

Glenwood Public School

2019 Annual Report



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Introduction

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

Jay McInney

Principal

School background

School vision statement

Engaged learners working together

School context

Set in spacious grounds in the south west of Sydney, Glenwood Public School currently has an enrolment of 250 students, including 60% from non-English speaking backgrounds. Our future focussed school enjoys a remarkable level of commitment from community, staff and students. They engage in tasks as a team in which each has a voice, which creates an atmosphere of confidence, positive well-being and achievement. Innovative programs embrace our local community. Sing Out Loud Together and the community garden bring our students into partnership with the local aged care facility residents. Award-winning dance, sporting, film and drama programs are among the many where our students have distinguished themselves. Positive Behaviour for Learning supports student wellbeing across the school. Professional development opportunities are broad, with teachers and executive working together regularly to highlight new and best practices. Links and connections with other schools and businesses are local, national and international, including working with Agile Schools and being selected as a Bright Spot School by Social Ventures Australia.

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

Successful, empowered, engaged learners

Purpose

Students effectively develop their knowledge, understanding and skills. through a school curriculum that delivers high quality differentiated learning. Initiative, self-confidence and resilience in students is developed through innovative, future focused teaching and learning programs.

Improvement Measures

School data shows a refined whole school approach to wellbeing and engagement.

Increased proportion of students achieving expected growth in literacy and numeracy.

Teacher programs include general capabilities.

Progress towards achieving improvement measures

Process 1: Future Focused Project

Evaluation	Funds Expended (Resources)
<p>STEM has continued to grow within the school along with partnerships throughout the community. Technology is well maintained and access is available for students and teachers more consistently.</p> <p>The library continues to be a hub for future-focused learning with steps taken to professionally develop staff and students. Staff completed professional learning around the Science syllabus and the distribution of technology resources have begun with staff taking ownership of Science and Technology throughout the school.</p> <p>Grandbuddy STEM had a high level of impact for all stakeholders including students, residents, staff and their families. Recognition of the project included;</p> <ul style="list-style-type: none">• STEM team selected to present the testimonial on behalf of participants during the STEM Academy graduation ceremony.• STEM team invited to present at STEM Academy 2019 training.• Glenwood presented Grandbuddy STEM project to staff training conference at Whiddon, featuring student presenters.• STEM team presented at SVA Adelaide 2019.• Awarded Executive Directors award 2019.• Finalist in NSW Premier's Awards 2019. <p>4/5K STEM project on sustainability was completed in 2019 with part of the funding donated from The Whiddon Group after a successful student presentation. Two further future focused projects were successfully completed with Whiddon. How can we keep a story alive? 5/6G and 5/6B. We have had over ten unique projects with The Whiddon Group.</p> <p>To further expand the future focused within the school environment Stage 2 was introduced to design thinking. Stage 1 introduced STEM activities through mini activities with a focus on group work and a growth mindset. See Saw was also successfully trialled within 12R and with the support of parents/caregivers.</p> <p>Student leadership code club in Scratch and Ozobots at lunchtime was implemented in 2019.</p>	

Process 2: Growing Personally and Socially(GPS) Project

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

A PBL wall was created as a central place for PBL resources and information for teachers, and it displayed the weekly focus rule. Teachers could access copies of behaviour reporting forms, flowcharts for responding to behaviour, parrot slips, the expectations matrix and yearly scope and sequence. The PBL wall was also used as a central place for teachers to put assembly awards and indicate which students needed wristbands at the upcoming assembly.

A school-wide positive student reward system was implemented from Term 2. Charts are displayed in each classroom, around the school and were shared with the community to ensure the award process was clear and explicit for students, staff and the community. The new reward system was successfully implemented with 35 students reaching the Admiral Badge level by the end of the year.

In Term 3, all staff participated in professional development on classroom systems, Positive Behaviour for Learning, Autism, staff well-being, Individual Education Plans and trauma. This was in response to the identification of many students across the school whose behaviour was affected by autism and trauma, to provide staff with knowledge and strategies to best support these students needs.

Reflection on school-wide social skills program occurred in 2019.

Process 3: Numeracy Project

Evaluation	Funds Expended (Resources)
<p>All staff teachers collaborated across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p> <p>TEAM Time occurred weekly to support inquiry learning. The school used an embedded and explicit system that facilitate professional dialogue and collaboration. The school has a professional learning community which is focused on continuous improvement of teaching and learning.</p> <p>Formative and summative assessments created opportunities for students to receive feedback on their learning. The school analysed summative assessment data to identify the learning progress of individual students and student cohorts. The collection of SENA data will be used to create a numeracy data wall in 2020 to identify student learning and validate formative assessment practices.</p> <p>NAPLAN data was analysed by the leadership team and a focus of numeracy was identified for 2020.</p> <p>Teacher reflections and new co-created peer observation proforma showed classroom observation enabled the modelling of effective practice and the provision of specific and timely feedback between teachers. This drove ongoing, schoolwide improvement in teaching practice and student results.</p> <p>Professional learning was focused on Literacy Progressions with Numeracy Progressions being a focus in 2020.</p>	

Process 4: Literacy Project

Evaluation	Funds Expended (Resources)
<p>All staff teachers collaborated across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based</p>	

Progress towards achieving improvement measures

programs and lessons, which meet the needs of all students.

TEAM Time occurred weekly to support inquiry learning. The school used an embedded and explicit system that facilitate professional dialogue and collaboration. The school has a professional learning community which is focused on continuous improvement of teaching and learning.

Formative and summative assessments created opportunities for students to receive feedback on their learning. The school analysed summative assessment data to identify the learning progress of individual students and student cohorts. The creation of a reading data wall was used throughout 2019 to identify student learning and validate formative assessment practices.

Teacher reflections and a newly co-created peer observation proforma showed classroom observation enabled the modelling of effective practice and the provision of specific and timely feedback between teachers. This drove ongoing, schoolwide improvement in teaching practice and student results.

