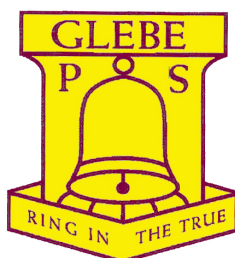


Glebe Public School

2019 Annual Report



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Introduction

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

2019 has been a year of growth and achievement for Glebe Public School in all aspects of educational and community endeavour. We have continued to provide a high quality education in a caring environment and I am proud of the achievements attained by our students, staff and community. Our achievements are the result of the positive relationships, shared responsibility, and ongoing commitment from all stakeholders for student growth, development and wellbeing, underpinned by every student being known, valued and cared for.

The transformational changes that have taken place are the result of consistent, high quality educational practices that are driven by assessment evidence in line with NSW syllabus documents, the development of behaviours, attitudes and expectations that enhance wellbeing, and whole school practices that are developed in partnership with the community, resulting in our students being highly engaged and actively involved in their education.

Our students continue to achieve across a wide range of academic and extra-curricular opportunities. Academically, this year has been a strong year; this is testament to the effective implementation of our improvement measures, the high quality teaching and learning programs delivered for our students and the strategic aligning of resources to cater to the needs of our school community.

The staff at Glebe Public School continue to be a cohesive, highly skilled and dedicated team who have maintained the provision of high quality teaching and learning and life opportunities for all students. Through a culture of shared responsibility, the needs of each individual are catered for and there is a whole school commitment to nurture, guide, inspire and challenge students in order for them to reach their personal best and full potential. All staff are committed to maintaining a school-wide culture that is built on high expectations and positive student engagement.

Glebe Public School enjoys a high level of support from our parents and the local and wider community. Our proactive P&C has continued to support our students and school initiatives, ensuring that all stakeholders have opportunities to engage with our school. The building and strengthening of community participation, connections and partnerships are facets that we are incredibly proud of and add value to the learning opportunities provided to our students.

All members of staff have worked in collaboration with our highly valued volunteers and members of the wider community who support our school on a daily basis. These volunteers and supporters have continued to add value to the opportunities that our students have access to and have enabled us to deliver innovative, well-resourced, and differentiated learning across the curriculum.

We are committed to ongoing school improvement, and our shared vision to nurture confident, capable, resilient students who are inquisitive about the world and learn with meaning and purpose is clearly visible. As a school community, we are proud of our achievements and successes of 2019 and enter 2020 with a clear vision and direction, both of which ensure that our students are at the center of all of our decision making.

Bryce Walker

Principal

School background

School vision statement

Nurture confident, capable, resilient students who are inquisitive about the world and learn with meaning and purpose.

School context

Glebe Public School was established in 1858. It is located within the inner city of Sydney and has strong community partnerships. The support of the school community and the larger community enhances the educational outcomes of the school.

The school has an enrolment of 300 students, including 20% identifying as Aboriginal and 64% coming from a Language Background other than English.

The school has a positive reputation in the community as being a provider of high quality inclusive educational practices that cater for the academic and wellbeing needs of all students

The staff at Glebe Public School is an actively involved and dedicated team, committed to supporting individual learning needs and providing a range of innovative teaching and learning programs. High expectations drive improvements in student outcomes with an embedded focus on supporting and promoting social, creative and academic development in all students.

Students are given every opportunity to develop their gifts and talents in academic, artistic, cultural and sporting domains in order to maximise their potential and enable them to become confident, independent learners capable of embracing future focussed skills, knowledge and understandings.

We remain committed to ongoing school improvement.

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>

In the domain of **Learning**, the school is currently **Delivering**.

There is demonstrated commitment within the school community that all students make progress with their learning. Partnerships with parents and students support clear improvement aims and planning for learning. The school actively plans for student transitions and clearly communicates its transition activities to the school community. Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs. The school's wellbeing approach focuses on creating an effective environment for learning.

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Teaching and learning programs describe what all students are expected to know, understand and do. Differentiation of curriculum delivery within classrooms happens to ensure that students with particular identified needs are catered for.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students. Teachers use reliable assessments to capture information about student learning and there are whole school assessment strategies in place that are designed to ensure that the learning of all students is systematically monitored.

