

Glenroi Heights Public School

2019 Annual Report



4020

Introduction

The Annual Report for 2019 is provided to the community of Glenroi Heights 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

Our Annual School Report allows us the opportunity to focus our attention on the many achievements of our students, our staff and our community. It is also an opportunity for us to express our gratitude to all who have contributed to Glenroi's success over the past 12 months. It is impossible to capture and sum up a successful year of creativity, learning, growth and accomplishments but I hope that throughout this report, you get some insight into the essence of all that makes Glenroi Heights Public School a wonderful place of learning.

Firstly I would like to thank all of the staff for their commitment and dedication to teaching and learning. Teachers work their magic in classrooms, however there is a lot of behind the scenes work that they do to ensure that they create engaging lessons, provide opportunities for emotional and social learning in order to create a safe learning environment for every student. The teachers at Glenroi Heights PS have the amazing ability to make this look seamless. Thank you for all the work you do to support our students to achieve their personal best. I appreciate, as I am sure you all do, the work that the staff undertakes. I thank them for moving forward and their willingness to embrace new learning and ideas. My gratitude also goes to our great support staff – our office staff, our School Learning Support Officers, our GA and our specialist support staff. You work so hard to support our students and our staff – you really go above and beyond. You are an integral part of our school and care for our staff, students and community in a unique and special way. Thank you for the care, co-operation and commitment you provide to all of us. We couldn't do it without you. My sincere thanks and appreciation to each and every one of you.

Glenroi Heights Public School can be as good as it is because of the support from our parents and community who are actively involved in so many ways. Thank you to all our volunteers. To all of our parent readers; helpers at sporting carnivals and parents and friends who support our weekly assemblies and fundraising activities. Your support and encouragement helps our students build stronger ties with the community. There is a saying that it takes a village to raise a child. I really believe that is the case here at Glenroi Heights PS. We all work together to create as many opportunities for our students to grow and learn and make connections to our school, community and our country.

To the families leaving our school this year I would take this opportunity to wish you all well. I thank you for supporting your children and the school and I wish you every success and happiness in the future. We have a number of staff members who are leaving us this year. Mrs Liz Simpson is moving to Molong Central School as Assistant Principal. Mrs Ann Hodgins is retiring after 40 years of service to Public Education. Mrs Paige Palmer is leaving us to have her baby. Thank you for your contribution and dedication to our students and our community. I wish you well in your future adventures.

Finally, I would like to thank our students. You are the reason the teachers love working here and your parents and community want to volunteer to help you. I love watching you learn and grow. I love watching you play and share. I love watching you work together to create amazing things. I believe in each and every one of you and I know our future is in strong hands. I want you to dream big!

Elizabeth Beasley

Principal

Message from the students

Each year the school captains reflect on their time at Glenroi Heights Public School at our end of year presentation.

Our whole school life has meant a lot to us. We are so grateful for all the opportunities we have had. The adventures we have had here have been amazing, from kindergarten all the way to Year 6. It has been an unbelievable ride.

We would like to thank Miss Tyerman, Mr Sutton, Mrs Greatbatch, Miss Davis, Mr Mills, Mrs Stevens and Mrs Kilby and so many more people for the best experiences and the amazing learning and guidance we have had at Glenroi Heights.

Our time here has almost come to an end but we will always remember the wonderful experiences we have had here. To our Year 6 classmates, it has been an amazing journey. Thank you for your support and for the memories and good luck in high school.

Being school captains has meant the world to us. We will make every single one of you proud as the years go by. Being school captains has allowed us to develop our skills in public speaking, gain more responsibilities in the classroom and on the playground and to grow in confidence. We have tried our best to be positive role models to all students and will continue to do so as we go onto high school.

To the leaders of 2020 we wish you all the best. Our advice is simple. Get involved in as many activities as possible. Be positive, be courageous, be strong and smart. Have an open mind and listen to everyone. Being a leader is not always easy but it is rewarding.

