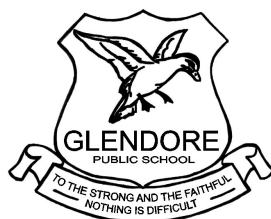


Glendore Public School

2019 Annual Report



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Introduction

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

This year was the second year of the implementation of the 2018–2020 Strategic Plan, with a new focus explicitly upon developing Excellence in Learning, Teaching and Leading. This year also saw the impact of significant focuses on Instructional Leadership becoming apparent through internal and external data as well as the school's previous and highly-successful

External Validation. In August, 2019, Glendore Public School's staff led a systems-wide approach to pioneering the use of Professor Dylan Wiliam's '*Embedding Formative Assessment*' approach, philosophy and systems. This followed the strong work commenced in 2018 with both 'Explicit Instruction' and 'Choice Theory'. In December, 2019 Glendore Public School's internal validation assessment was assessed as '*Sustaining and Growing*' towards '*Excellence*' against the NSW Department of Education statewide standard – '*School Excellence Framework*'.

The school's strong focus on instructional leadership as a function of world-class researchers and their research saw increasingly high standards in English and Mathematics being delivered over 2019. Continued explicit focus on teacher professional learning, via whole school and stage-based strategic development enhanced the culture of professional learning communities (PLCs) in the school. This was continued with all Assistant Principals being developed as off-class Instructional Leaders, against the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals*. These five (5) AP-ILs provided daily support, mentoring, coaching and development to all staff and students in the areas of instructional leadership, learning support, training and development and wellbeing support. It was particularly the area of leadership that the school continued to *Excel* in.

Significant professional learning opportunities continued for the whole staff, including the entire teaching staff receiving three years of expected professional training in one. This included development with The Glasser Institute (16 hours – Ivan Honey) in Choice Theory–Happier Schools, The Haileybury Institute (24 hours – John Fleming), the Centre for Educational Statistics and Evaluation (3 hours), National Disability Insurance Agency (3 hours), SPinS (Speech Pathology in Schools–2 hours) and many other school-based delivered items totalling over 100 hours. Much of this training was completed by the staff in their own personal time. A team of Year 3–6 staff acted as markers later in the year when the school continued to be a training venue for K–12 teachers from across the Hunter. The school continued to be the a centre of professional learning for the '*Callaghan West Pre–Sch Links Network*' of five partner primary schools and their 22 Early–Childhood partners. The School continued focussed support for all students and staff based upon its vision: where everyone can succeed.

Significant longitudinal analysis of student performance and wellbeing measures by the school's total student population and its Aboriginal students continued the honest discussions of 2018 with the school's Aboriginal parent and caregiver community and the Muloobinbah LAECG. Equity funds continued to be specifically targeted towards the merit-selection and full-time employment of of an Aboriginal Education Officer to develop staff, and better engage students and the school's Indigenous families. The school focused on enhancing cultural partnerships, building cultural competencies into all teaching and learning programs and specifically examined educational outcomes against the Premier's and State Priorities.

A number of support programs and initiatives were implemented, with differentiated plans and programs designed to meet the individual learning needs of the students. The school continued to be a K–12 training venue for admin, teaching

and support staff with the rollout of the new school-based NDIA scheme, data-informed practice, the English Textual Concepts Framework, VALID 6/8/10 and continued as a school for the second full year of NAPLAN Online. The School strengthened community partnerships to improve educational opportunities for all. Parents and caregivers were encouraged to engage in their child's learning at home and increasingly at school that continued to rapidly increase in size. An additional 6 staff were permanently appointed to the school through merit-selection, with other 4 merit-selected into temporary higher duties executive positions. New positions of Business Manager and Canteen Manager were created. Another 10 temporary teachers were merit-selected into full-time and part-time temporary teaching appointments over 2019 and for the commencement of 2020's scholastic year.

This continued an aspiration for the 2018–2020 School Plan priorities to deliver Excellence for all students in their emotional, social and educational wellbeing. The school was opened for many community events, including Easter Hat Parades, ANZAC and Remembrance Day, Mothers' and Fathers' Day, Grandfriend's Day, M-Goals and PLP Celebrations, Harmony Day, School Discos, Kindergarten Transition, Creative Arts Evening, K–6 Art Show and many more. A highlight of the school year was Glendore Public School's second professional-level school musical, Aladdin Jr., which saw over 600 audience members appreciate the collaboration, artistic endeavour and teamwork by every member of the school's students involved in its 10 specialist performing arts groups (155 students).

This engagement extended into significant community consultation all year via P&C meetings and at each evening event, to gain insights and feed forward into the 2018–2020 School Plan, School Vision and their ongoing implementation. I thank the community for their support, engagement and participation. Over 2019, many significant changes occurred in the school. The most apparent was the continuation of a massive staffing operation, delivery of a large electrical upgrade and air-conditioning to every student space in the school. Many rooms continued to be reconfigured over the final term and Christmas break of 2019 in anticipation of extending the school's BYOD network, creating 5x separate AP–IL schools, with 7 separate Professional Learning Communities in the Teaching workforce and a sixth and seventh in the Administrative and Support Staff workforce. The school's population grew by another class (30 students) over the year and a significant amount of school and community funds were expended to support the delivery of assets projects that supported the 625 students enrolled by the end of the year. Significant engagement again continued between the school and Newcastle City Council to initiate much-needed safety improvements to Garawon Place for students to arrive at and depart from the school. Glendore Public School is committed to improving teaching, learning, assessment, cultural, artistic and wellbeing outcomes for all of its students.

