

2020 Annual Report

Glenfield Public School



GLENFIELD



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Introduction

The Annual Report for 2020 is provided to the community of Glenfield 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

As I reflect on the challenging year that has passed, I commend and appreciate the dedicated, hardworking and professional teaching, executive, administrative and support staff of Glenfield Public School. Strong and collaborative partnerships in learning underpin a great school and our students are indeed very fortunate to be part of such an amazing school community led by our P&C committee.

The COVID-19 pandemic presented us with many challenges but the school community came together to ensure all children were provided with quality programs catering for their academic, emotional and social needs. During lockdown I was so impressed with the staff collaboration in organising a combination of quality online and paper based learning for students. Utilising the zoom platform allowed students to make connections with their teacher and peers during this unprecedented time. The support from home was tremendous and I would like to once again thank our school community.

Unfortunately strict COVID-19 safety guidelines meant we were unable to have parents onsite to celebrate special days and achievements. Seesaw provided an avenue for celebration and recognition throughout the year with special assemblies being recorded and posted on the app. Fortnightly assembly photos were also uploaded to recognise recipients of awards.

In Term 3 each class learnt about a different country in preparation for International Day. It was disappointing that we couldn't have our normal International Day celebrations with sharing of food and the community onsite but it was wonderful that we had an outdoor parade where students and staff came dressed in clothes representing a country of their choice. Multicultural performances by students were recorded and made available online. Students participated in modified class visits where they got their 'passport' stamped.

I look forward to continuing to work closely with the Glenfield school community to collaboratively improve outcomes and opportunities for all in 2021 and am excited about the Glenfield PS Strategic Improvement Plan for 2021-2024.

Kirsty Batros

Principal

Message from the students

I had the privilege of being one of the school captains for Glenfield Public School in the year 2020. Being chosen as a

school captain is something I will remember and cherish. As a school captain I was not only able to grow as a person but learn teamwork by working alongside my fellow school leaders. Being a school captain taught me to lead by example and gave me courage to speak publicly in front of the school. Being a school captain in the year of 2020 was challenging at times, especially not being able to take on the roles usually required of a school captain due to Covid-19. However, I was able to take part in after lunch assemblies, help with Kindergarten Orientation, attend the Student Representative Council, take out our school banners and raise and lower the flags each day. These responsibilities helped me to grow and become more responsible. I am grateful for the honour of being a school captain and I would like to thank Glenfield Public School for the many opportunities given to me.



Glenfield Public School
School Captains - 2020

School vision

At Glenfield Public School we believe in developing a highly-inclusive community, where everyone belongs. We strive to achieve a learning culture where every student is known, valued, cared for and challenged to reach their full potential. We aim to inspire and empower resilient, self-directed students, teachers and leaders who work in partnership to contribute to our global community.

School context

Glenfield Public School is located in South Western Sydney and serves a school community of 448 students from 43 different nationalities. Approximately 84% of students are from backgrounds other than English and 2.3% of students are Aboriginal. Since establishment in 1882, many generations of families have returned to the school. Our dynamic school community has experienced continuing development with classes growing from 10 in 2010 to 18 in 2020.

Our school motto, "*Strive to Achieve*", encapsulates the ethos of our school. Staff focus on school and individual improvement by catering to the diverse educational needs of all students, through the application of quality teaching principles. Glenfield Public School enjoys an outstanding reputation in the broader community. We have a dedicated staff and enthusiastic students who work alongside a supportive community.

Glenfield Public School is committed to developing the whole child. Many cultural and sporting activities and programs are offered across the year. We provide a variety of extra-curricular activities including the Student Representative Council (SRC), PSSA gala days, drawing club, choir, dance groups, environmental initiatives, debating, gardening club and coding club.

Through our situational analysis, we recognised that data sourcing, analysing and use is a future direction for Glenfield Public School. We need to broaden our collective knowledge and ability to better measure the impact of programs and continue upskilling teachers in the use of and recording of data. The evaluation of internal data procedures demonstrated the need to further develop expertise to ensure the triangulation of external and internal data collection practices, in particular, measuring student growth against syllabus outcomes.