Thank you again for the opportunity to be your captains. It is now time for us to start the next chapter in our education journey. We hope you have a safe and happy holiday. Thank you. Emma Manning and Jayde Taylor



School background

School vision statement

At Glenroi Heights Public School we provide a supportive learning environment students feel happy, proud and love learning. We encourage students to grow and succeed and be inclusive of everyone. We strive to create confident, capable learners.

Goals:

1. Every student is known, valued and cared for.
2. Every student, teacher and leader improves every year
3. Every student is a strong, smart and proud learner.
4. Students, teachers and community have a strong cultural connections

School context

Glenroi Heights Public School is situated in the city of Orange, NSW. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. The school population fluctuates between 220 and 250 students, 50% identify as Aboriginal. We have nine mainstream classes and seven classes to support students with special needs. We work hard to provide an integrated setting for all students and we promote quality teaching and learning across all key learning areas. The school culture is built on the values of Respect, Responsibility, Cooperation and Safety.

We work hard to ensure our community is connected to all aspects of school life. We work closely with government agencies in a strength-base approach to support our families. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a Live Better Pre School and a strong transition to school program.

We are recognised for excellence in student wellbeing, our Stronger Smarter philosophy and cultural education, our support structures and research based practices.

Glenroi Heights Public School is an integral part of the Sparke Learning Community of schools who work and plan together to deliver a diverse range of activities and practices to support students and staff.



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

Confident Capable Learners

Purpose

To develop a learning culture that promotes a shared responsibility for continuous improvement, evaluation and feedback of classroom practice to create confident, capable learners.

Improvement Measures

70% of students will achieve required benchmark levels in Kinder, Year 1 and Year 2.

STEM data will show an improvement in student attitudes toward STEM from pre and post data.

80% of students know what their learning intentions are. 80% of students understand what persistence and grit looks like.

Processes will be established to identify targeted students and evaluate effectiveness of interventions.

Progress towards achieving improvement measures

Process 1: Professional learning

Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
All professional learning activities have been strategically linked with our whole school directions with a focus on improving student learning outcomes. All staff have participated in professional learning activities in line with our School Plan and their Performance Development Plans. Student learning outcomes have been positively impacted by professional learning activities.	\$29856 Allocation \$15,000 topped up with RAM

Process 2: Data Skills and Use

Student assessment data is used school-wide to identify student achievement and progress in order to inform effective teaching practice and future school directions.

Evaluation	Funds Expended (Resources)
Internal data is analysed to inform practice. External data sources such as PLAN2 and SCOUT data are utilised according to state guidelines. Our School Assessment Framework is implemented on a stage basis, according to the needs of the students and professional learning of staff. Collaborative planning practices use data to inform future directions for student learning. L3 reading data is used every five weeks to monitor student progress. PBL data is analysed every fortnight to support Tier 2 and 3 students and whole school target areas.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$157109.00)• Low level adjustment for disability (\$53301.00)• Quality Teaching, Successful Students (QTSS) (\$54212.00)• Socio-economic background (\$559434.00)

Process 3: Effective Feedback

Effective feedback that focuses on improving tasks, processes and student self-regulation is embedded into teaching practice.

Evaluation	Funds Expended (Resources)
Feedback continues to be an area we will develop. We have initiated feedback in different settings including L3 literacy activities, STEM and Maths	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful

Progress towards achieving improvement measures

Pathways as well as in the Performance Development Plan process. We will move into Quality Teaching Rounds in 2020 to further enhance teacher feedback. We will continue to seek student feedback to ensure student voice is incorporated in school planning.

Students (QTSS) (\$54212.00)

- Low level adjustment for disability (\$53301.00)
- Aboriginal background loading (\$157109.00)
- Socio-economic background (\$599434.00)



Strategic Direction 2

Building Belonging Becoming

Purpose

To actively connect our school community to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Improvement Measures

Sentral wellbeing data including suspension, negative incident, attendance and reflection room.

Tell Them From Me survey data

100% PLP completion

Implementation of whole school strategies from Bridges out of Poverty, Trauma Informed Practice and Second Steps Social Skills PL.

