonstrated an understanding of where their personal learning journey started and where they are headed. Driving their own learning.

Literacy programs in the infants classroom were based around Daily 5 and L3 pedagogy. On commencing the year, 1 student was at grade level. By year end, 50% of students were above expected growth in reading for the year.

Progress towards achieving improvement measures

Process 1: Evidence Based Practice

The school implements programs for literacy and numeracy teaching. Teachers are supported and encouraged to be reflective and participate in professional learning to support the expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
<p>2019 data demonstrates that Glen William PS had 55% of its students in the top two bands for one or more Naplan domains for years three to five.</p> <p>Improvements were noticeable through growth data for year five students and identified through Naplan. These results are reading 66%, writing 33%, Language and Numeracy 100%.</p> <p>Our infant cohort demonstrates 50% of students that are performing above expected reading levels for their respective years. At the beginning of 2019, one student was meeting grade bench marks for reading. By year end the breakup and percentages are as follows: K– 66%, 1– 66% and 2–25% with an overall 56% of students K–2 reading at expected grade level.</p> <p>The school fluency program has identified 100% of K–2 have improved in reading fluency where 50% of Year 3–6 have improved in fluency, noting new enrolments have just commenced the program.</p>	\$7584.63

Progress towards achieving improvement measures

Primary reading data identifies 58% of its students are performing above expected reading level for their grades. This break up is as follows: Year 3– 43%, Year 4– 0%, Year 5–33% and Year 6– 100%.

Process 2: Professional learning

Teachers will participate in professional learning in programs that initiate student directed learning and project based learning.

Evaluation	Funds Expended (Resources)
<p>Glen William Public School's writing program has engaged our students within the formal process of writing. All students are more engaged and willing to write. Feedback from parents support the writing process through praising student's efforts and identifying areas for improvement. The work samples are full of elaboration and description. The infant's standard of writing and their ability to write in full sentences demonstrates an improved understanding of the writing process. The Primary cohort are moving to using theme position more effectively. Year 1–2 are working towards using more compound sentences in their writing.</p> <p>The 2019 Naplan data highlights improvements in writing, however is still below state averages. One Year 5 (33%) student was above state average for writing.</p>	\$5871.04

Next Steps

1. Implement the use of Plan 2 for data collection and explicit learning goals;
2. Utilise Professional Learning to support Plan 2 implementation; and
3. Continue with iMaths to embed design and critical thinking skills.

Strategic Direction 2

Caring Teachers Great School

Purpose

To drive high expectations and a high standard of education that engages, challenges and inspires all students and staff in a caring supportive school environment.

Improvement Measures

- Staff and students demonstrate clear articulation of what they are learning and why.
- 80% of students demonstrate improved resilience and problem solving skills.
- 80% of students demonstrate critical thinking skills, creativity and imagination.

Overall summary of progress

100% of Glen William students have been engaged in learning goals. These learning goals have been driven by internal assessment data and the individual learning plans or personalised learning plans. Through the implementation of IMaths in mathematics, students are exposed to critical thinking skills, creativity and imagination through real world problems. 60% of the primary cohort demonstrate critical thinking skills and creativity when engaged in problem solving tasks. The K–2 students are exposed to these skills within the program and are explicitly being taught how to problem solve, use creativity and build resilience when completing tasks that are difficult.

Progress towards achieving improvement measures

Process 1: Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Students actively participate in Whole School parliament 3 times per term. All students can speak out and discuss important events/ concerns and /or programs that they would like to see the school participate in. In classrooms, Restorative circles have been added to daily routines. This allows teachers the ability to check in with their students well-being and monitor where within the school day students are or may be struggling.	\$3480.44

Process 2: Resilience

Implement a whole school approach to developing resilience for all staff and students.

Evaluation	Funds Expended (Resources)
Glen William students demonstrate low resilience skills. Staff have researched key programs to support the implementation of a specific well being program that will work with positive behaviour for learning. The PBL program highlights key values effectively and 100% of the school can clearly define these values, but specific strategies are required to develop, strengthen and practise resilience skills. Inclusion of a peer support program within GWPS to coincide with the PBL program will be the next step.	\$9148.13

Next Steps

1. Implement peer support program; and

2. Continue with Mindfulness program to build strategies in mental health and well being.

Strategic Direction 3

Connected Community Great School

Purpose

To maintain a proactive and positive learning culture that connects with the school community so that excellence, cooperation and respect are self evident.

Improvement Measures

- 60% parent attendance at assemblies, community days and events.
- School surveys and Parents /Students Survey reflect an improving level of proactive positive learning culture.
- Increased parental involvement in the learning domain to assist with motivating students to continually improve.

Overall summary of progress

Glen William Public School has engaged families and community across 2019 through many avenues. Altering systems to have increased attendance at school assemblies has proved successful and school surveys have been welcomed so the school can continually make improvements in regards to building on the positive learning culture. 77% of families attend assemblies, community days or events. School surveys are regularly implemented to support the learning and engagement within the school. These surveys note the continued satisfaction and communication between home and school.

Progress towards achieving improvement measures

Process 1: Connected Community

School staff collaborates with parents and community in numerous interactive ways both formally and informally. School leaders work collaboratively with local schools to implement innovative programs to support transition programs.

Evaluation	Funds Expended (Resources)
<p>GWPS has supported all available LMG projects where manageable. Some students could not access activities due to parents inability to transport and the distance required. Activities participated in: STEM Day, and the UNO competition.</p> <p>Students have been able to develop peer relationships with other students in the LMG. They have been able to become experts within the tasks and bring back and share their newly learnt skills with the class cohort. Skills developed include collaboration, team building, communication and peer relationships.</p> <p>Holding more events in our school context will support students attendance. Inviting other schools to share our space. Inclusion of Peer Support Program within GWPS to compliment PBL.</p>	\$7398.38

Process 2: Connected Country

The school demonstrates inclusiveness and opportunities for all students to value cultural differences within the community.