The school analyses internal and external assessment data to monitor and report on student and school performance. Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals. The school provides parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews.

The school's value-add trend is positive. The school identifies growth targets for individual and cohorts of students, using internal progress and achievement data. School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

In the domain of **Teaching**, the school is currently **Sustaining and Growing**.

Teachers collaborate across stages and 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. Explicit teaching is the main practice used in the school, reflecting the current evidence base and teachers routinely and explicitly review curriculum content and preview the learning planned with students in each class.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content and the leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning. Clear

and accurate analysis of student progress and achievement data informs planning that is shared with the school community.

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and Professional Development Plans (PDPs) to identify and monitor specific areas for development to ensure continual improvement that align with the whole school plan.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, and for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensures that direct support is available to new staff members and beginning teachers are mentored from experienced teachers. All staff actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practices. The school routinely identifies expertise within its staff and draws on this to further develop its professional learning community. Teachers are supported to trial innovative or evidence based, future-focused practices.

In the domain of **Leading**, the school is currently **Sustaining and Growing**.

The leadership team ensures that the implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Staff performance and development procedures are implemented in a culture of high expectations for every staff member. Teaching and non-teaching staff proactively seek opportunities to improve their performance. The school supports collaborative performance development to continuously monitor improvement and routinely solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan and staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school and the physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. The use of school facilities by the local community delivers benefits to students and the strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team analyses responses to school community satisfaction measures.

Strategic Direction 1

Motivated, engaged and reflective learners

Purpose

To improve learning and well-being outcomes for all students by implementing consistent, high quality educational practices that engage students as active participants in their educational journey.

Improvement Measures

Increased number of students achieving expected growth in literacy

Increased number of students achieving expected growth in numeracy

Improved results in student engagement and well-being with a focus on advocacy and sense of belonging.

Overall summary of progress

The engagement of a Quality Teacher Advisor in 2019 continued to provide professional development for teachers in **formative assessment** strategies. Consistent school wide resources were created to support the implementation of learning intentions and success criteria in all classrooms. Teachers collaboratively planned formative assessment processes, with focused professional discussion built into fortnightly team meetings.

The school wide **Peer Support program** was implemented in Term Three, with a key focus on anti-bullying. Year Six students undertook training to lead the program, managing their groups and organising activities in line with the weekly peer support lessons.

The wellbeing component of this was utilised across the school to track and monitor positive and negative incidents in classrooms and on the playground. School wide evaluation of wellbeing data and feedback from staff, students and parents led to the school researching and undergoing professional learning in **Positive Behaviour for Learning** during Term Four, as a framework to identify and implement evidenced-based whole-school practices that enhance well being and learning outcomes for students. This will continue into 2020.

Progress towards achieving improvement measures

Process 1: Formative Assessment

Engage the school learning community in the change model of professional learning and classroom implementation focussing on Formative Assessment and Visible Learning research and pedagogy.

Evaluation	Funds Expended (Resources)
Teachers are equipped to deliver specific flexible learning goals and success criteria through targeted professional development, the provision of consistent school wide resources and collaborative planning and discussion.	Professional Learning with Community of Schools and Quality Teacher Advisor
Observation of formative assessment strategies in classrooms identified the use of a variety of strategies across the school by all staff.	Process team professional development, release for day to observe expert schools in action
Students use common language to express their learning goals and engage in teaching and learning experiences.	Formative assessment resources and classroom tools
School Satisfaction Survey for Parents and Carers	Funding Sources:
<i>Students receive feedback on their learning:</i> 78.85% agree, 15.79% unsure & 5.26% (3 responses) disagree.	• Aboriginal background loading (\$9.00)
<i>Students can talk about what they are learning when asked what they did at school today:</i> 80.70% agree, 8.77% unsure & 10.53% disagree.	• English language proficiency (\$55116.00)
<i>Student reports provide information about individual learning progress and</i>	• Low level adjustment for disability (\$27485.00)
	• Quality Teaching, Successful

Progress towards achieving improvement measures

achievement: 85.96% agree, 5.26% unsure & 8.77% disagree.