Progress towards achieving improvement measures

Process 1: A planned approach to wellbeing

The school will continue to implement and refine evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<p>Our approach to wellbeing is well structured and planned and has processes and procedures embedded to ensure wellbeing for staff and students is addressed effectively. A Learning and Support Team consisting of a larger number of team members from across the school has been established and information from the meeting is followed up with referring teachers. These processes will continue to be refined in 2020. The PBL team is extremely effective and has strong processes and practices embedded. The team has reviewed our whole school teaching matrix and in consultation with all staff. Staff have also effectively collaborated to develop our positive acknowledgement system to better reinforce expected behaviours. In 2020, our new systems will be introduced.</p> <p>We will continue to employ the services of the school psychologist once a week, with a view to increasing to twice a week. We will also increase our speech therapy services from one day to two days per week.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$157109.00)• Socio-economic background (\$559434.00)

Process 2: Caring for Students

Staff nurture professional relationships with students, which are safe respectful and supportive and helps students to reach their full potential.

Evaluation	Funds Expended (Resources)
<p>Breakfast Club has assisted students who are habitually late to school to be on time and in class ready to learn at 9.00 am. We developed a Transition Action Plan which will be actioned in 2020 to ensure successful and positive transition to high school. We will continue to review and evaluate this plan in 2020. All students have a PLP/IEP and we had at least 85% of parents involved in this process. Our volunteer program has grown and we now have regular and consistent community volunteers supporting our students. We will continue to focus on growing this during 2020.</p> <p>Second Steps Social Skills program was implemented in Term 4 to allow teachers to familiarise themselves with the program, ready for full</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$559434.00)• Aboriginal background loading (\$157109.00)• Low level adjustment for disability (\$53301.00)

Progress towards achieving improvement measures

implementation in 2020. A new playground structure was introduced and has reduced negative playground incidents by over 60%. Implementing structured activities on the playground has led to an increase in social skills development and the ability for students to work through conflict in a positive way.

We have community agencies working closely with our school, DotPoint (Centacare) has successfully run a homework club each Thursday this year. They have also increased the number of parent helpers at the club, ensuring stronger connections with students and their families.



Strategic Direction 3

Connected Caring Community

Purpose

To create a school environment that encourages community involvement and develops authentic opportunities to engage community in the learning journey of their children.

Improvement Measures

Increase the number of parents volunteering at the school.

Increase the number of parents attending assemblies and celebrations.

Front entrance of the school upgraded – security, parent seating and table areas for use by parent and students

Breakfast club established.

School brand is improved to ensure more positive attitude towards our school.

Progress towards achieving improvement measures

Process 1: Educational Leadership

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

Evaluation	Funds Expended (Resources)
Our community engagement strategy has been extremely successful. We have seen an increase in the number of parent volunteers at the school as well as an increase in parent involvement in Yarn Ups and surveys. The learnscape project has enabled us to establish inclusive and welcoming spaces for our parents and community. We provided pop up agency stalls to our families throughout the year to support the specific needs of our community. Our Schools as Community Centre (SaCC) has been successful in developing strong relationships with our new kindergarten parents, three of which have taken up numerous volunteer activities in our school. Facebook has shown an increase in engagement numbers and posts reaching a large number of people. Revamp of the student leadership model was attempted but not successful. Our Sista Speak program has been very successful and we are looking forward to utilising this as part of our transition process in 2020 where previous participants come back to the school to ensure strong connection are made. Our student community are involved in making decisions around school issues. We have completed Stage 1 of our playground revamp.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$559434.00)• Aboriginal background loading (\$157109.00)