Professional learning was implemented on Literacy Progressions and a range of identified areas of need through data, Professional Development Plans and TEAM Time discussions.

School-wide professional learning on 'SMART' spelling utilised with a trial of the approach implemented throughout 2019.

The Deputy Principal Instructional Leader (DPIL) guided TEAM Time, observations, professional learning and the creation of data walls within the school. The Deputy Principal Instructional Leader comprehensively analysed student progress and achievement data for insights into student learning and discussed results with the whole staff. All teachers contributed to gathering and analysing data. The DPIL provided formal mentoring or coaching to improve teaching and develop aspiring leaders

Next Steps

In our Literacy & Numeracy projects, we will complete a 'SMART' spelling policy and implement a full year of the new policy in 2020. We will review our grammar and punctuation scope and sequences to align with a spelling. Numeracy will be a focus on the creation of a whole school data wall to drive professional learning discussions. We will research and experiment with Number Talks across K-6. We will also continue our professional learning on data.

In our Growing Personally and Socially project, we will display permanent rule signs on the playground. We will review and update the data collection system for our positive rewards. Each classroom will create classroom rules that align with our professional learning from 2019. Social skills lessons will be a focus in 2020 utilising the 'Bounce Back' program.

In our Future Focus project, we will continue with staff developed on the new Science and Technology syllabus with links to our current STEM programs. Our relationship with the nursing home will continue with both a STEM and relationship focus. We will utilise the expertise within the school to buddy up teachers and expand technical knowledge and skills. The library will continue as a technology hub for the school.

Strategic Direction 2

Dynamic, high performing staff in a collaborative culture

Purpose

In order to improve student outcomes, staff need to engage in best practice that involves utilising current pedagogy and research. Teachers will build professional learning networks that promote collegial dialogue and reflective practices through the achievement of personal and collegial professional goals.

Improvement Measures

The school has moved from evolving to embedded on the Professional Learning Community Maturity Matrix.

There is an increase in collaborative learning goals across teachers Professional Development Plans.

Increased proportion of teachers identify a collaborative environment related to the Tell Them From Me Survey.

Progress towards achieving improvement measures

Process 1: Social Venture Australia Project

Evaluation	Funds Expended (Resources)
<p>In our three year partnership with Social Ventures Australia, the school has seen improvements, including a set time allocated for collaboration, has been budgeted and structured to ensure Professional Learning Communities (PLCs) are a focus across the school.</p> <p>The training and mentoring of new staff and leadership occurred in 2019 around the inquiry-based learning and staff collaboration. The Deputy Principal Instructional Leader role has ensured the inquiry-based learning process is understood and used effectively within the school and by school leaders to impact teaching and learning across K-6.</p> <p>Staff are using a variety of data with confidence when discussing individuals and groups both within their classroom and across the stage. This is due to a focus on professional development and across school collection structures being used throughout 2018 and 2019.</p> <p>A strong focus on structuring observational and reflective practices has led to a co-created observation proforma and a move in teacher's perceptions of collaboration and Professional Learning Communities.</p> <p>Awarded Executive Directors award 2019.</p> <p>Finalist in NSW Premier's Awards 2019.</p>	

Process 2: Professional Development Project

Evaluation	Funds Expended (Resources)
<p>Whole-school professional learning on spelling identified as a need through data and reflections. Online learning and resources utilised throughout 2019 within a school-based trial. Learning Sprints improvement data and formative assessment show the trial of 'SMART' spelling approach was successful across the school.</p> <p>Individual Education Plans were created for autistic students or students with autistic tendencies. These were supported by whole-school professional learning on Autism. This learning was based on a common Professional Development Plan (PDP) goal identified across the school based on building awareness of strategies and techniques to use within the mainstream</p>	

Progress towards achieving improvement measures

classroom.

School Learning and Support Officers (SLSO) involved in professional learning on 'SMART' spelling and reading to support targeted reading program. The SLSO team was awarded a Directors Award 2019 for their support of students at Glenwood Public School.

Mentoring and coaching conversations held around Professional Development Plans. Staff were encouraged to have (SMART) goals—Specific, Measureable, Achievable, Results—driven and Time—bound. The whole school, stage and personal goals were discussed and links for staff and professional learning agenda guided by goals across the school.

Next Steps

Our Social Venture Australia project has completed but we will continue with the programs and structures that have successfully been put into places over the past three years.

In our Professional Development project, we will continue to extend our collaboration and meeting teachers at point of need. A focus on individualized learning throughout 2020 to complement the successful collaborative professional learning that is occurring. A strong focus on building leadership capacity with the creation of Key Learning Area teams to build staff ability to plan, budget and resource explicit professional learning across the school.

Strategic Direction 3

Strong, positive, respectful partnerships

Purpose

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Embrace social media and other networks to promote our culture of high expectations and community engagement.

Improvement Measures

Increased parental participation in school events

Increase in parents accessing school information across various platforms (Skoolbag, website, Twitter).

Progress towards achieving improvement measures

Process 1: Project Welcome

Evaluation	Funds Expended (Resources)
<p>Project Welcome is an initiative established to increase community involvement in the school. Upon reflecting on our outcomes of Project Welcome in 2018, this year, the team aimed to trial connecting student parents and guardians and other community stakeholders to the school via different methods.</p> <p>In Term 1, Teachers connected with Bunnings Crossroads with the aims of forming a professional relationship with a local community stakeholder. By deciding to go beyond the school gates for Project Welcome and assist Bunnings in running a weekend sausage sizzle, we were able to form a relationship with multiple Bunning's staff members who have come to the school in help in other areas.</p> <p>Since the middle of Term 1, K–2 teachers have had several parent and guardian volunteers come to their classrooms on Tuesday and Wednesday to help with guided reading activities. These parents and guardians approached the teachers and asked to volunteer in their child's classroom. The parent and guardian volunteers supported learning in the classroom throughout the year.</p> <p>There has been a variety of whole school events throughout the year organised by various staff members. All the events were established to welcome student's parents and guardians to the school. At these events teaching staff were able to connect with many parents and guardians. By hosting events such as The Mother's Day Morning Tea, Donuts with Dads and Meet the Teacher we hope that the community can understand that they are welcome to come to the school and become more involved in their child's learning.</p> <p>In Term 3, parents and guardians of students in 1/2R were involved in a trial of connecting to the classroom using Seesaw Family. By using Seesaw Family, parents and guardians have meaningful and real-time connections to the teacher and their child learning in the classroom. There are 21 out of 22 families connected to the Seesaw Family. Since establishing this connection, it has been observed that parents and guardians are more engaged in what their child is doing at school than when Class Dojo was being used.</p>	

Process 2: #connectionsproject

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Parents and caregivers of students are given the opportunity to engage with the school through a range of social media outlets such as Dojo, SeeSaw, Facebook, Twitter and Skoolbag.