Parent / Teacher interviews are useful and informative: 89.47% agree, 5.26% unsure & 5.26% (3 response) disagree.

School Satisfaction Survey for Staff

Teachers routinely use evidence for learning, including a range of formative and summative assessment to inform their teaching, adapt their practice and meet learning needs of students: 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Our students can articulate their learning goals: 22.22% (2 responses) agree, 55.56% unsure & 22.22% disagree.

The school provides a variety of engaging and successful teaching and learning programs: 100% agree, 0% unsure & 0% disagree.

Students (QTSS) (\$50049.00)

- Socio-economic background (\$23000.00)
- Support for beginning teachers (\$22668.00)
- Integration (\$128291.00)
- Literacy and Numeracy (\$10107.00)

Process 2: Wellbeing

Embed a whole school approach to student wellbeing through:

- Peer Support
- Teacher Advocate
- SRC

Evaluation	Funds Expended (Resources)
<p>Peer Support:</p> <p>Student Survey data indicates 84% of students recognized the themes of anti-bullying, friendship and relationships explored through the Peer Support program. 72% of students identified the program as being a positive experience, and students saw the strengths of the program being teamwork, developing a support network and making friends.</p> <p>Teacher survey data indicated 89% of teachers recognized the Peer Support Program as being a positive experience for their students, with areas of improvement indicated as being time and organisational processes.</p> <p>School Satisfaction Survey for Parents and Carers</p> <p><i>My child enjoys coming to school each day.</i> 78.95% agree, 12.28% unsure & 8.77% disagree.</p> <p><i>The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered.:</i> 78.95% agree, 14.04% unsure & 7.02% disagree.</p> <p><i>Glebe Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy.:</i> 73.21% agree, 21.43% unsure & 5.36% (3 responses) disagree.</p> <p><i>Student achievements are recognised and celebrated:</i> 85.96% agree, 12.8% unsure & 1.75% (1 response) disagree.</p> <p><i>Teaching and learning programs provide equitable and varied opportunities for all students.:</i> 64.91% agree, 22.81% unsure & 12.28% disagree.</p> <p>School Satisfaction Survey for Staff</p> <p><i>Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community:</i> 88.89% agree, 11.11% (1 response) unsure & 0% disagree.</p>	<p>Teacher release time to develop and plan Peer Support program</p> <p>Teacher release days and professional learning in PBL</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$9800.00) • English language proficiency (\$55116.00) • Low level adjustment for disability (\$27485.00) • Quality Teaching, Successful Students (QTSS) (\$50049.00) • Support for beginning teachers (\$22668.00) • Integration (\$128291.00) • Literacy and Numeracy (\$10107.00)

Progress towards achieving improvement measures

Glebe Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy: 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered: 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Student achievements are recognised and celebrated: 100% agree, 0% unsure & 0% disagree.

The school provides a variety of engaging and successful teaching and learning programs: 100% agree, 0% unsure & 0% disagree.

Next Steps

- Formative assessment and visible learning strategies are embedded across the school and evidenced through teaching and learning programs.
- Students can identify, articulate and reflect on their learning goals. Progress towards student learning goals is monitored through collection of quality data.
- Student leadership capabilities are built through Student Representative Council, student representation on school leadership teams and buddy programs.
- Effective school wide wellbeing practices, including daily mindfulness sessions and the implementation of Respectful Relationships (Peer Support) and Peer Power program continue to improve wellbeing, engagement and support learning.
- The Positive Behaviour for Learning (PBL) Team develops and implements the 2020 Action Plan. A school wide framework is developed to improve social, emotional, behavioural and academic outcomes for students.

Strategic Direction 2

Innovative, evidence based teaching practices

Purpose

To develop and sustain a culture of high expectations and quality, innovative, evidence-based teaching practices underpinned by authentic data analysis and explicit coaching mentoring systems.

Improvement Measures

All students are showing expected growth on internal school progress and achievement data.

Increased number of students achieving expected growth in literacy and numeracy on external performance measures.