I conclude with my sincere thanks to a wonderful administrative, support and teaching staff team, led by a talented 2019 executive team: Simone White, Kathy Probert, Evan Booth, Samantha McDowell, Erin Lewis, Cara Budd, Casey Dunn and Lisa Matheson. They each worked enthusiastically and tirelessly over the year to enhance opportunities for our students and community. To our parents and caregivers, thank you for being strong partners on the first year of our school's new 3-year Strategic Plan. To our wonderful P&C and its Canteen, Fundraising and Uniform Sub-committees and volunteers, and their outgoing 2019 office-bearers (Ann Perrot, Paul Smith, Adam Napier and Jennifer Chambers) – Thank you!

Again and finally, to a wonderful student body, this is a great school. You make it a wonderful place for us to teach and learn in every day. I am proud to be the principal of a school with such opportunity for growth, continued success and potential to be at the centre of an activated community. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Khalil Khay, Principal 2017–2020

School background

School vision statement

The School's Vision:

Glendore Public School is a respectful, caring, learning environment, where everyone can succeed.

Glendore Public School celebrates and acknowledges student successes, and values supportive, cooperative and communicative relationships with its learning community.

School context

Glendore Public School, established 1997, is located on the western foothills of Newcastle. The school provides excellent educational programs for students in the rapidly-growing Fletcher and Maryland communities. The school's enrolment is 625 and has grown exponentially over the past 3 years (+150 students). It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools. The school is expected to grow by another 185 students by the end of the 2021–2023 School Plan.

All staff strategically focus on improving student outcomes in literacy and numeracy. Research-based teaching practices are a feature of the school. All staff are practising Explicit Instruction and have access to an array of technology to support 21st Century learners. Glendore Public School's staff are passionate about supporting Student Wellbeing and enable this through a variety of programs, including Kindergarten Buddies, Peer Support and Choice Theory.

Glendore Public School engages students in a broad range of activities and initiatives including; creative and performing arts, technology, culture, sports and leadership. The school conducts several programs to promote excellence and creativity through opportunities to participate in enrichment and extension programs, including: Aboriginal Dance, Choir, Coding, Junior/Senior Dance Groups, Year 3–6 Extension Writing group, Art Club, Children's University, Musical Theatre, PSSA, Robotics, Solar Challenge, SportLink, STEM, the School Parliament and Visual Arts.

Glendore Public School is a proud partner of the Muloobinbah Local Aboriginal Education Consultative Group (LAECG). The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals. Glendore Public School staff work in partnership with the school community, explicitly utilising MGoals to co-design learning, to plan for success and to enable students to exceed the State Priorities.

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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Over Terms 1–4, 2019, staff provided feedback on each domain of the School Excellence Framework (SEF) and reflected on the implications of each aspect for informing, monitoring and validating Glendore Public School's successes. Teachers identified areas of strength, weakness and areas for future development by reflecting upon the elements within the Learning, Teaching and Leading domains.

By analysing the SEF data, the information from The Learning Bar's surveys and significant 2018–2020 School Plan consultation, staff explicitly and actively collaborated on goals for 2018. A further and final review of each domain was concluded in December, 2019 by grade-based PLC teams, the whole school as led by the School Executive. This was with reference to the School Excellence Framework (Version 2).

Within the domain of Learning, Glendore Public School staff identified the school as *Sustaining and Growing* in Wellbeing, Assessment and Reporting and Student Performance Measures. An on-balanced judgement recommended the school's evidence indicates the school is also Sustaining and Growing in the areas of Learning Culture and Curriculum and Learning. As a result of SEF reflections, the school is implementing whole school professional learning and focusing on explicit instruction and future focussed learning over 2018–2020.

Glendore Public School's strengths within the Teaching domain, with evidence for *Sustaining and Growing*, were in the elements of Effective Classroom Practice, Collaborative Practice, Data Skills and Use, Learning and Development and Professional Standards. Significant professional learning around Data Skills and Use formed a large focus in 2019 milestones of the 2018–2020 School Plan.

Glendore Public School's strengths in the Leading domain were: School Planning, Implementation and Reporting, Leadership, School Resources and Management Practices and Processes rated as *Excelling*, as supported by evidence within the school. Staff noted that the school's resources were significantly aligned to improve student outcomes. Glendore Public School staff also recognised that management systems, structures and processes were underpinning the strong holistic professional development of all staff.

Our self-assessment and the external validation process continue assist the school to refine our school plan, leading to further improvements in the delivery of education to our students. Given that the school is two years into its 2018–2020 Plan, it is well on track to achieve its aims of Excelling in each of the three School Excellence Framework areas: Learning, Teaching and Leading.