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$157 109.00) 	<p>Collaborative planning has been very successful across the school. Staff are upskilled in collaborative practices that ensure syllabus outcomes are being addressed with a focus on assessment of student growth. We will continue these processes into 2020 and will include support teachers with relevant stage groups. Utilising our Aboriginal Education Officer in Stage 2 has supported student learning with small group support. Our AEO has also supported community initiatives including pop up agency stalls at school; working with families around attendance and wellbeing. Tell Them From Me data indicates that 87% of Aboriginal students feel good about their culture. 66% of students believe their teachers understand their culture and 53% of students expect to go to University. Verto is running the Sista Speak Program and all of our Stage 3 girls are involved. We currently have 9 students participating in the Designing Futures program with the Aboriginal Lands Council. As a result of these programs, 60% of our Stage 3 students are developing stronger relationships with their peers, culture and older students.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$53 301.00) 	<p>The integrated learning model has been successful in Stage 3. 80% of our students in support classes are accessing mainstream curriculum and all students are participating in rich learning tasks in mathematics. Students in these support settings are working with a wider range of students, providing them with opportunities for positive social experiences as well as individualised learning. As a result there is a higher level of engagement with learning activities. Analysis of negative incident data in class time for the same time in 2018 and 2019 demonstrates a marked decrease in negative incidents for a sample of students in our Stage 3 support class. A transition team was established and consists of members from Glenroi Heights, Canobolas Rural Technology High School, Verto and Centacare. The diversity of the team allows us to utilise outside agencies to provide an additional layer of support to our students. The impact of this team has led to the development of a shared information process and we are currently working on a dedicated yearly timeline for transition that will be consistent and sustainable.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$54 212.00) 	<p>The Performance and Development Framework process was enhanced to include 'growth coaching' questions to prompt staff to evaluate and reflect on their practice and develop goals to support their professional growth. All teaching staff engaged with the new process and found it beneficial. Teaching and learning was positively impacted by this process as it allowed for increased reflection of practice.</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$559 434.00) 	Tell them From Me data indicate that our students reported positive student engagement factors including quality instruction; positive teacher student relation and high expectations for success. 86% of students surveyed believed that schooling is useful and will have a strong bearing on their future. Social, academic and intervention programs were implemented to ensure every student was provided with individualised learning opportunities and support in targeted areas. The employment of a school psychologist one day per week has allowed for students with high additional needs to get support from our local health services as well as intensive small group support.
Support for beginning teachers	\$14,130	Our beginning teacher was well supported with additional instructional leadership coaching and mentoring. Funding was used to provide additional individual collaborative planning time as well as team collaborative planning. Professional learning was provided to support the development of explicit literacy and numeracy teaching practices.
Positive Behaviour for Learning	\$4000	The team has reviewed our whole school teaching matrix and in consultation with staff have revised, renewed and delivered to the whole school. Staff have also effectively collaborated to develop our positive acknowledgement system to better reinforce expected behaviours. In 2020, our new systems will be introduced in entirety.
Schools as Community Centre	\$95,486 Staffing	As a result of the initiatives of SaCC we have been able to engage more effectively with our community which has seen an increase in positive relationships with families and the wider community including schools and outside agencies. As a result of the work of SACC we have an increase in the number of strong family connections with parents who have students entering Kindergarten in 2020.
Early Action for Success	\$130,603 Staffing (EAFs allocation) \$30,000 Staffing (RAM equity funding)	As part of EaFS, nine teachers were trained in Language, Learning and Literacy (L3) throughout the year. As a result of L3 implementation student reading and writing results have shown significant improvement K-2. In 2020, staff will continue implementing L3 as well as focussing on further improving numeracy instruction.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	105	112	122	118
Girls	107	97	103	114

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.3	89.4	88.2	87
1	91.4	84.6	84.5	86.9
2	90.9	90.1	83.4	85.9
3	89.9	85.9	87.2	86.8
4	90.7	89.4	86.9	90.4
5	90	82.9	87	87.5
6	86.9	92.5	88.1	82.6
All Years	90.2	87.8	86.4	86.9
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

Our school attendance team have established processes to analyse and collate data fortnightly at a formal attendance meeting which includes the Principal and Home School Liaison Officer. Data is collated based on school and state-wide expectations. This structure identifies students that are an attendance concern or have patterns of non-attendance. Targeted strategies include regular correspondence through phone calls, letters and personalised attendance plans. Processes have been developed by the attendance team that involve a flow chart of teacher, executive, Aboriginal Education Officer and Home School Liaison Officer intervention procedures. Personalised Attendance Plans are created in consultation with classroom teachers and utilised for students with high non-attendance rates or those at risk of low attendance.