Improvements in teacher survey data relating to the strategic direction

Overall summary of progress

Professional learning with the Quality Teacher Advisor on formative assessment strategies increased capability of staff to provide quality **teacher to student feedback** and support students with **peer feedback** processes. Expert Hour utilised staff expertise and knowledge to provide professional learning workshops on effective feedback strategies. Feedback strategies were supported by the development resources for teachers to use as part of their classroom teaching and learning.

All staff engaged in **professional feedback processes** through Professional Development Plans and classroom observations. Beginning teachers continued to be provided with ongoing feedback and support that is embedded in the collaborative practices of the school.

Centralised data systems and explicit collection processes were trialed to track student progress in a number of areas. SENTRAL was utilised to record reading levels and spelling scores across stages. Staff received professional learning in PLAN2 and the Literacy and Numeracy Progressions, with staff utilising tracking methods against the progressions, specific to their stage and class needs. A focus group of teachers trailed the analysis writing samples in relation the literacy progressions to build capacity and knowledge for 2020 whole school implementation.

Progress towards achieving improvement measures

Process 1: Feedback

Build capability of all staff and students in giving and receiving quality feedback, including:

- consistent coaching and mentoring procedures
- Professional Development Plans

Evaluation	Funds Expended (Resources)
Professional learning in <i>Effective Feedback</i> and <i>Peer and Self Assessment</i> led by Quality Teacher Adviser resulted in increased capability of staff and improved quality of feedback provided to students.	Professional learning in <i>Effective Feedback</i> and <i>Peer and Self Assessment</i> led by Quality Teacher Adviser.
Development of a bank of feedback resources for teachers increased use of feedback strategies used across the school.	Feedback resources for classroom use.
All staff engaged in feedback processes through PDPs and classroom observations, supporting professional learning needs and demonstrating a positive and collaborative performance and development culture.	Beginning Teacher release time for planning and AP support.
Regular feedback and self-reflection undertaken by staff through one-to-one discussions, shared professional practice and in settings such as stage or executive meetings.	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$50050.00)• Support for beginning teachers (\$22668.00)
Mentoring structures and collaborative practices support beginning teachers	

Progress towards achieving improvement measures

within the school.

School Satisfaction Survey for Parents and Carers

Students receive feedback on their learning: 78.85% agree, 15.79% unsure & 5.26% (3 responses) disagree.

Students can talk about what they are learning when asked what they did at school today: 80.70% agree, 8.77% unsure & 10.53% disagree.

School Satisfaction Survey for Staff

The school provides a variety of engaging and successful teaching and learning programs: 100% agree, 0% unsure & 0% disagree.

Teachers routinely use evidence for learning, including a range of formative and summative assessment to inform their teaching, adapt their practice and meet learning needs of students: 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Our students can articulate their learning goals: 22.22% (2 responses) agree, 55.56% unsure & 22.22% disagree.

- Aboriginal background loading (\$9800.00)
- Socio-economic background (\$23014.00)
- English language proficiency (\$55116.00)
- Low level adjustment for disability (\$27485.00)
- Integration (\$128291.00)
- Literacy and Numeracy (\$10107.00)

Process 2: Data Skills and Use

Embed systematic data informed practices to track progress and achievement.