School information and all notes can be viewed on Skoolbag. Reminders, information and photos from school events and classroom learning are posted regularly on Class Dojo, SeeSaw, Facebook and Twitter.

On Class Dojo and SeeSaw, Parents and caregivers can communicate with their child's teacher by commenting on posts or through messaging.

Grandbuddy STEM, which is a connection with our local retirement village, has been built over a number of years. It has had a high level of impact for all stakeholders, including students, residents, staff and their families.

Next Steps

In our #Connections project, we will continue to build on the success of the SeeSaw trial within 1/2R by bringing all of K–2 onboard with Seesaw professional learning and experiences. All social media will be kept updated with new parents informed of the many avenues to access information on Glenwood Public School.

In our Project Welcome, we will continue to try to build on parent helped with a focus on the K–2 team. New events such as a 'Teddy Bears Picnic' for K–2 students to focus on how to support students reading at home and following how school home reading program. We will also look at more Bunning events and continuing to run our many successful events from 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		A new committee was created to ensure attendance at the local AECG. These meetings were then communicated to the staff. Professional development in the 8 Ways of Learning was delivered to all staff. Release time was given to ensure all families were part of the creation of student Personalised Learning Pathways. Significant events and days were celebrated and acknowledged throughout the whole school community. Resources were purchased to support events and also teachers programming of the Aboriginal perspective for classrooms.
English language proficiency		Employment of an EAL/D teacher to work with teachers and students to ensure all students requiring adjustments and accommodations are catered for within the school. Resources and professional learning was utilised throughout 2019 to support classroom teaching of EAL/D students.
Low level adjustment for disability		Learning Support Team continued to meet regularly to ensure teacher are supported to cater to make adjustments and accommodations within their classrooms. School Learning and Support Officers (SLSOs) are given professional developed along with teachers in Autism, reading and spelling skills and strategies. A targeted reading program ran by the SLSOs throughout K–6.
Quality Teaching, Successful Students (QTSS)		This funding is utilised to ensure executive and teachers are able to work collaboratively each week in TEAM Time. This allows stages to use an inquiry-based method of professional learning to upskill in focus areas and impact student outcomes.
Socio-economic background		A Deputy Principal Instructional Leader (DPIL) guided TEAM Time, observations, professional learning and the creation of data walls within the school. The Deputy Principal Instructional Leader comprehensively analysed student progress and achievement data for insights into student learning and discussed results with the whole staff. All teachers contributed to gathering and analysing data. The DPIL provided formal mentoring or coaching to improve teaching and develop aspiring leaders.
Support for beginning teachers		Early-career teachers were provided with extensive professional and mentoring support.
Targeted student support for refugees and new arrivals		New Arrival Funding was utilised to ensure time was given to our one new arrival with the EAL/D teacher supporting with the class as well as an SLSO who was able to communicate with the arrival. The classroom teacher was also supported to ensure the student receives support within the classroom daily.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	153	144	129	130
Girls	134	109	99	105

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.9	93.3	93.5	91
1	92.2	91.8	93.7	90.1
2	92.4	95.6	93.5	94.2
3	92.8	93.5	93.9	93
4	94.2	92.7	91.7	95.4
5	92.5	94.8	93.3	90.2
6	91.1	92	91.8	91.7
All Years	92	93.4	93	92.4
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)	7.16
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.47

*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	455,346
Revenue	2,432,717
Appropriation	2,365,119
Sale of Goods and Services	1,991
Grants and contributions	61,862
Investment income	3,545
Other revenue	200
Expenses	-2,309,022
Employee related	-2,063,772
Operating expenses	-245,250
Surplus / deficit for the year	123,694

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	36,139
Equity Total	293,439
Equity - Aboriginal	8,948
Equity - Socio-economic	38,998
Equity - Language	79,107
Equity - Disability	166,385
Base Total	1,746,211
Base - Per Capita	53,498
Base - Location	0
Base - Other	1,692,713
Other Total	147,786
Grand Total	2,223,575