Explicit professional learning will be delivered to ensure teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs inclusive of students with high potential. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. A focus on developing quality summative and formative assessment tasks, data collection practices and developing greater consistency of judgement within and across schools is essential.

After plotting our school against the EAL/D Framework we realised our EAL/D teachers have a strong working knowledge of the framework. As 84% of our students identify as EAL/D, there is a need to further upskill all our class and support teachers in the framework. This will support us in driving programs for our EAL/D students which is imperative to cater for the diverse needs of our students.

An ongoing focus will be strengthening our community partnerships with all stakeholders of our dynamic community. We endeavour to establish a collegial community of schools to further support teacher professional development and networking.

Kirsty Batros (Principal)

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>

Strategic Direction 1

Engaged, Empowered and Progressive Learners

Purpose

Provide optimum conditions for learning where stakeholders articulate high educational aspirations and work in partnership to ensure all students are supported in reaching their potential.

Improvement Measures

Improvement measures may include but not be limited to the following:

Evidence from school self evaluation regarding students well-being, shifts from "Sustaining and Growing" to "Excelling" by the end of 2020.

Continued growth in positive survey ratings relating to student engagement and utilising technology.

Students enrolled at the school for 2 consecutive years, demonstrate expected literacy and numeracy performance as evidenced through learning progressions and NAPLAN. One year's growth for one year's learning.

Average percentage of students in NAPLAN proficiency bands over 3 years for literacy and numeracy increases in Year 3 from 48% to 54% and in Year 5 from 34% to 40%.

Progress towards achieving improvement measures

Process 1: 1. Wellbeing:

Support each student's academic and wellbeing needs to enable them to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
<p>To support students return to school after learning from home, professional learning was undertaken with the regional Positive Behaviour for Learning (PBL) coordinator. This was shared with all staff. Teachers then had a better understanding of how to meet the needs of students coming back into the classroom after learning from home due to COVID-19.</p> <p>Buddy classes were also unable to occur in 2020 due to COVID-19. This is something that will be re-established in 2021 when guidelines allow for student groups to mix again.</p> <p>An initiative established in Term 4 was the formation of a 'Rubik's Cube' club initially for students with their own cubes. In 2021 this will continue and cubes will be purchased to include a greater number of students. Chess boards have also been purchased in preparation to establish a chess club.</p> <p>Positive Behaviour for Learning (PBL) continued to be a major focus. Development of a PBL classroom matrix has been moved to 2021 due to disruptions from COVID-19. Initial discussions and pricing has begun on new PBL signage to place on the grass area to give greater impact of our focus upon entry to school. Toilet doors were painted after surveying students and the community on sayings and themes they would like. Sayings and pictures were stuck on during Term 4 with positive responses from students and staff. This has resulted in less graffiti in the toilets.</p> <p>An electronic notice board has also been ordered to be placed at the front of the school and will be visual from both directions on Railway Parade.</p> <p>To ensure all students are known, valued and cared for class teachers worked closely with the Learning Support Team and other stakeholders.</p>	<p>Rubik's Cubes</p> <p>Chess Boards</p> <p>Electronic Noticeboard (pay for in 2021)</p>

Progress towards achieving improvement measures

Process 2: 2. Engagement:

Establish stimulating future focused learning environments that motivate students to engage and take ownership of their learning.