Evaluation	Funds Expended (Resources)
<p>Consistent assessment, data and tracking practises were scheduled and implemented, with data for reading (K–2) and spelling (3 – 6) recorded in SENTRAL</p> <p>PLAN2 tracking processes trialed and streamlined in preparation for 2020 implementation. Teachers identified implementation of PLAN2 as positive school process (70%) to centralize data and track specific and individualized student progress. Teachers identified managing time constraints and scope of progressions as considerations for effective, efficient 2020 implementation.</p> <p>School Satisfaction Survey for Parents and Carers</p> <p><i>Students receive feedback on their learning:</i> 78.85% agree, 15.79% unsure & 5.26% (3 responses) disagree.</p> <p><i>Students can talk about what they are learning when asked what they did at school today:</i> 80.70% agree, 8.77% unsure & 10.53% disagree.</p> <p><i>Student reports provide information about individual learning progress and achievement:</i> 85.96% agree, 5.26% unsure & 8.77% disagree.</p> <p><i>Parent / Teacher interviews are useful and informative:</i> 89.47% agree, 5.26% unsure & 5.26% (3 response) disagree.</p> <p>School Satisfaction Survey for Staff</p> <p><i>Teachers routinely use evidence for learning, including a range of formative and summative assessment to inform their teaching, adapt their practice and meet learning needs of students:</i> 88.89% agree, 11.11% (1 response) unsure & 0% disagree.</p> <p><i>Our students can articulate their learning goals:</i> 22.22% (2 responses) agree, 55.56% unsure & 22.22% disagree.</p>	<p>Teacher release time and professional development in Data Skills and Use processes</p> <p>Teacher release and professional development in Literacy & Numeracy Progressions and PLAN2</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$9800.00) • English language proficiency (\$55116.00) • Low level adjustment for disability (\$27485.00) • Quality Teaching, Successful Students (QTSS) (\$50049.00) • Socio-economic background (\$23014.00) • Support for beginning teachers (\$22668.00) • Integration (\$128291.00) • Literacy and Numeracy (\$10107.00)

Next Steps

- Staff identify and monitor specific areas for professional development through the use of Professional Standards, Professional Development Plans, and mentoring and coaching support systems.
- The professional development of beginning teachers is supported by the school, and guided by the Australian Professional Standards for Teachers.
- Staff and students engage in quality feedback processes for continual improvement.
- Regular, systematic data informed practices are embedded to track progress and achievement.

Strategic Direction 3

Sustained and measurable whole school improvement that impacts student learning

Purpose

To create partnerships and build leadership capacity within the community to enrich students' educational experiences and facilitate a collective responsibility to whole school improvement.

Improvement Measures

Improvement in parent satisfaction survey

Improvement in teacher Tell Them From Me survey data

Increase in parent engagement in school-related activities

Overall summary of progress

Effective partnerships in learning were strengthened through a continued focus on acknowledging the strong skills, knowledge and collaborative capabilities of the staff and community. All community partnerships focused on enriching students' educational experiences and facilitating collective responsibility and whole school improvement. Parent skills and knowledge were drawn on to facilitate and enrich public speaking and cultural programs. The school library was re-located to be community accessible and provide close links to the Schools as Community Centre (Tree House) and OOSH (Centipede). Additionally the school applied for a grant to support an Aboriginal literacy program to be run from the community focused school library space.

The executive team engaged the staff and school community in the continued **implementation of the 2018 – 2020 School Plan**. Regular parent and community feedback was ascertained on school processes. The executive team analysed current school evaluation and planning process through surveys and meetings, alongside the implementation of the School Excellence Framework. Strategic Direction team leaders implemented the procedures and timelines across all school planning directions and drove the implementation and tracking within their strategic direction. Professional learning which focused on Evaluative Practices resulted in strategic direction teams presenting 2019 evaluations and analysis to the staff and setting 2020 future directions.

Progress towards achieving improvement measures

Process 1: Effective Partnerships in Learning

Establish a professional learning community through meaningful partnerships and a collective responsibility that impacts student learning.

Evaluation	Funds Expended (Resources)
<p>School Satisfaction Survey for Parents and Carers</p> <p><i>The weekly newsletter and school website keeps the community informed about coming events and school achievements:</i> 91.2% agree, 7.02% unsure & 1.75% (1 response) disagree.</p> <p><i>School staff respond to inquiries and requests in a friendly and prompt manner:</i> 91.23% agree, 5.26% unsure & 3.51% (2 responses) disagree.</p> <p><i>Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community:</i> 75.44% agree, 19.30% unsure & 5.26% (3 responses) disagree.</p> <p><i>Glebe Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy:</i> 73.21% agree, 21.43% unsure & 5.36% (3 responses) disagree.</p>	

Progress towards achieving improvement measures

School Satisfaction Survey for Staff

Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community: 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Process 2: Effective Practices for Continual Improvement

The School Plan, in which the school's vision and strategic directions are embedded, is at the core of continuous improvement driven by and measured through data.