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	9.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	517,699
Revenue	4,889,757
Appropriation	4,830,221
Sale of Goods and Services	8,215
Grants and contributions	49,281
Investment income	2,041
Expenses	-4,914,788
Employee related	-4,286,612
Operating expenses	-628,176
Surplus / deficit for the year	-25,030

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	1,349,853
Equity Total	987,821
Equity - Aboriginal	225,684
Equity - Socio-economic	591,449
Equity - Language	0
Equity - Disability	170,689
Base Total	1,714,622
Base - Per Capita	61,471
Base - Location	2,082
Base - Other	1,651,069
Other Total	682,702
Grand Total	4,734,999

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

The Tell Them From Me Survey was completed by all students in Years 4, 5 and 6. The data indicates students feel a strong sense of learning including understanding the relevance and importance of learning time. Students reported that they had a high level of positive student teacher relations and felt they had someone at school who they felt supported them. 58% of students participated in extra-curricular activities. While 86% of our students believe that school is useful and will impact on their future.

In regard to our Aboriginal students Tell Them From Me (TTFM) survey results show that 87% of our Aboriginal students agreed and strongly agreed that they felt good about their culture. 66% of our Aboriginal students agreed and strongly agreed that teachers understood their culture. 53% of our Aboriginal students reported that they expect to go to university.

After consultation with staff, Release Face to Face (RFF) was modified in 2019. The model was changed to stages receiving one day of RFF per fortnight. Further staff surveys were conducted later in the year with over 90% of staff enjoying the current model of RFF. Further modifications will be made in 2020 to align with what staff need and want.

Student surveys were also conducted to see how the students enjoyed the RFF day. ES1 students especially liked the opportunity to visit the library and borrow books. Stage 1 enjoyed doing different activities outside of their regular classroom. In Stage 2 one child said "That it's exciting and we are learning new things". Whilst in Stage 3 a number of students noted that they liked getting to know new teachers and learning from them. It was overwhelming that across the whole school all students thoroughly enjoyed the science and the hands on activities associated with it.



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.

Glenroi Heights Public School values Aboriginal education. We embed the Stronger Smarter philosophy and learning framework into every aspect of school life. Sharren Horton is employed as our Aboriginal Education Officer and works hard to support our students and our community. All students participate in Stronger Smarter cultural learning which supports them in gaining a better understanding of their identities, relationships and leadership skills. This year, the Stronger Smarter program was linked to History and Geography outcomes to allow for a strengthened Indigenous perspective. Students in Stage 2 and 3 are selected weekly for the Yindyamarra program, which encourages leadership, team work and high expectations of all students. In 2019, Stage 2 and 3 students were a part of the Gugaa and Garru Traditional Indigenous dance groups. These dance groups celebrate the many totems and language groups that connect on Wiradjuri land. Community performances at local schools and events have assisted in the development of stronger links between our community and Glenroi Heights Public School. To support our primary students in the transition to high school, we have implemented the Sista Speak program and Break Kids program with Canobolas Rural Technology High School.

Glenroi Heights Public School recognises the importance of all students gaining an appreciation of Aboriginal history and culture, and an understanding of contemporary Aboriginal Australia. By hosting school celebrations for Reconciliation Week, Harmony Day, National Aboriginal and Torres Strait Islander Children's Day and NAIDOC week, our students and community value the richness of Aboriginal culture in our school. These events strengthened our relationship with the Elder's Group, who are supportive of our cultural events and attended the Grandparent's High Tea. All teachers participate in Stronger Smarter staff meetings, which promote the importance of Aboriginal education and improved learning outcomes for all students.

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.