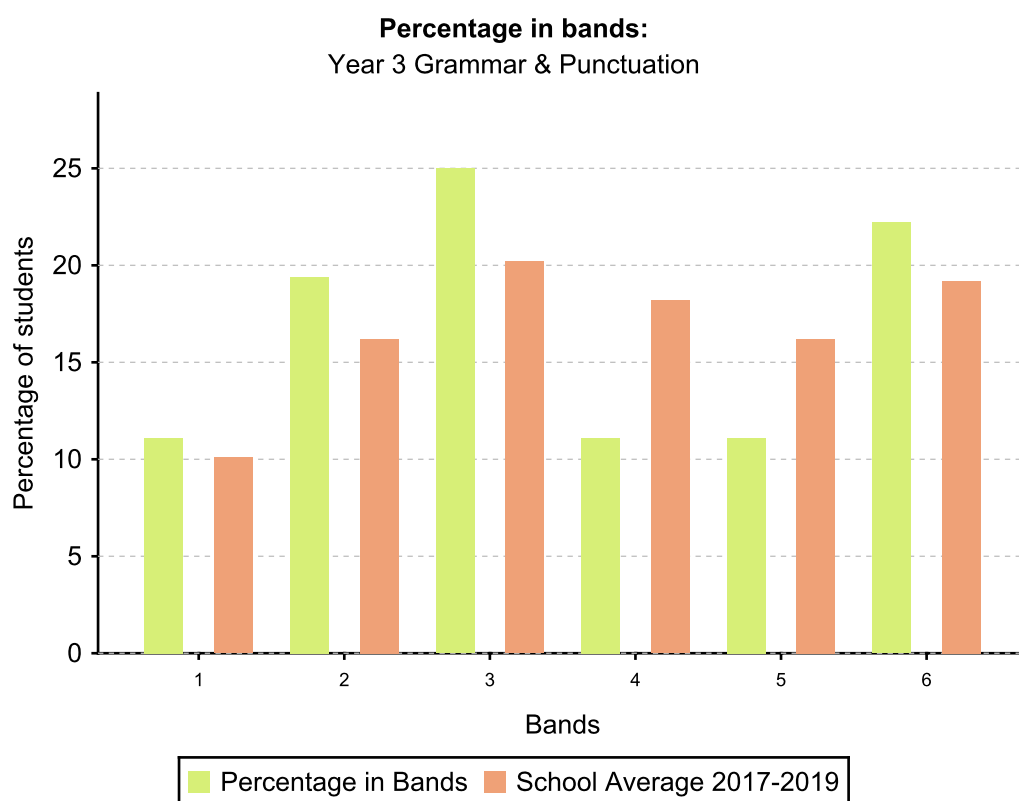
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

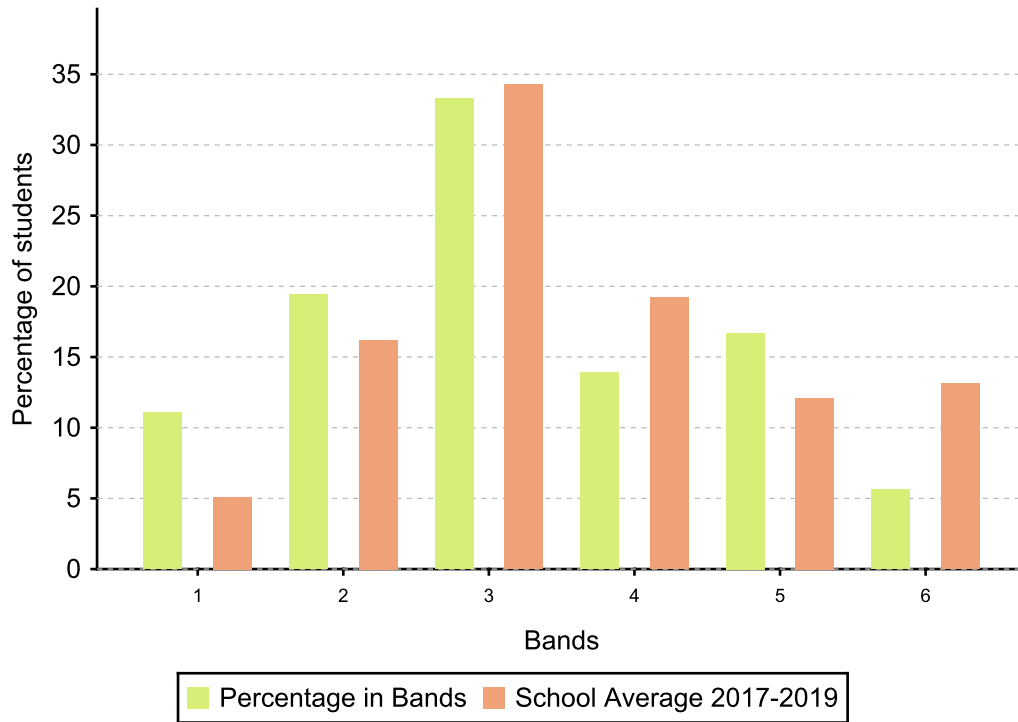
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison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



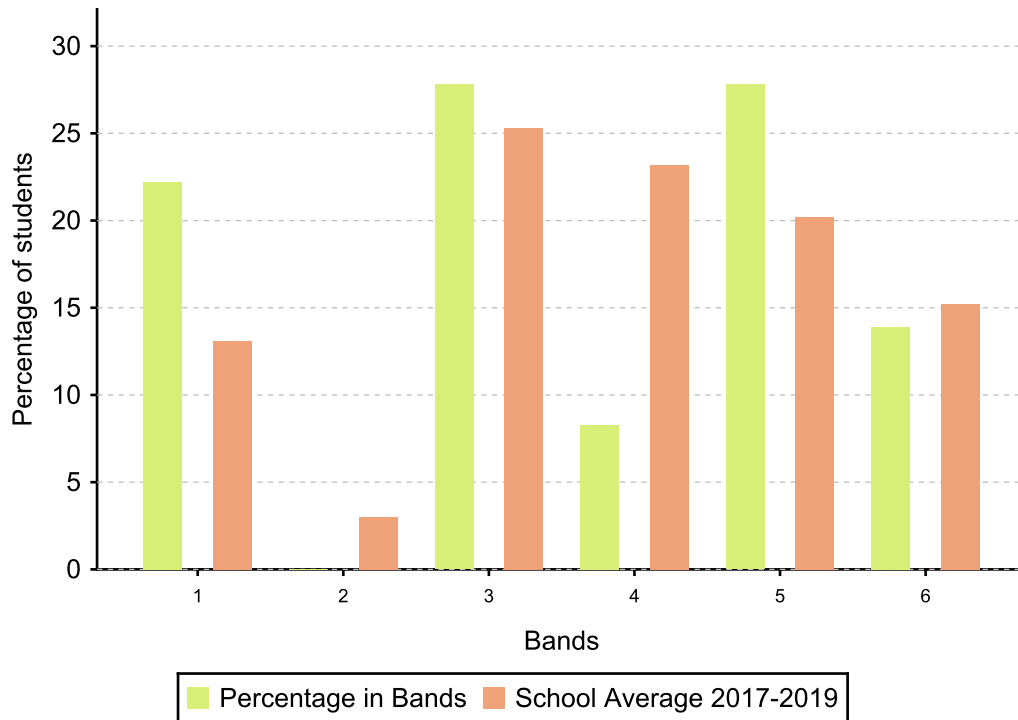
Band	1	2	3	4	5	6
Percentage of students	11.1	19.4	25.0	11.1	11.1	22.2
School avg 2017-2019	10.1	16.2	20.2	18.2	16.2	19.2