Evaluation	Funds Expended (Resources)
Evaluation of School Planning Processes Staff Survey 100% of staff responses indicated being part of a Process Team valuable to their professional development and their contribution to leading whole school processes and planning. Staff identified themselves as having high levels of confidence in their skills to contribute to school planning processes.	Casual teachers employed to support Executive Planning for whole school processes

Next Steps

- Maintain a focus on building a professional learning community underpinned by distributed instructional leadership and focused on continuous improvement of teaching and learning.
- Meaningful community partnerships and collective responsibility to promote opportunities for learning, celebrating and enriching student learning outcomes and building teacher capacity.
- The leadership team continues to use data to evaluate the effectiveness of school wide processes and creates a culture of shared accountability to achieve organisational and teaching best practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing Entitlement: \$68,575 Flexible Funding: \$9,800	Personalised Learning Pathways were developed, implemented and monitored for all Aboriginal students. Cross-curriculum priorities enable students to develop understanding about and address contemporary learning. Challenging and rich learning experiences were provided across the curriculum. Community consultation school planning and evaluation processes.
English language proficiency	Flexible Funding: \$55,116	Employment of EAL/D teacher to support students K – 6 (4 days/week). Teacher employed (_ day/week) to support new arrival students. Parents supported to engage in school programs and have deeper understanding of school procedures and teaching and learning programs. Interpreting and translation services and materials were used for effective communication, consultation and engagement. Student support included in whole school planning, assessment and reporting. Teaching and learning programs evidence effective differentiation to reflect language learning need of EAL/D students.
Low level adjustment for disability	Staffing Entitlement: \$74,701 Flexible Funding: \$27,485	Employment of a Learning and Support Teacher (LaST). Employment of a teacher to support literacy and numeracy. Students requiring adjustments and learning support were catered for within class programs and other whole school strategies. The school used the Nationally Consistent Collection of Data (NCCD) to engage staff in meaningful professional dialogue. Individual Education Plans were developed, implemented, monitored and evaluated for students. The additional learning needs of students were addressed through the engagement of School Learning Support Officers.
Quality Teaching, Successful Students (QTSS)	\$50,049	Assistant Principals released 1 day per week to support the management of school programs, mentor and coach other teachers, observe teachers in their classrooms, demonstrate effective teaching strategies (literacy and numeracy) and monitor student

Quality Teaching, Successful Students (QTSS)	\$50,049	<p>performance data across the school.</p> <p>Teachers received support with accreditation processes and the Performance and Development Framework.</p>
Socio-economic background	<p>Staffing Entitlement: \$10, 672</p> <p>Flexible Funding: \$23, 014</p>	<p>Engagement of a teacher above staffing establishment supported lower class sizes.</p> <p>Assistant Principal released from class to support literacy and numeracy interventions in K – 2 in the role of Instructional Leader.</p> <p>The additional learning needs of students were addressed through the engagement of School Learning Support Officers.</p>
Support for beginning teachers	\$22, 688	<p>Additional release from face to face teaching time for beginning teachers, used for planning and mentor support sessions.</p> <p>Beginning teachers mentored and supported by Assistant Principals</p>
Targeted student support for refugees and new arrivals	<p>Flexible Funding: \$1,401 (Refugee Student Support)</p> <p>Staffing Entitlement:</p>	<p>An EAL/D teacher employed to support newly arrived students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	113	114	153	159
Girls	118	145	139	150

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.1	90.3	91.5	91.7
1	91.8	92.1	92.2	92.5
2	93.3	94.9	92.5	91
3	95.9	93.1	93.2	92.2
4	88.9	94.3	90.3	90.5
5	90.6	92.8	93.5	91.2
6	89.5	88.8	90.9	92.1
All Years	92.1	92.4	92	91.6
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.62
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.82

*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.

All permanent and temporary teachers were involved in a full range professional learning opportunities addressing individual, team and whole school priorities. The school receives funds from the Department of Education to provide teacher release from class and cover the costs for course fees and teacher release.