The school's '*Body of Work*' and strive for continuous growth was submitted for external assessment as part of the national '*Australian Education Awards*' program. These results will be released in 2020.

Strategic Direction 1

Developing Excellence in Learning

Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about students' capabilities and needs to plan for rich learning experiences. The school works in partnership with parents/caregivers as active participants in their children's education.

Improvement Measures

By 2020, 90% of K–2 students will be reading at/above the following levels:

- Kindergarten: Level 8.
- Year One: Level 18.
- Year Two: Level 26.

The number of Year 3, 5 and 7 students in the top 2 NAPLAN achievement bands contributes towards a NSW 10% increase (Premier's Priority). Current baseline (2015–2017) averages for Years 3, 5, and 7 respectively are:

- Reading: 43%, 38% and 20%.
- Writing: 42%, 10% and 15%.
- Numeracy: 32%, 21% and 36%.

The number of Year 3, 5 and 7 Aboriginal students in the top 2 NAPLAN achievement bands contributes towards a NSW 30% increase (State Priority). Current baseline (2015–2017) averages for Year 3, 5 and 7 respectively are:

- Reading: 20%, 12% and 16%.
- Writing: 22%, 12% and 18%.
- Numeracy: 17%, 12% and 16%.

Overall summary of progress

- * Cohort expectations met.
- * Texts ordered to support implementation of new Australian Curriculum Learning Progressions
- * Significant growth in Year 3 and 5 students across whole cohort.
- * Significant growth in Year 3 Aboriginal students to match whole cohort.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy: Implement and embed evidence-based, high quality literacy and numeracy practices, which are supported by high quality, collaborative professional learning practices; and quality feedback, assessment and evaluation processes.

Evaluation	Funds Expended (Resources)
<p>Question: <i>What are the reading and EAS levels for all K–6 students.?</i></p> <p>Data source. L3 data week 5 and 10 Sentral/PLAN data week 8 TEN data week 4 and week 8 Reading levels K–6 on whole school tracking sheet – week 5</p> <p>Findings: All staff entered data with growth for most students. Executive identified students at risk of not meeting benchmark at end of year.</p> <p>Implications: Executive reviewed data and LAST allocation was adjusted and individual students reviewed</p>	<ul style="list-style-type: none">• All classes and library equipped with appropriate literacy, teaching tools• Fleming PL –1 day• Program week 4

Process 2: Futures Focused Learning (FFL): Embed a whole-school, futures-focused learning approach within all Key Learning Areas, through strategic resourcing, professional learning, student engagement and community consultation.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Questions: <i>Are all teachers using technology with confidence.</i></p> <p>Data Source: Mathletics, Math seeds and reading eggs data. Professional learning attendance. Discussions at staff meetings and stage meetings.</p> <p>Findings: All classes using online programs . some classes a lot more than others.</p> <p>Implications: Need to promote and monitor usage.</p>	

Next Steps

- * Opportunities for further growth in Year 5 Reading
- * Need to analyse with NAPLAN 2019–20 data due to new testing methodology's variability.
- * Opportunities for further growth for Year 5 Aboriginal students.
- * Need to analyse with NAPLAN 2019–20 data due to new testing methodology's variability.

Strategic Direction 2

Developing Excellence in Teaching

Purpose

Student learning is underpinned in excellent schools by high quality teaching. Learning opportunities are engaging and teaching strategies are evidence-based. Teachers individually and collaboratively plan for student learning by evaluating the effectiveness of teaching practices and analysing student engagement, learning growth and outcomes.

Improvement Measures

The proportion of students who exceed expected growth for NAPLAN measures between Years 3–5 and Years 5–7 exceeds (2015–2017) averages by 10%:

- 3–5 Reading Growth: (65%) → 75%
- 5–7 Reading Growth: (52%) → 62%
- 3–5 Numeracy Growth: (56%) → 66%
- 5–7 Numeracy Growth: (65%) → 75%

Staff extend positive differences between school–state means under TTFM: *Focus on Learning* survey's *Four Dimensions of Classroom and School Practice*. Specific improvement areas are:

- Challenging Goals: 8.0 (GPS) vs 7.5 (NSW), *Providing A–E rubrics* = 6.8/10.
- Planned Learning Opportunities: 8.3 (GPS); vs 7.6 (NSW), *Assisting planning of assessments* = 5.4/10.
- Quality Feedback: 7.8 (GPS) vs 7.3 (NSW),
- Parental feedback on student work = 5.6/10.
- *Overcoming Obstacles to Learning*: 8.2 (GPS) vs 7.7 (NSW), *Students use ICT to track progress*; = 5.4/10.

Overall summary of progress

- * All teaching and SLSO staff are Year Two trained with The Haileybury Institute.
- * Significant growth in Year 3 and 5 students across whole cohort.
- * All 65 staff achieve 16 hours of professional learning with The Glasser Institute in Choice Theory–Happier Schools.