Evaluation	Funds Expended (Resources)
<p>COVID hindered our ability to implement extracurricular groups this year. Debating and Music Bus ran for some of the year, with debates being on Zoom. Rubik's Cube Club and Drawing Club started in Term 4 and were well received by students.</p> <p>This year Early Stage 1 revamped the vegetable garden. During International Day in Term 3, they planted herbs, fruits and vegetables from all around the world. They also used the vegetable garden in Term 2 for their science unit and the students were excited to see their sunflowers grow.</p> <p>This was the first year Seesaw was implemented from the beginning of the year with all classes embedding the App in their communication systems. 91% of teachers believed that seesaw was an extremely successful tool for communication (with 30% indicating outstanding and 61% indicating high). The following comments were made by teachers: "Having an iPad or phone allows for immediate posts throughout the week. Parents appreciate this as it is easy to access and reference." Love it. Been a great tool, especially this year when our communication is limited with families. Most parents use it appropriately and it's effective to share mass information quickly." " This is a great resource that has opened my classroom to students and their families. Parents respond well to communication and sharing of student goals and work samples." "Communication is a must between home and school partnership. It allows families to see what their child is learning plus allowing teachers to showcase various activities in the classroom." Teachers are looking forward to implementing Seesaw again next year with student participation a key focus.</p> <p>Senral was introduced this year as an accessible, administrative tool. Previously staff have had to access information on multiple platforms. All staff used Attendance, Communication (including daily and weekly memos), Wellbeing and Academic Reporting tools in Senral. Most staff used Markbook to record data, making student achievement levels accessible to all staff including support staff. iPad technology made accessing this easier onsite and teachers were able to access it both at school and at home. During COVID this was a valuable tool.</p> <p>The introduction of iPad technology saw an increase in the use of robots and also assisted teachers in completing administration tasks including Zoom meetings, Senral and entering data on ALAN. Reading Eggs and Mathletics was accessed by most teachers in the classroom using laptops and iPad.</p> <p>This year, teachers were provided with the use of the STEM-T4L robotics and 3D printing kits. Staff participated in three professional development sessions with STEM T4L regional coordinator Brett Kent. As a result, the school has purchased OZbots and now has 16 Makey Makeys. Next year we are purchasing more devices with the intention of having 6 per classroom.</p> <p>International Day successfully ran in Term 3 despite restructuring due to COVID restrictions. All classes participated in integrated curriculum lessons based on their country and presented their displays to the school. The day was a success and students were able to come dressed wearing their cultural attire. Dances were filmed and placed on YouTube to allow the community to enjoy their efforts.</p>	<p>Resources utilised and required were as follow:</p> <p>Timetables and time allocated to professional learning, meetings, and implementing</p> <p>Technology Committee, Meetings and Budget (\$50 000)</p> <p>Research on iPad implementation, Professional development for iPad and infrastructure budgeting including JAMF as MDM</p> <p>STEM T4L Regional Coordinator and STEM T4LKits</p> <p>Senral platform, and planning and professional development allocation</p> <p>Seesaw platform, and planning professional development allocation</p> <p>Vegetable gardens and materials (money from Return and Earn)</p> <p>Online professional learning providers including Google Suites, Apple, MyPL registered courses, Minecraft etc</p> <p>International Day Committee and planning allocations</p>

Process 3: 3. Academic Performance Enhancers:

Develop effective home/school partnerships where student learning is regularly discussed, co-planned

Progress towards achieving improvement measures

Process 3: and reported to ensure academic achievement is progressive for each student.