In 2019, the staff professional learning program comprised of team meetings, regular stage and executive planning days, school development days, external workshops, professional learning meetings and conferences. A total of \$18,718 was

invested in staff professional learning in 2019, funded through Department of Education allocated professional learning funds. Additional school funds were invested in staff learning and development.

Teaching staff participated in professional learning initiatives focused on:

- Mandatory Training (Child Protection, CPR and Anaphylaxis training)
- Formative Assessment
- PLAN2
- Literacy and Numeracy Progressions
- Feedback Processes
- Evaluative Practice
- NAPLAN Analysis
- Positive Behaviour for Learning
- Mentoring early carer teachers and leadership development

In addition to this,

- Stage collaborative planning days focussed on consistency in programming and the streamlining of program writing.
- Three permanent teachers were supported through beginning teacher funding.
- The Principal attended regular network meetings and the Port Jackson Primary Principals' Conference.
- Temporary and permanent teachers were supported in achieving Teacher Accreditation at Proficient level.

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	287,432
Revenue	3,617,220
Appropriation	3,168,426
Sale of Goods and Services	28,454
Grants and contributions	414,884
Investment income	2,981
Other revenue	2,475
Expenses	-3,684,996
Employee related	-3,334,680
Operating expenses	-350,316
Surplus / deficit for the year	-67,775

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	129,692
Equity Total	269,363
Equity - Aboriginal	78,375
Equity - Socio-economic	33,685
Equity - Language	55,116
Equity - Disability	102,186
Base Total	2,306,475
Base - Per Capita	68,514
Base - Location	0
Base - Other	2,237,960
Other Total	297,301
Grand Total	3,002,831

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](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

School satisfaction surveys for parents, carers and staff were developed by the school and distributed using Survey Monkey. A summary of the results are below. Areas of strength and further development were analysed by the school leadership team and presented to staff for consultation and action.

Parents/Carers

Learning Culture: *Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community:* 75.44% agree, 19.30% unsure & 5.26% (3 responses) disagree.

Learning Culture: *Glebe Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy:* 73.21% agree, 21.43% unsure & 5.36% (3 responses) disagree.

Wellbeing: *My child enjoys coming to school each day:* 78.95% agree, 12.28% unsure & 8.77% disagree.

Wellbeing: *The school is a friendly place, where cognitive, emotional, social, physical and spiritual wellbeing is fostered:* 78.95% agree, 14.04% unsure & 7.02% disagree.

Curriculum: *Student achievements are recognised and celebrated:* 85.96% agree, 12.8% unsure & 1.75% (1 response) disagree.

Curriculum: *Teaching and learning programs provide equitable and varied opportunities for all students:* 64.91% agree, 22.81% unsure & 12.28% disagree.

Assessment: *Students receive feedback on their learning:* 78.85% agree, 15.79% unsure & 5.26% (3 responses) disagree.

Assessment: *Students can talk about what they are learning when asked what they did at school today:* 80.70% agree, 8.77% unsure & 10.53% disagree.

Reporting: *Student reports provide information about individual learning progress and achievement:* 85.96% agree, 5.26% unsure & 8.77% disagree.

Reporting: *Parent / Teacher interviews are useful and informative:* 89.47% agree, 5.26% unsure & 5.26% (3 response) disagree.

Communication: *The weekly newsletter and school website keeps the community informed about coming events and school achievements:* 91.2% agree, 7.02% unsure & 1.75% (1 response) disagree.

Communication: *School staff respond to inquiries and requests in a friendly and prompt manner:* 91.23% agree, 5.26% unsure & 3.51% (2 responses) disagree.

Staff

Learning Culture: *Glebe Public School is a productive learning environment with high levels of engagement from students, staff and the community:* 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Learning Culture: *Glebe Public School teaches and promotes the core values of; integrity, excellence, respect, responsibility, cooperation, participation, care, fairness, and democracy:* 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Wellbeing: *The school is a friendly pace, where cognitive, emotional, social, physical and spiritual wellbeing is fostered:* 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Curriculum: *Student achievements are recognised and celebrated:* 100% agree, 0% unsure & 0% disagree.

Curriculum: *The school provides a variety of engaging and successful teaching and learning programs:* 100% agree, 0% unsure & 0% disagree.