Progress towards achieving improvement measures

Process 1: Professional Learning: Strengthen evidence-based teaching practices across a whole school that result in measurable improvements in learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Question: <i>Did all teachers achieve their PDP goals?</i></p> <p>Data Source: review of PDP's—Teachers review PDP for ATPDF sign off PDP review with principal week 8</p> <p>Findings: All teachers and SASS achieved PDP goals.</p> <p>Implications: to continue in 2020 with explicit PL</p>	<ul style="list-style-type: none">• Review of TPL and RAM expenditure• PEN facilitator & 12 day• PPA conference

Process 2: Equity: Implement a whole-school approach where teachers differentiate learning for academic abilities and wellbeing needs to ensure optimal conditions for student learning and engagement.

Evaluation	Funds Expended (Resources)
<p>Questions: <i>Are teachers differentiating learning for academic and well being needs of students?</i></p> <p>Data Sources Literacy and Numeracy data (as in Strategy 1) LST meetings every fortnight on a Friday afternoon (ongoing)</p>	<ul style="list-style-type: none">• Review supported students and plan for 2020 supports• Review 2020 cohort of students based on needs.• Employ support staff ready for

Progress towards achieving improvement measures

Finding: All teachers implementing adjustments for all identified students.

Implications: Continue with same plans and LAST Plan in 2020

supported students and plan for 2020–supports

Next Steps

- * Opportunities for further growth in Year 5 Reading and for all Year 5 Aboriginal students.
- * Need to analyse with NAPLAN 2019–20 data due to new testing methodology's variability.

Strategic Direction 3

Developing Excellence in Leading

Purpose

All staff contribute to a self-sustaining and self-improving community that supports high levels of learning. Leadership at all levels fosters a school-wide culture of high expectations and a shared sense of responsibility for student engagement and learning, development and success. School leaders ensure that resource allocation and accountability requirements serve the overarching strategic vision of the school community.

Improvement Measures

Instructional and Distributive Leadership strategies align all staff PDP's align to whole-school professional learning and the APST (AITSL), with 50% tracking elements of professional growth against higher standards elements(HA.3/L.4) in APST (2015–17 Baseline 16%).

Improvements in the *Partners in Learning for Two-Way Communication with Parents and School Supports Learning* dimensions are achieved. Specific improvement areas are:

- * Parents Feel Welcome: 6.8 (GPS) vs 7.4 (NSW), *Scheduling activities at a time I can attend* –5.2/10.
- * Parents are Informed: 5.8 (GPS) vs 6.6 (NSW), *Being informed about my child's social and emotional development* = 5.4/10.
- * School Supports Learning: 6.7 (GPS) vs 7.3 (NSW), *High expectations for my child to succeed* = 6.4/10.
- * School Supports Positive Behaviour: 7.6 (GPS) vs 7.7 (NSW), *Time devoted to extra-curricula activities* = 6.8/10.

Overall summary of progress

* Every teaching and non-teaching staff member mapped their professional development goals against the School Plan and the School Excellence Framework.

Progress towards achieving improvement measures

Process 1: Leadership Development: Implement a whole-school strategy that develops leadership capacity in students, teachers, executive and the broader community across curriculum, co-curricula, administrative and wellbeing areas.

Evaluation	Funds Expended (Resources)
<p>Question: <i>Have strategies been implemented to develop leadership capacity and how successful has it been?</i></p> <p>Data Source: Sentral wellbeing incidents, Semester 1 academic data analysis,</p> <p>Findings: Staff are happy with the strategies that have been implemented to develop leadership.</p> <p>Implications: continue in 2020</p>	Timetabling, central staffing allocation, school funded release, PL, academic and wellbeing data

Process 2: Collaboration: Consultation, training and development in partnership between all students, parents, caregivers and the broader community, enhances and supports the educational, cultural and wellbeing directions of the school.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Question: Does the community help support the educational, cultural and wellbeing directions of the school ?

Data Source: Children's University graduation awards Data analysis for 2017 ASR and 2018 –2020 School Plan Collection Data Home Readers and Maths at Home Games Data analysis 2017 ASR and 2018–2020 School Plan Aboriginal Dance group at lunchtime review of participation numbers

Findings: Community supports all directions of the school

Implications: Continue in 2020

Review of Maths at Home activities utilised K–6 Review of Home Reading utilised K–2 Review of Library borrowing 3–6 Review payment and participation rates for all curricular and extra-curricular and excursion activities for 2018 planning Review of TPL and RAM expenditure Mgoals celebration