Evaluation	Funds Expended (Resources)
<p>Many milestones were achieved this year using innovative practices to upskill teachers, despite the substantial changes and impacts of COVID. Many initially planned initiatives were not achieved. However, these were replaced with timely, necessary milestones that supported the achievements of students during unprecedented teaching times.</p> <p>This year commenced with the re-establishment of literacy and numeracy committees. All staff were involved and represented each stage of learning. These teams followed agendas and used budgets to support the teaching of literacy and numeracy across K-6. A key initiative achieved by the numeracy committee was the formation of SENA testing kits for all staff linked to the numeracy progressions. The literacy committee focused on the strand of Reading and Viewing by upskilling staff with literacy progressions. Specifically, introducing the 1 minute read across K-6 to track fluency against the progressions as well as focusing on comprehension in understanding texts, with a focus on using quality literature and the purchasing of a targeted program for stage two called into-connectors. The guided readers were audited from K-6 and increased in volume by 25%.</p> <p>PL on progressions was delivered to enhance student learning outcomes through formative assessment practices to track students and share learning goals with all staff members. Numerous PL sessions, both as a whole staff and with team leaders, ensured all staff members could access ALAN and enter indicators on students. Stage 2 and 3 mapped literacy and numeracy progressions to their core programs. SPRINTs were carried out at a stage level to identify, program and observe indicators.</p> <p>Staff were all trained in a new streamlined reporting system on Sentral. The new report format was demonstrated through ZOOMs during COVID and followed up with face-to-face training by supervisors. All staff completed the process in its entirety during Semester 2 reports. Evaluations showed that 90% of staff were extremely satisfied or satisfied with the format. Evaluations from the community will occur in 2021.</p> <p>The KLA scope and sequence was finalised and uploaded on to Sentral in Semester 1. Each stage uploaded core programs for their KLAs so there is always an exemplar under odd and even years. Staff surveys demonstrated the scope and sequence is user friendly and reinforced the need for a mathematics and English scope and sequence. This was put on hold due to COVID.</p> <p>Established mathematics Groups linked to student needs and aligned to the progressions in Stage 2 and Stage 3, involving all support staff. This was interrupted by COVID. However, it continued in a revised format to support the needs of students in mathematics.</p> <p>Check in assessment was completed for Year 5 and Year 3. Data was analysed to assist identifying new directions and cohort trends. PAT testing was investigated, and an account set up to commence in 2021. The assessment scope and sequence was reviewed and amended. Changes were supported by staff.</p> <p>Future directions include: evaluating how PL is done after COVID enabled staff to achieve an enormous amount of self selected PL, establishing a scope and sequence for mathematics and English through the literacy and numeracy committees that will meet more regularly, continue to seek and provide training in the progressions and make these practices autonomous for staff, pursue online SENA testing and tracking of all data on Sentral records and evaluating whole school data through PAT testing.</p>	<p>Sentral</p> <p>Literacy and numeracy budgets (\$5 000 each)</p>

Strategic Direction 2

Quality School Wide Teaching Practices

Purpose

Establish a school learning culture where teachers are reflective and responsive in delivering quality educational practices and hold high expectations of themselves and their students as progressive learners.

Improvement Measures

Improvement measures may include but not be limited to the following:

An increase in positive responses from students in relation to skill level and challenge from 45 % (2017) to the state norm of 53% by the end of 2020 (TTFM survey).

An increase in rating from 7.9 to the state norm of 8.2 where students indicate they are given clear instructions and immediate feedback to improve learning. (TTFM survey).

Teachers provide evidence of growth against the focus areas of the professional standards for teachers and PDPs.

100% of teachers are using learning progressions to map student progress.

Progress towards achieving improvement measures

Process 1: 1. Effective Classroom Practice

Respond to student needs and interests by implementing innovative programs and approaches that actively engage, challenge, support and extend students in their learning.

Evaluation	Funds Expended (Resources)
<p>Most teachers implement LISC (Learning Intention, Success Criteria) into their daily practice. However, there is an inconsistency of delivery and as a school we will need to create a benchmark of expectations of how LISC looks K-6. Student and parent voice in this process will be a future focus.</p> <p>During COVID lockdown K-2 used Seesaw as their teaching and learning platform and 1-6 also used Google Classroom. These platforms were used effectively to ensure programs could continue. Students also received paper copies if needed. Feedback was provided to students and their families in a timely manner.</p> <p>The introduction of Sentral has allowed for school collaborative planning to be streamlined. All collaboratively programmed documents for each stage are now stored on Sentral and are easily accessed. Teams used QTSS time to ensure that all programs reflect consistent teacher judgment etc. Markbook is now used to record all student data. This process required all stages to review their assessment practices. A whole school Assessment Scope and Sequence is now in place and will continue to be reviewed.</p> <p>This year the literacy committee reviewed readers in the reading room. More resources were purchased and processes put in place to access these resources effectively.</p> <p>The Learning Support team, also purchased furniture for their new spaces. This will ensure each space is effectively used to support student learning.</p> <p>All staff participated in professional learning this year based around the effective implementation of technology. During COVID in particular, teachers experienced an increased amount of upskilling of G-Suite platforms, Seesaw including Ambassadorship, Apple and other MyPL registered courses.</p>	<p>STEM T4L 3D Printing and Robotics Kits and Reginal STEM T4L Coordinator</p> <p>International Day programming and planning allocation</p> <p>Seesaw Platform and professional learning opportunities</p> <p>Sentral Platform and professional learning opportunities</p> <p>Professional learning models and opportunities, timetabling and planning.</p> <p>Reading Room and purchasing of new readers.</p> <p>Literacy and Numeracy Committees, timetabling, planning and programming opportunities.</p>