Evaluation	Funds Expended (Resources)
<p>Students have participated in an excursion on country at Murrook. We have participated in a virtual 3D reality incursion where students could explore the culture through dance, games and history of Dreamtime stories.</p> <p>A cultural shift in understanding has been demonstrated through the students participation in school based activities and excursions to offsite venues, The</p>	<p>Murrook-\$377.27</p> <p>Virtual Aboriginal Incursion-\$750</p> <p>MGoals- \$500</p>

Progress towards achieving improvement measures

majority of students enjoyed learning about the culture and have expressed areas for future learning.

Harmony day incorporated multicultural learning where students engaged in African drumming. This day brought across many different perspectives and valued understanding of multiculturalism.

African Drumming \$513.64

Resources \$49.96

Next Steps

1. Participation in 8 ways for learning pedagogy;
2. Increase staff participation in LMG network meetings;
3. Continue to engage community through clear and explicit communication;
4. Participation at the JR AECG meetings; and
5. Parental education programs to engage in MGoals.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4895	<p>A School Learning support Officer was employed to support integration programs within literacy and numeracy. 1 student demonstrated personal growth of 12 PM levels in reading.</p> <p>Teachers were released to support the implementation of PLP meetings with caregivers and parents.</p> <p>Naidoc Day was well supported</p> <p>Excursion to Murrook to increase the understanding of Indigenous Culture across the school community.</p>
Low level adjustment for disability	\$13227	<p>The programs that have been implemented across the year to support low level adjustments include Multi-lit and Quick Maths. A school learning support officer has been employed to assist in delivering these programs.</p> <p>All students with identified learning needs were provided with in-class support and staff prepared ILP's and PLP's in consultation with parents.</p> <p>School support staff are employed to assist with literacy and numeracy programs and support individual students working collectively to achieve their learning goals.</p>
Socio-economic background	\$18647	<p>Our community supports a large number of programs across the LMG and within school settings. We have participated in PSSA Soccer, Gala Days for Touch and Cricket, Swimming, Surf Fun Day, Excursions– Bathurst, Reptile Park, Water Catchment program and Murrook. School initiatives include Technology Showcases, Robo Cup, Science in the Streets, Sporting Schools and Dungog Show.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	11	9	13	14
Girls	12	15	14	12

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.2	97.8	88.3	92.1
1	86.9	95	85.4	89.3
2	95.7	86	96	87.2
3	92.8	96.4	83.5	93.6
4	92.5	93.9	98.1	86.7
5	71	92.2	87.3	89
6	91.8	81.7	95.7	84.5
All Years	92.1	93.4	92.2	89.8
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
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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	162,764
Revenue	579,668
Appropriation	546,775
Grants and contributions	31,442
Investment income	1,451
Expenses	-649,842
Employee related	-509,115
Operating expenses	-140,727
Surplus / deficit for the year	-70,174

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	18,709
Equity Total	36,769
Equity - Aboriginal	4,895
Equity - Socio-economic	18,647
Equity - Language	0
Equity - Disability	13,227
Base Total	470,449
Base - Per Capita	6,335
Base - Location	1,533
Base - Other	462,580
Other Total	10,779
Grand Total	536,706

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.

Parent/caregiver, student, teacher satisfaction

Glen William consistently evaluates programs and parent satisfaction across the school. A number of surveys were presented to community to share their vision and thoughts about programs implemented across the school.

The surveys reflected;

66% of families participated in the Technology Showcase Day

88% of families support fundraising for charities that the school supports

88% of families understand the importance of Naidoc Day

55% of families understand the importance of School Parliament

88% of families attend 3 way conferences

66% of families attend PBL assemblies

44% of families attend P&C meetings

Examples of Parental comments

Very interesting to see how the students have learnt to program and code with their devices;

Parliament is a good platform to develop communication in a group setting and idea sharing;

3 Way Conferences are very inclusive for families. I enjoyed watching the pride on my child's face as she shared her work folder;

I enjoy assemblies because I can see what the student's are learning and their achievements at school;

Parliament gives the children a chance to share their ideas;

I would prefer teacher and parent conferences only;

The Technology showcase told me that my child knows more about technology then I ever will;

Not sure about the benefit of conferences being 3 way;

It was interesting to see the students working with robots and how they program them;

It is important to have an open communication flow between teachers and parents to understand issues early;

I understand the importance of Naidoc day, but don't understand why there seems to be so much focus on the Aboriginal Culture at other times

Examples of Teachers Comments

External Validation is a rigorous process and provided positive feedback regarding programs and processes at Glen William;

Restorative Justice programs have provided personal affirmation that I already implement the strategies in my daily behavioural management;

Our staff is well supported by community and our students have every opportunity to explore, create and become active learners in our community.

Examples of Student Comments

I like learning about being respectful and being good;

Mindfulness helps me relax;

PBL teaches me about values;

I like being able to rest my body in Mindfulness and PBL makes me feel happy about the rules and it helps me feel safe;
Mindfulness calms my body down;
I like our school because it's not noisy and you can learn easier





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.

Glen William Public School is committed to improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students. In 2019 numerous programs were implemented to support students in their education and build an understanding of their culture.

Throughout 2019, our students/ families participated in;

- Murrook excursion
- Naidoc Day
- PLP meetings to support the personalised learning plans for students;
- Acknowledgement of Country

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.