Next Steps

* Significantly increased positive metrics about the school, its staff, communication and co-curricular programs continue to result.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>* Full \$92,913 Aboriginal Equity RAM Allocation</p> <p>Funding Sources</p> <p>* Aboriginal background loading (\$2 500.00)</p>	<p>* Significantly increased numbers of parents and caregivers attend termly GPS AET meetings.</p> <p>* Significantly increased attendance at GPS Aboriginal Education events, e.g. PLP, M–Goals, NAIDOC, Storylines ceremonies and sessions.</p> <p>* Impact of GPS AET and AEO partnership is immediate with school achieving 2021 Premier's Priority two years early for all Year 3 Aboriginal Students and being well on the way for Year 5 students.</p>
English language proficiency	<p>* Low level adjustment for EAL/D/NAP (\$34,567)</p> <p>* Two teachers share delivery of the EAL/D/NAP support teaching role</p> <p>Funding Sources:</p> <p>* Low level adjustment for disability (\$8 642.00)</p>	<p>* Significant increase in numbers of non–scholarship NAP and EAL/D students arriving in the school.</p> <p>* School's EAL/D and NAP population exceeds 15% of total population by Term 3 and is above 132 by end–2019 (21%).</p>
Low level adjustment for disability	<p>* Low level adjustment for disability (\$156,370)</p> <p>Funding Sources:</p> <p>* Low level adjustment for disability (\$13 064.00)</p>	<p>* Increasing levels of student, parent, caregiver and staff satisfaction levels reported.</p> <p>* More students are identified with direct knowledge of their individual support needs by the 'Schools, within a school' model created under the 5x AP–IL model.</p>
Quality Teaching, Successful Students (QTSS)	<p>* Quality Teaching, Successful Students (QTSS) (\$91,828)</p> <p>Funding Sources:</p> <p>* Quality Teaching, Successful Students (QTSS) (\$25 000.00)</p>	<p>* Distributive Leadership check–ins occur at weekly Exec meetings and also on each AP's 'Office Day' around Wellbeing, Finance, Curriculum, Data Analysis, Attendance and Co–curricula issues in their grades/stage.</p> <p>* 2020–2023 implementation is to expand this support/mentoring roll through to 7 rotating AP–IL's, 2 Deputy Principals and an AP–Wellbeing position</p>
Socio–economic background	<p>* Socio–economic background (\$68,947)</p> <p>Funding Sources:</p> <p>* Socio–economic background (\$10 000.00)</p>	<p>* Distributive Leadership check–ins occur at weekly Exec meetings and also on each AP's 'Office Day' around Wellbeing, Finance, Curriculum, Data Analysis, Attendance and Co–curricula issues in their grades/stage.</p> <p>* 2020–2023 implementation is to expand this support/mentoring roll through to 7 rotating AP–IL's, 2 Deputy Principals and an AP–Wellbeing position.</p>
Support for beginning teachers	<p>* Support for beginning teachers (\$17,500)</p> <p>* Utilisation of 5x AP–IL's as Teacher Mentors</p> <p>Funding Sources:</p>	<p>* Significant advocacy for 3 permanent and 3 temporary full–time staff that commenced working at Glendore in 2018, saw all six achieve near completion of their Professional Competence submissions for the NSW Education Standards Authority.</p> <p>* These were submitted in 2019. An</p>

Support for beginning teachers	<p>* Support for beginning teachers (\$17 500.00)</p>	<p>additional 3x submissions were completed above this for temporary staff, new to Glendore in this year.</p> <p>* All first year Beginning Teachers receive the equivalent of 1 hour mentoring and 2 hours additional release to develop themselves against the professional standards.</p> <p>* All second year Beginning Teachers received 1 hour additional release to develop themselves against the professional standards.</p>
Targeted student support for refugees and new arrivals	<p>* Low level adjustment for EAL/D/NAP (\$34,567)</p> <p>Funding Sources:</p> <p>* Low level adjustment for EAL/D/NAP (\$34,567)</p>	<p>* Additional staffing and programs operate in English as an Additional Language/Dialect program (EALD).</p> <p>* Additional staffing and programs operate in Newly Arrived Programs (NAP).</p> <p>* Community Languages School commences operation.</p> <p>* Significantly–higher NAP population takes total EAL/D population to over 21% of total enrolment.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	236	279	293	317
Girls	246	252	290	292

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	94.6	95.3	93
1	94.9	93.3	94.5	93.6
2	94.5	92.5	92.7	93.6
3	94.5	94.1	92.8	91.7
4	92.9	92.6	93.1	91.2
5	93.7	93.4	91.8	92.8
6	93	90.8	93.1	92.1
All Years	94.1	93.1	93.4	92.6
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.05
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Administration and Support Staff	4.06

*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	356,058
Revenue	5,693,517
Appropriation	5,378,953
Sale of Goods and Services	34,560
Grants and contributions	265,737
Investment income	2,699
Other revenue	11,569
Expenses	-5,540,972
Employee related	-4,954,178
Operating expenses	-586,795
Surplus / deficit for the year	152,545

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	295,311
Equity Total	377,003
Equity - Aboriginal	74,866
Equity - Socio-economic	86,024
Equity - Language	38,139
Equity - Disability	177,973
Base Total	4,135,527
Base - Per Capita	136,794
Base - Location	0
Base - Other	3,998,733
Other Total	279,801
Grand Total	5,087,641

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

In 2019, the school sought the opinions of parents, caregivers, students and teachers about the school. This was via an array of Langford tool informal measures, Online Surveys and use of The Learning Bar's three (Student, Staff and Parent/Caregiver) surveys. Their responses are presented below:

- Parents and Caregivers: Ninety (90) parents and caregivers (an increase of 125%) engaged in The Learning Bar's Partners in Learning parent/caregiver survey. Information provided by the parents continued to indicate that strengths of the school included: being made to feel welcomed, being well-informed in many areas about their child's progress, and believing that there is support for learning and positive behaviour at Glendore Public School.
- Parents and Caregivers identified an area of improvement as the scheduling of community events and open days at a time when they could attend. They continued to acknowledge that there had been more of these as well as increased online communication about them over 2017–2019. This assisted to better stay connected with the school. Parents and Caregivers also commented on the desire and need to be more informed about and better enabled to provide formative assessment feedback/feedforward to their students about their academic performance.
- Students: seventy-four (74) Year 4 students, seventy-three (73) Year 5, sixty-two (62) Year 6 (a total of 199210 from Years 4–6) engaged in The Learning Bar's Tell Them From Me student survey. Ninety-six (96)% of students said that they tried hard to succeed, exceeding the NSW government school norm of 88%. Eighty-five (85)% of students said that they were valued by their peers and others, again exceeding the NSW norm of 81%.
- Ninety-nine (99)% of Aboriginal students felt good about their culture when at school and 88% believed their teachers have a good understanding of their culture. Further reflections need to revolve around the survey results collated that indicated that 72% expected to go to university after secondary school, which represented a 57% increase over 2016 data. Possibly the availability of many more lunchtime activities including Children's University contributed to this result. Seventy-two (72)% of students were interested and motivated in their learning, compared to the state norm of 78%. The school's continued path along futures-focused and inquiry-based learning in 2020 will focus on this.
- Teachers: Forty-six (46) teaching staff, both temporary and permanent, participated in The Learning Bar's Focus on Learning survey. Staff provided a variety of responses to a series of questions under two domains: Eight Drivers of Student Learning and Four Dimensions of Classroom and School Practice: Each area below indicates the school's average score/10 v's the state's and a future area for improvement, some of which are still higher than state average scores:
- School Leadership: 8.0 v's 7.0, with in-class support and observation recording 7.3/10;
- Collaboration: 8.0 v's 7.8, with time to discuss feedback recording 7.9/10;
- Learning Culture: 7.9 v's 8.0, with providing feedback to students recording 6.9/10;
- Data-Informed Practice: 7.5 v's 7.8, with providing A–E rubrics and feedback recording 6.4/10;
- Teaching Strategies : 7.7 v's 7.9, with providing written feedback recording 6.3/10;
- Technology: 7.0 v's 6.7, with students use ICT to track progress recording 5.9/10;
- Inclusive Schooling: 8.2 v's 8.2, with assisting planning of assessments recording 6.6/10;
- Parental Involvement: 7.1 v's 6.8, with parental feedback on student work recording 5.2/10;
- Challenging and Visible Goals: 7.6 v's 7.5, with providing A–E rubrics recording 6.3/10;
- Planned Learning Opportunities: 7.8 v's 7.6, with assisting planning of assessments recording 6.8/100;
- Quality Feedback: 7.3 v's 7.3, with parental feedback on student work recording 5.2/10; and
- Overcoming Obstacles to Learning: 7.8 v's 7.7, with students use ICT to track progress recording 5.6/10.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

During 2019, the Aboriginal and Torres Strait Islander Education Team continued to work towards delivering the School Plan, as outlined below:

- * Members of the Aboriginal and Torres Strait Islander Education Team (staff, families and community members) met to discuss progress and future direction for the school.
- * Aligned to the School Plan, staff were provided with school based and external professional learning and development opportunities including from its newly-appointed and merit-selected Aboriginal Education Officer (AEO), AECG and LAECG training and meetings and from five (5) staff building their cultural competencies at Connecting to Country training.
- * During Term 1, staff undertook professional learning for 2019's implementation of M-Goals/StoryLines. This program focused on linking our local Aboriginal and Torres Strait Islander school community with the wider Aboriginal and Torres Strait Islander communities across Australia. It enabled teachers and Indigenous students to learn and make a connection to the students' family origins. By the end of 2018, the school's first StoryLine was completed for the online website.
- * The school's Aboriginal Education Officer, provided wellbeing support and academic support to all Aboriginal students, as well as explicitly building positive relationships with all students and staff across the school through regular timetabling and class visits.
- * The 8 Ways of Learning pedagogies were specifically incorporated into teaching and learning programs developed over 2019 to support the implementation of new NESA syllabi.
- * In both Terms 1 and 4, staff, students and families were invited to congratulate and celebrate the success of reaching set goals set within the students' individual Personalised Learning Pathways (PLPs). The PLP process was successful in enhancing the relationship between teachers and families.
- * With the implementation of PLP plans the staff were given the opportunities to learn more about the Aboriginal students, and their families, in the classroom.
- * Sista Speak continued for nearly the full year, with the new Boys Yarning Group also running full year.
- * The contemporary dance group, Sista Speak Group and Boys Yarning groups performed a variety of culturally-appropriate performances within school and during NAIDOC.
- * NAIDOC Day was again a successful day, involving the school's Aboriginal community being welcomed in to participate in a variety of cultural activities, including Aboriginal dancing, storytelling and art.
- * Significant gains by Aboriginal students in Year 3 NAPLAN performance data were noted for the first time, which was

highly pleasing for a student cohort that represents 15% of the school's total population.