Progress towards achieving improvement measures

This year, teachers were provided with the use of the STEM-T4L robotics and 3D printing kits. As a result, the school has purchased Ozbots and has 16 Makey Makeys. Next year we are purchasing more devices with the intention of having 6 per classroom.

Based on the teacher survey completed at the end of Term 4, only 7 teachers indicated that technology tools such as circuiting, coding, filming and robotics were integrated into their classroom practice. For effective evidence-based use of technology, staff will need upskilling.

Process 2: 2. Professional Teaching Standards

Support each teacher's individual growth against the professional standards that move them towards lead status.

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19, the activities within the Professional Teaching Standards reflected the needs and restrictions of conditions.</p> <p>Staff participated in professional learning based on the School Plan initiatives, in particular PLAN2 and ALAN, SCOUT, Assessment and data analysis. From these activities, we have identified the need for future professional learning and individualised learning for teachers to continue for these areas with an EAL/D focus.</p> <p>During COVID teachers experienced increased participation in teacher identified professional learning. Digital capabilities and delivery were the main focus. The practice of teacher identified professional learning was a popular learning mode with staff and highlighted the need for individualised PL going into our future plan.</p> <p>Teachers were provided opportunities to enter their professional learning into E-Tams and our TPL and QTSS agendas reflected the professional standards covered.</p> <p>This year, two teachers were working towards their accreditation and the school had a number of teachers submit their maintaining accreditation reports.</p> <p>Staff also revised how to navigate Sentral in particular Academic Reports and classroom teachers are confident to fill in different areas of the report (assessment, comment, attitudes, additional programs etc).</p>	

Process 3: 3. Learning and Development

Utilise expertise within the school and community to support teachers in implementing innovative approaches and best practice to enhance literacy and numeracy outcomes.

Evaluation	Funds Expended (Resources)
<p>Increased staff development on using the progressions has led to a greater awareness of where students have come from and where to go next in their learning. Teachers use this information to plan their lessons and the progressions have been increasingly included in programs as a guide to direct future teaching so all students are taught at their appropriate level.</p> <p>Evidence based learning is used in all classrooms to ensure differentiated learning opportunities are provided and students are taught according to their abilities to maximise learning potential. The use of PLAN data to establish focus groups has been demonstrated to all teachers and it is used by all teachers including the learning support team to track and group students accordingly and establish the direction of their learning.</p>	<ul style="list-style-type: none">• STEM robotics kit.• ALAN data application for tracking student growth.

Progress towards achieving improvement measures

PLAN data has been recorded in two sections - Reading Fluency and Quantifying Numbers to enable K-6 tracking of students and identification of students in need of additional support. The recording of this data has provided teachers with base-line data for every student in these two areas. The future direction for this application is the increasing inclusion of a greater number of topic areas in both mathematics and English.

During COVID, teachers were able to focus on specific professional development relevant to their PDPs to increase their teaching capabilities including technology and student behaviours. This increased the relevance of professional learning for each teacher.

Most classes in the school utilised the opportunity to use the robotics kit supplied through the STEM library. From K-6, robotics including EV3s and Ozobots were used to support the school coding program.

Teacher mentoring programs have been rolled over to the next school plan to implement when there are less restrictions due to COVID. A new format is being discussed to provide improved use of time including team teaching and teacher observations with the possibility of observing teachers and programs in other schools.