Percentage in bands:
Year 3 Reading



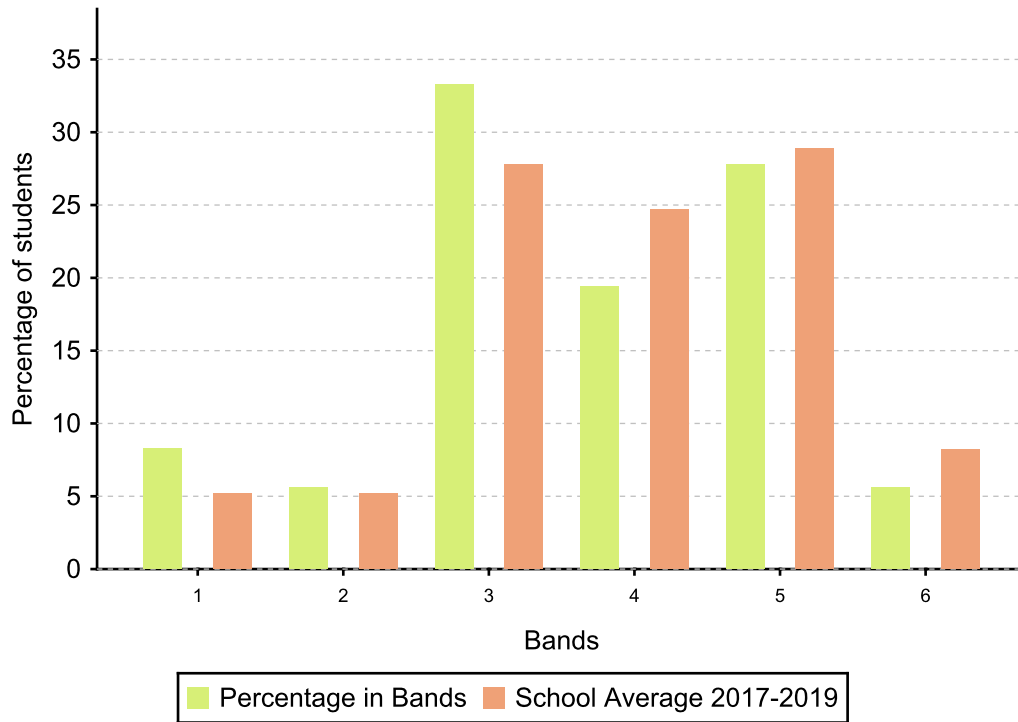
Band	1	2	3	4	5	6
Percentage of students	11.1	19.4	33.3	13.9	16.7	5.6
School avg 2017-2019	5.1	16.2	34.3	19.2	12.1	13.1

Percentage in bands:
Year 3 Spelling



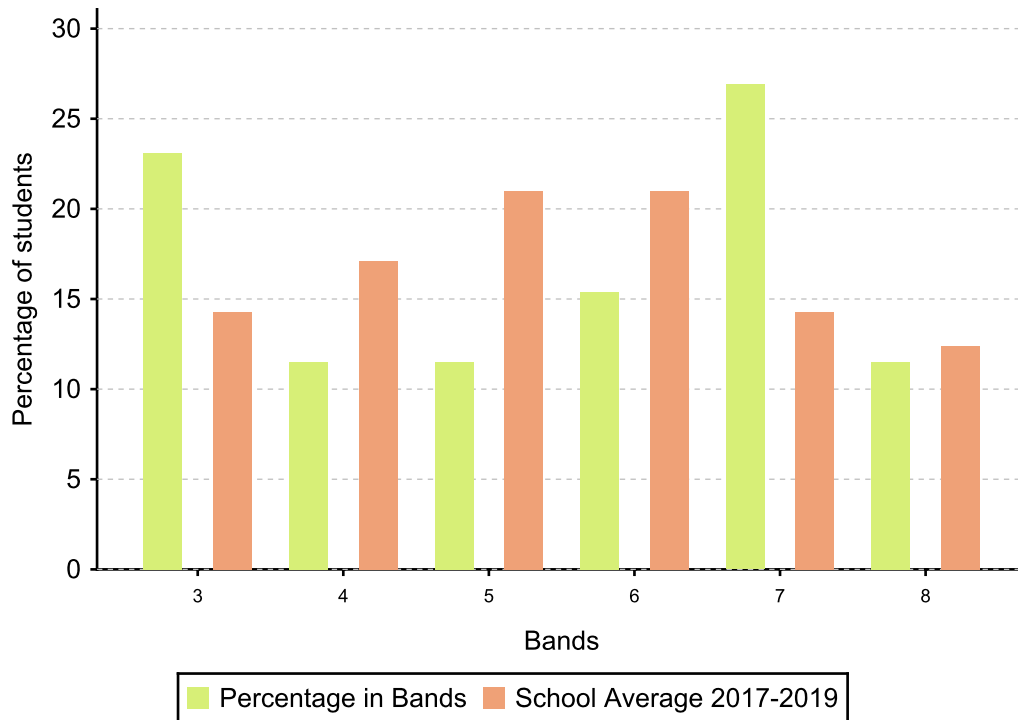
Band	1	2	3	4	5	6
Percentage of students	22.2	0.0	27.8	8.3	27.8	13.9
School avg 2017-2019	13.1	3	25.3	23.2	20.2	15.2

Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	8.3	5.6	33.3	19.4	27.8	5.6
School avg 2017-2019	5.2	5.2	27.8	24.7	28.9	8.2

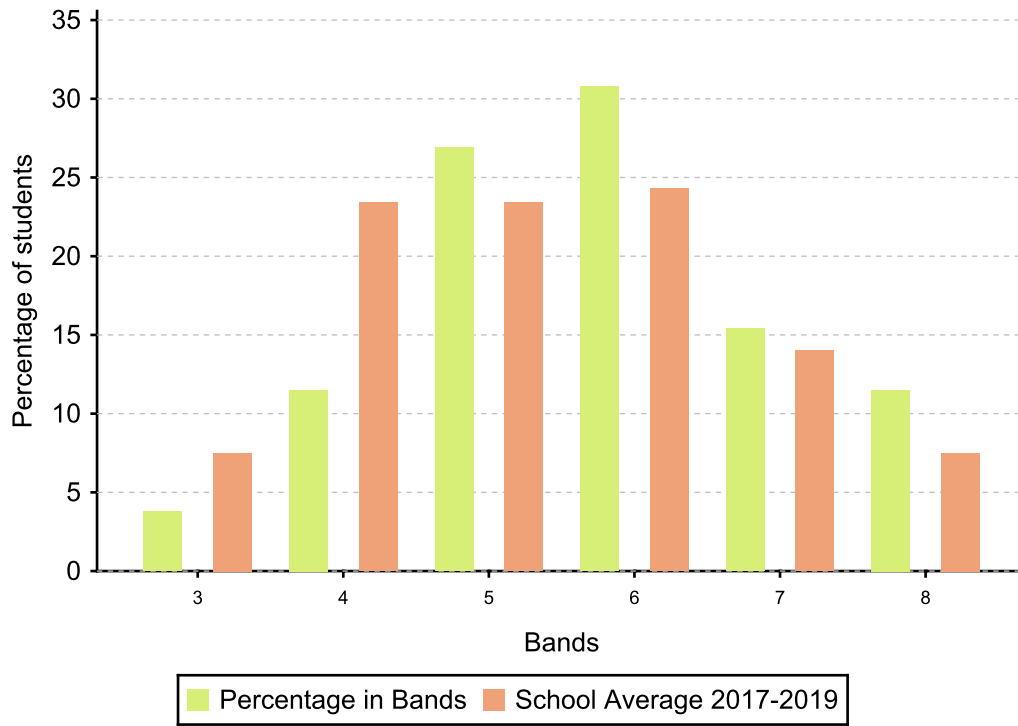
Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	23.1	11.5	11.5	15.4	26.9	11.5
School avg 2017-2019	14.3	17.1	21	21	14.3	12.4

Percentage in bands:

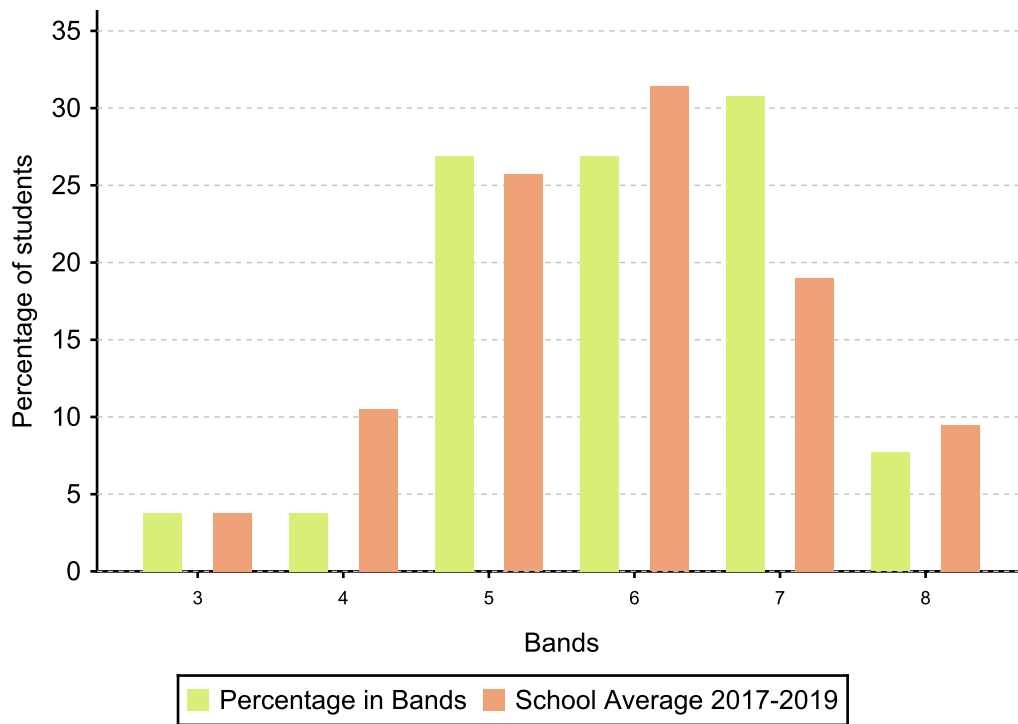
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	3.8	11.5	26.9	30.8	15.4	11.5
School avg 2017-2019	7.5	23.4	23.4	24.3	14	7.5

Percentage in bands:

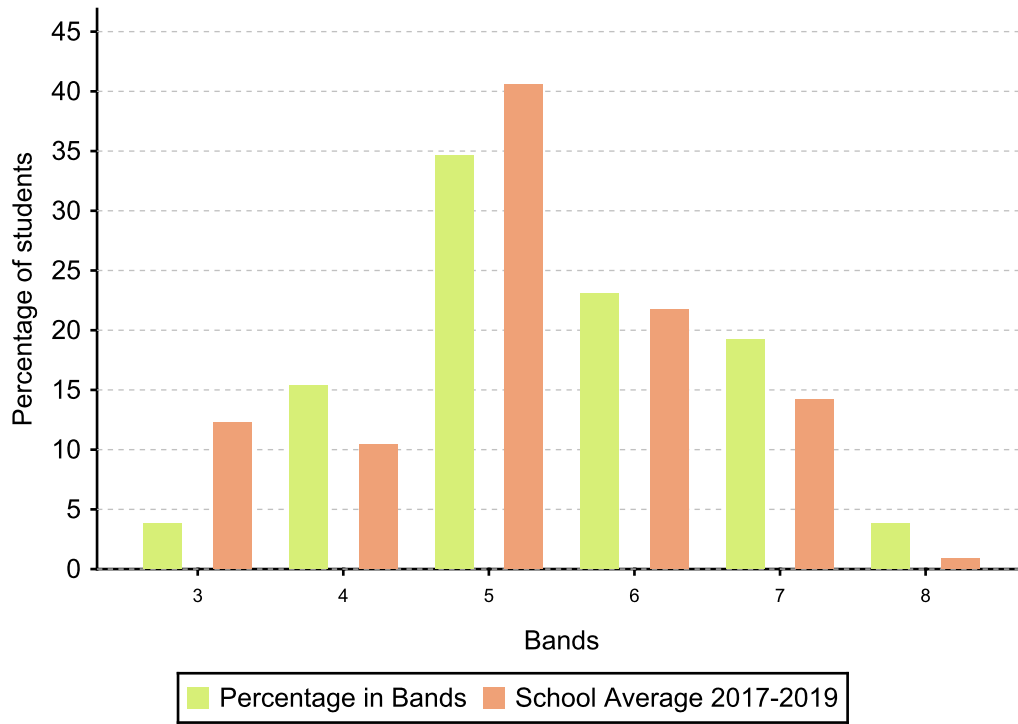
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	3.8	3.8	26.9	26.9	30.8	7.7
School avg 2017-2019	3.8	10.5	25.7	31.4	19	9.5

Percentage in bands:

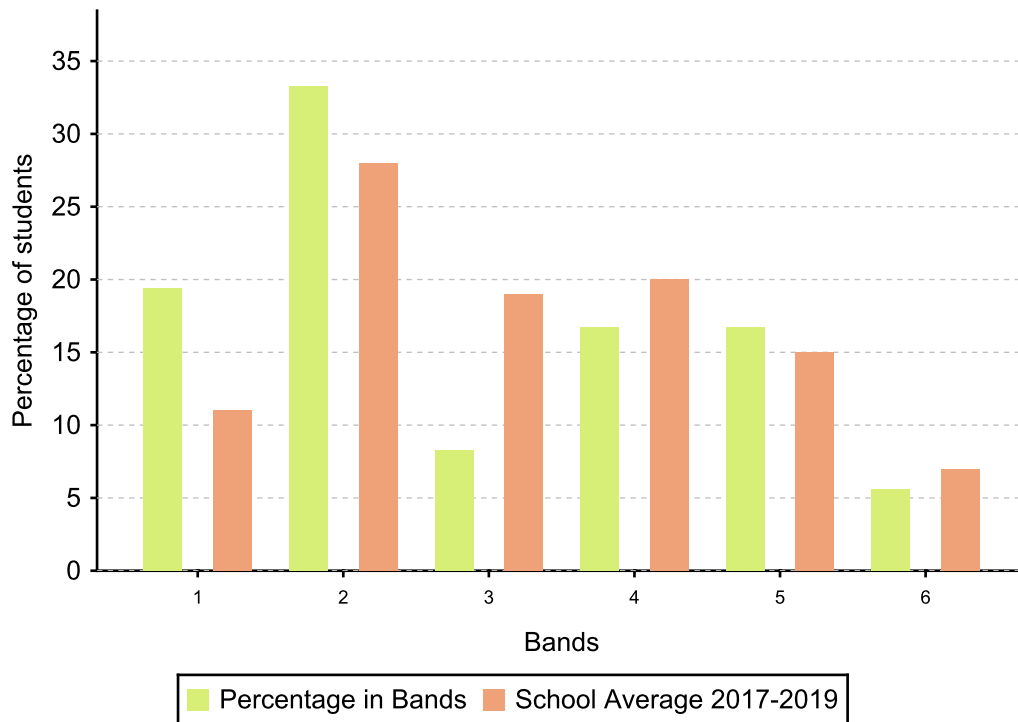
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	3.8	15.4	34.6	23.1	19.2	3.8
School avg 2017-2019	12.3	10.4	40.6	21.7	14.2	0.9

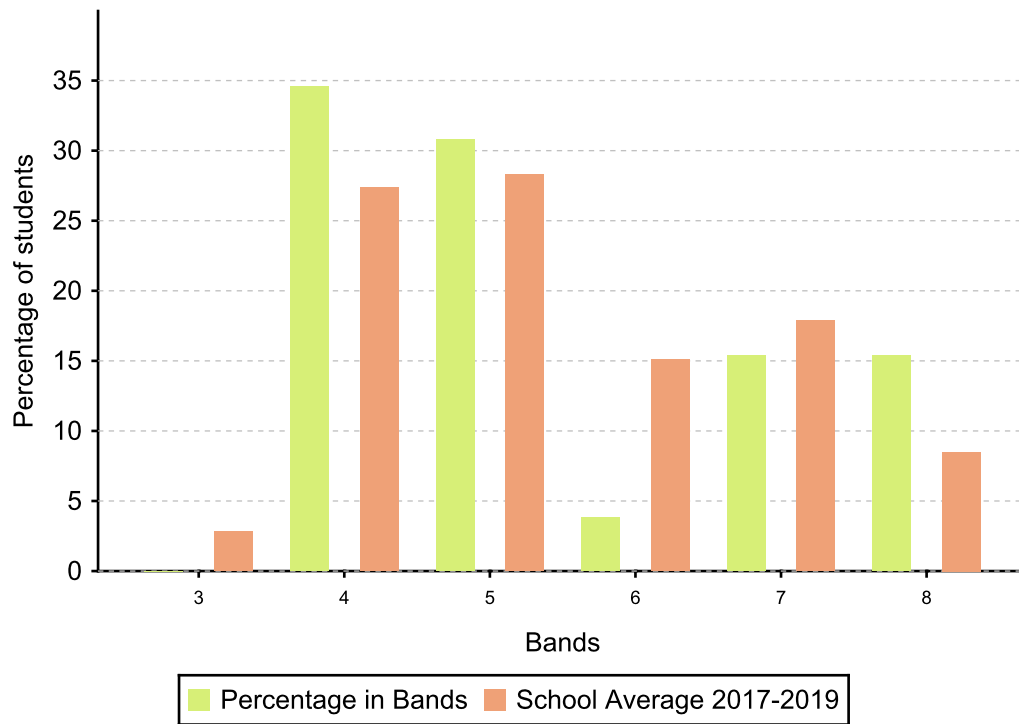
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	19.4	33.3	8.3	16.7	16.7	5.6
School avg 2017-2019	11	28	19	20	15	7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	34.6	30.8	3.8	15.4	15.4
School avg 2017-2019	2.8	27.4	28.3	15.1	17.9	8.5