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.

Glendore Public School continued to promote multicultural education through a range of initiatives to an increasingly diverse student population. This included:

- * Students were presented with inclusive teaching practices to recognise and value the backgrounds and cultures of all students.
- * Staffing to support the teaching of NAP (Newly Arrived Programs) and EAL/D (English as an Additional Language/Dialect) students was increased.
- * This student cohort came to represent nearly 21% of the school's total population.
- * Attitudes of acceptance of different cultures, religions and world views were encouraged.
- * Teaching and learning programs integrated the culturally and linguistically diverse backgrounds and perspectives of our students. Stories, videos and texts studied across various Key Learning Areas were selected to represent a wide range of cultural perspectives and understandings, e.g., History units such as Community and Remembrance, explore the different traditions, significant contributions and the celebrations of various cultures.
- * Students were enthusiastic in celebrating Harmony Day, which acknowledged and celebrated Australia's cultural diversity. This day focused on strength through diversity and promoted inclusiveness, respect and a sense of belonging for everyone.
- * Teachers at Glendore Public School recognised and responded to the cultural needs of the school community. Classroom teachers, librarians and English as Additional Language (EALD) teachers continued to work cooperatively to develop strategies that best catered for student's individual needs.
- * Two staff members continued their roles as Anti-Racism Contact Officers. They acted as a point of contact between students, staff, parents and the community and supported the resolution of concerns regarding potential racism. Pleasingly, over 2017–2019, this role only required activation twice.

Other School Programs (optional)

Student Leadership: Glendore Public School maintained a student parliament of eight members:

- * Roles within the parliament included a Prime Minister and Leader of the Opposition, and Ministers with portfolios such as Sport, Environment, Functions, Education, Communications and Aboriginal Affairs.
- * Each portfolio has specified responsibilities within the school and employs the use of helpers from the senior classes, who are nominated each term.
- * In 2019 the student leadership team ran Parliament once a term.
- * The roles of Prime Minister and Leader of the Opposition was continued with both of the school's captains alternating between the two.
- * Throughout the year the Ministers and their helpers coordinated a number of fundraising activities to raise money for student-nominated charities.
- * Parliamentarians greeted special visitors to the school, helped during school activities such as Mothers' Day and Fathers' Day stalls, NAIDOC and Book Week activities.
- * Parliamentarians attended regular meetings during lunch times, ran the School Parliament, liaised with the Principal and ran assemblies for the whole school and K–2 at the beginning of the year.
- * In 2019, the Parliament took on a greater role in running and managing fundraising activities. They supported special

events to raise funds and donations for charities such as 'Buy a Bale' and Maryland Neighbourhood Centre–The Canopy.

* In 2019, Parliamentarians attended the Dawn Service organised by the Wallsend RSL (Diggers) Club, representing the school, laying a wreath at the cenotaph and participating in the march.

* Students elected Sport House Captains. These leaders and their assistants ran organised playground activities during lunchtimes. House Representatives were responsible for setting up playground equipment, organising teams, refereeing games and packing away equipment.

* House Captains also led their teams at school swimming carnivals, cross country carnivals and athletics carnivals.

Sport: Through a wide variety of sports activities, Glendore Public School students continued to develop their sports and fundamental movement skills during 2019.

* Students participated for both enjoyment and to improve their overall fitness. Activities ranged from participation in weekly sport activities, carnivals, Daily P.E., Sport in Schools, Gala Days and the Zone Crossroads PSSA soccer and netball competitions.

* Gala Days included sports such as Touch Football for Stage 2 and Stage 3 students.

* The Transition Program for Callaghan College Wallsend Campus(CCWC) included Soccer and Rugby League.

* In 2019, students continued their sporting successes in swimming, cross country and athletics. Students represented the school at Regional level for cross country, with teams and individuals making it through to the State level for Swimming and Athletics.

* The school achieved its first National Representative for Athletics in two events, 100m and 4x 100m relay.

* Glendore Public School's Junior and Senior PSSA teams were represented in finals rounds in both netball and soccer.

* In Term 4, students from Year 2 to Year 6 participated in the Learn to Swim program that ran each Thursday, providing students with swimming and water–safety skills.

* This program was followed by the 2019/20 Swimming Carnival, which was held indoors to great positive response from the community. This sun–safe event represented the culmination of the Learn to Swim program and was highly participated in.

The Arts: Glendore Public School provided students with a range of programs to allow them to extend and enrich their creative talents and skills. The highlight and surprise for Glendore Public School's community was its first full, professional level, performing arts event.

* Every student enrolled in an optional performing arts ensemble program (of which there were 12) at Glendore Public School was provided with the opportunity to participate in '*Aladdin Jr.*'. This show followed the same organisational structure as would be experienced in a fully–selective Performing Arts school. Every member of these 12 groups (155 students) participated in front of a combined audience of over 600 visitors to the school. and 475 other Glendore students. Feedback from the community indicated outstanding support for both full–scale and small scale, annual and bi–annual events.