Assessment: *Teachers routinely use evidence for learning, including a range of formative and summative assessment to inform their teaching, adapt their practice and meet learning needs of students:* 88.89% agree, 11.11% (1 response) unsure & 0% disagree.

Assessment: *Our students can articulate their learning goals:* 22.22% (2 responses) agree, 55.56% unsure & 22.22%

disagree.

Students

82 students from Years 2 to 6 participated in the a school-based survey Although the school did not participate in the Tell them From Me survey in 2019, the questions asked followed similar question types to those in the survey. The school will participate in the 2020 Tell Them From Me survey. A summary is below of the 2019 results.

76% of students indicated a high rate of participation in sports.

42% of students indicated they participate in extracurricular activities.

76% of students indicated a positive sense of belonging.

78% of students indicated they have positive relations.

93% of students indicated they value schooling outcomes.

38% of students indicated they have positive homework behaviours.

85% of students indicated their behaviour at school is positive.

82% of students indicated they are interested and motivated at school.

85% of students indicated they try hard at school.

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.

Glebe Public School remains committed to improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. The school received Aboriginal background funding in 2018.

Glebe Public School promotes respect for the authentic inclusion of Aboriginal Education in the following forms:

- the employment of an Aboriginal Education Officer to support staff, students and community;
- respectfully integrating the Acknowledgement of Country into school events;
- ensuring that all Aboriginal students have a Personalised Learning Pathway (PLP) in place;
- ongoing monitoring of academic performance in line with departmental benchmarks and standards;
- including knowledge and understanding of histories, cultures and experiences in syllabus implementation and delivery through cross-curricular priorities;
- consultative and collaborative decision making with parents and community members on student progress and wellbeing;
- working in partnership with the Aboriginal education team in order to deliver best practice through formal and informal teacher professional learning;
- supporting interagency initiatives and positive partnerships through NAIDOC day;
- valuing and acknowledging the identities of Aboriginal students through participation in events such as Sorry Day and Close the Gap Day;
- maintaining high expectations and encouraging Aboriginal students to pursue personal excellence, including a commitment to learning, through quality teaching and assessment practices and using resources that are culturally inclusive.

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.

Glebe Public School promotes anti-racism by:

- appointing a staff member to the role of Anti-Racism Contact Officer (ARCO) to be the contact between students, staff, parents and community members;
- reviewing and implementing school policies (Anti-Bullying and Student Welfare) to maintain high standards and expectation from all stakeholders.

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.

In line with the School Plan, the school has ensured that teaching and learning programs are culturally inclusive and value multiculturalism. Glebe Public School promotes the inclusion of multicultural education through:

- the employment of a Chinese speaking School Learning Support Officer to support the increase in the number of Chinese speaking students;
- promoting community harmony through effective communication practices with parents and community members from diverse cultural, linguistic and religious backgrounds and encouraging their active engagement in school life;
- participating in whole school and community Harmony Day events and a special multicultural lunch whereby families contribute by cooking and sharing traditional food to represent their culture and heritage and;
- the differentiation of teaching and learning programs which address the learning needs of students from culturally and linguistically diverse backgrounds.

Other School Programs (optional)

Glebe Public School is rich in diversity, catering for the needs of students from a wide range of backgrounds. It has a strong community with a wide range of effective partnerships which provide students and their families with a range of support and opportunities such as;

The Glebe TreeHouse (Schools as Community Centres) is a family support service that runs in partnership with the Glebe Community and is co-located with Glebe Public School. Glebe TreeHouse continues to run its core programs of parent support groups, playgroups, health and nutrition programs and, education and employment pathways for parents as well as a range of community events and initiatives. The TreeHouse, in partnership with a wide range of organisations, has continued this year to deliver over 26 specific programs to families in the Glebe Community.

The Centipede before and after school care program, which provides families with affordable child care before and after school hours. Centipede provides children with care and support in an engaging and positive environment.

The programs that are implemented at Glebe Public School add value and enrich the learning and lives of the students in our care. We acknowledge the work that it takes to provide these services and we are deeply appreciative of the time, effort and expertise of our community partners.