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) Student and Teacher Surveys were utilised to give us insight into how our senior students and our community feel about a range of school activities. This data will be used to reflect on and celebrate our successful initiatives and evaluate where we can improve on in the future. To refine our results only the data that placed us above the NSW government school percentage results for all schools that participated in the TTFM survey has been recorded below.

Student

93% of our student participate in school sports.

80% of our students feel accepted and valued by their peers and by others at their school.

96% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

88% of our students feel they demonstrate positive behaviour at school.

84% of our students are interested and motivated in their learning.

92% of our students try hard to succeed in their learning.

Students felt the classroom time was used effectively. Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

Students also felt teachers were responsive to their needs and encourage independence with a democratic approach.

Teachers

Teachers felt they help students set challenging learning goals and present new concepts by trying to link it to previously mastered skills and knowledge. Students receive written feedback on their work at least once every week. Teachers use two or more teaching strategies in most class periods while also ensuring that students receive feedback on their work. Teachers also feel they discuss with students ways of seeking help that will increase learning, while also setting high expectations for student learning.

Teachers felt that school leaders have helped them improve their teaching and work with school leaders to create a safe and orderly school environment.

Teachers talk with other teachers about strategies that increase student engagement and use assessments to help understand where students are having difficulty.

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. They also use computers or other interactive technology to analyse, organise, and present subject matter. Teachers help students use computers or other interactive technology to undertake research.

Teachers felt they establish clear expectations for classroom behaviour and strive to understand the learning needs of students with special learning needs.

Teachers felt they work with parents to help solve problems interfering with their child's progress and use strategies to engage parents in their child's learning. They felt that parents understand the expectations for students in each class and were regularly informed about their child's progress.

Parents

We utilised many social media platforms to engage our parents and often shared their feedback from these platforms with staff. We have taken a brief snapshot of parent feedback over the year relating to our various Grandbuddy programs that are in partnership with The Whiddon Group.

Grandbuddy Projects

"All three of my children have been lucky enough to do various versions of the Grandbuddy program. Its been so good to see a side of my kids I don't always get to see at home. Watching them show care and compassion to the elderly residents while learning their stories and histories."

"I don't know who have more fun the elderly or the children! Well done to Glenwood Public School for structuring visits in their schedule. It has a tremendous affect upon the elderly that helps alleviate loneliness, boredom, anxiety and

depression. Bravo, I say! BRAVO."

"Thank you so much for this initiative— jack really enjoyed it!"

"Such a wonderful idea. "

"Great work 4/5K and Ms Weeitch. Great community project between Glenwood And Whiddon Group."

"It's great to see the wonderful relationship Glenwood has with Whiddon."

"An excellent project and very worthwhile.







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.

Glenwood Public School has continued to maintain a strong commitment to supporting Aboriginal students and embedding Indigenous perspectives across the curriculum in 2019. A focus in 2019 was establishing a committee within the school to attend and strengthen relationships with the Glenfield Aboriginal Education Consultative Group. This was to ensure we are building connections with the community and enabling our students to connect beyond our school context.

RAM funding was used to bring Aboriginal parents, teachers, carers and students together again to develop Personalised Learning Pathways (PLPs) for all Aboriginal students. All Aboriginal students were involved in a process of consultation and review to develop a PLP. This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.

Glenwood students celebrated NAIDOC week through the whole school NAIDOC celebration day. All Glenwood students were involved in activities in different classes across the school, focusing on this year's NAIDOC theme, 'Voice. Treaty. Truth. Let's work together.'

Professional learning in embedding Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priorities within programming has continued with a focus on professional learning on the '8 Ways of Learning.'

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.

Our focus is on building a culture which promotes cultural awareness, diversity and, above all, respect. We have a strong Anti-Bullying Program embedded in our Positive Behaviour for Learning (PBL) that promotes respect and inclusiveness in our school culture. Explicit in-class lessons and incidental perspectives are supported by a trained Anti-Racism Contact Officer (ARCO).

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.

Our students come from a variety of backgrounds with our LBOTE component at 62.2%. Our significant language groups, apart from English, continue to be Nepali and Arabic. Our EAL/D program supported students individually, in small groups and in class depending on the level of need. As a whole school, we participated in annual Harmony Day activities including the wearing of orange as a symbol of harmony. As such, our focus is on building a culture which promotes cultural awareness, diversity and, above all, respect.

In programming lessons, all staff are building their capacity to integrate the cross-curriculum priorities of Asia and Australia's engagement with Asia within relevant learning. The general Capabilities also enables staff to address Intercultural Understanding and Difference and diversity within daily activities. Staff celebrate and engage students to acknowledge and learn from each other and embrace the culturally diverse backgrounds within our school.