* The school took the decision to support its Bi–Annual Art Show by offering a full–scale, school musical every second year and to also provide a smaller key musical for its 155 students involved in dance, musical theatre, art and drama groups in the alternate year. In 2020, this was planned to be the Arena–premiere of '*The Lion King Jr.*' at Callaghan College's new Arts Precinct.

* The school's third Creative Arts Showcase was held in early–December, 2019. All parents and caregivers were invited to watch our wonderful Aboriginal, Junior and Senior Dance groups, Choirs and Drama Group perform. Parents and Caregivers welcomed the opportunity to watch our talented performers for an evening performance. Over 90% of performers attended the concert with family support. Entry for the evening was a gold coin donation, which supported Creative Arts resourcing.

* Both the Junior and Senior Dance groups represented the school at the annual Hunter Dance Festival. There was a great deal of positive feedback from parents and it was a wonderful opportunity for our dancers to view a variety of dance genres and interpretations.

* Glendore Public School's Choir and Musical Theatre Groups involved students from Years 1–6. They regularly performed at school functions and performance afternoons each semester. The Choir performed at the school ANZAC Day service, NAIDOC celebrations, Grandparent's Day, Presentation Day and CAPA Showcase.

* The Contemporary Dance Group comprised of Aboriginal and Torres Strait Islander students from across the school. These students engaged in movement to express their culture. This group performed for the school NAIDOC celebrations and at local early childhood education centres. The group was led by Aboriginal staff members, who taught authentic cultural dance elements, including the use of rhythm and song to connect students with their culture.

* Two Drama groups continued from 2018. Both Infants and Primary students learnt a range of new dramatic and teamwork skills. The group confidently performed at a range of school functions, including school assemblies, the Creative Arts Showcase and at Presentation Day.

Book Week: Glendore Public School's annual Book Week celebration continued to be a success in 2019:

* Students and staff came dressed as their favourite book characters, alongside 400 visiting friends and family members.

* This year's activities included a picnic lunch, activity rotations and a special assembly.

Grandparents and Grandfriends Day: Over 360 Grandparents and Grandfriends gathered with all K–6 students to celebrate Grandfriends' Day:

* This recognised the important role that our older relatives and community members play in the lives of our students.

* Grandparents and Grandfriends enjoyed a cupcake with each other during recess.

* Guests then had the opportunity to attend a special assembly, which involved performances by our dance groups and choir. .

STEM and IT Education: In 2019, significant and ongoing progress was made towards embedding STEM and IT education across the school:

* STEM continued within the Stage 3 Middle School and was expanded across all K–4 classrooms with the rollout of over 150 iPads, 150 OSMO–Coding sets, and an additional two IT laboratories in the school.

* This allowed all students to authentically engage in a range of STEM activities linked to our curriculum and included students building their own wind and solar cars as well as programming in Scratch, of LEGO EV3 robots, Mini–Me Robots, Osmo's and Ozobots

* Ozobots were used in Kindergarten (Early Stage 1) and Stage 3.

* Stage 1 held a third Technology Day, where students participated in a range of activities, including coding and robotics and stop–motion film–making

* Stage 2 participated in a STEM afternoon, where students engaged in a range of STEM–based activities that encouraged critical and creative thinking, collaboration and communication and utilised the Scratch coding tool.

* Stage 3 staff specifically supported staff across the school with the implementation of a Virtual Reality–Coding STEM–Share kit. This resource delivered further access and opportunity to students and staff across the school.

* Staff presented at a range of teacher and parent–based events, and the school was highlighted for its programs at the Hunter IT

* Stage 3 Students researched wind–powered vehicles and solar–powered vehicles. The winners of the wind–powered competition went on to compete in the Solar Car Challenge at Callaghan College Wallsend Campus, against students from other local schools.

* For the second year in a row, Glendore's female students and staff participated in 2 days of STEM learning in the pits of the V* Supercars Team – Red Bull Racing Australia, with their female race engineer.

* Stage 2 and 3 coding and robotics groups continued. Students used a range of programs, including online coding tools, Scratch, Ozobots and LEGO EV3 robotics.

* Thirty (30) Stage 3 students participated in a STEM Challenge Day run by the University of Newcastle.

* The school successfully completed the full 2019 NAPLAN Online for Years 3 and 5 students and the VALID Science and Technology online assessment for Year 6 without incident.

School Evaluation Team: Thank you to Glendore Public School's School Evaluation Team, whom have each played a key role in the evaluation of 2019 programs within, across and outside of the school:

- * Mr Khalil Khay, Principal K–6.
- * Mrs Simone White, Deputy Principal K–6.
- * Mr Evan Booth, Assistant Principal (Rel.) Kindergarten.
- * Ms Samantha McDowell . Assistant Principal (Rel.) Year One.
- * Miss Erin Lewis, Assistant Principal, Year Two.
- * Mrs Cara Budd, Assistant Principal (Rel.) Years Three–Four.
- * Ms Casey Dunn, Assistant Principal, Years Five–Six.
- * Mrs Suzanne Rigley, Assistant Principal (Rel.) Years Five–Six.
- * Mrs Lisa Matheson, School Administration Manager K–6.
- * Mrs Kathryn Probert, School Business Manager K–6.