Strategic Direction 3

Exemplary Leadership, Systems and Service

Purpose

To build leadership capacity, strong channels of communication and service delivery to ensure school wide management practices are flexible, responsive and sustainable.

Improvement Measures

Improvement measures may include but not be limited to the following:

100% of school leadership team members independently develop, monitor, amend and evaluate milestones within a strategic direction and construct elements of the annual report via SPaRO.

All substantive assistant principals of more than 3 years experience complete at least 6 modules of the NSW Leadership and Management Credentials.

90% of parents/carers access information via electronic modes of communication.

Increase in positive ratings and comments relating to school communication and service.

Progress towards achieving improvement measures

Process 1: 1. Capacity Building

Develop instructional leadership attributes and management practices that are exemplary and sustainable.

Evaluation	Funds Expended (Resources)
<p>To continue building leadership capacity and to ensure an equitable distribution of roles all staff undertook a range of school responsibilities. Leadership opportunities were provided for staff which included extra-curricular activities, leading curriculum teams, mentoring early career teachers, leading strategic directions, coordinating the Learning and Support Team (LST), leading professional learning and school events.</p> <p>All office staff completed the Excellence in School Administration Framework professional learning which supports the growth of customer relationships and administrative practices across all school settings. The framework assists schools to plan professional development for school based non-teaching staff teams leading to enhanced capacity. Cross training of SASS staff with a focus on improving knowledge in all aspects of Sentral student management and SAP/Edbuy purchasing.</p> <p>Two staff members were successful in gaining promotion after opportunities to relieve in leadership positions.</p> <p>All members of the executive team completed a variety of modules of the NSW Leadership and Management Credentials. The executive team was also trained in using SPaRO, the SCOUT dashboard, conducting a situational analysis and developing the Strategic Improvement Plan. All teaching staff were trained in analysing Check in assessment data on SCOUT.</p> <p>All staff participated in the situational analysis which was an authentic and rigorous assessment of the school's current state. It was used to inform the school's improvement journey in learning, teaching and leading. Through engaging in this process, we developed a deep and contextualised understanding of our school's current situation through collecting relevant qualitative and quantitative data, collating evidence, consulting and collaborating widely and engaging with research. Using the findings of the situational analysis we consulted with the community to determine the school</p>	<p>Principal support allocation fund</p> <p>Professional Learning allocation</p>

Progress towards achieving improvement measures

vision statement, school context and strategic directions for 2021-2024.

Process 2: 2. Effective Communication and Service Delivery

Improve administrative practices to ensure communication and service is accessible, high in quality and effective for both staff, parents and the wider community.

Evaluation	Funds Expended (Resources)
<p>Throughout the year, administrative practices were streamlined and checklists or procedures were updated or developed to ensure all staff know how to efficiently complete tasks. Office staff completed the Excellence in School Administration Framework training which resulted in reflection on current customer relationships and administrative practices in the school.</p> <p>The school has built strong communication with parents through a variety of platforms such as Seesaw, the website and newsletter. This keeps parents and carers well informed about upcoming events and current information. Seesaw allows parents and caregivers to be involved in their child's education through the sharing of work samples, student's goals, photos and videos and nearly all parents were connected to their child's class in 2020. An information booklet about the school was uploaded on the website to ensure new enrolments were made aware of relevant school information. To further improve communication, at the beginning of each term an overview for each stage is included in the newsletter as well as a term calendar.</p> <p>Based on suggestions from parents some features were added to the newsletter this year. One of these was "Glimpses of Glenfield" where the principal spends time in a different classroom each fortnight interacting with the students and discovering what they are learning about. This is photographed and documented in the newsletter. Another addition was students publishing for a wider audience through the class roster in the newsletter where teachers include work from their class so all parents can see this.</p> <p>Proformas for various activities including excursions were created in line with departmental policies and to enable all participants to easily understand notes.</p> <p>We started using Sentral to monitor and address student progress and interactions, and to improve the management of their wellbeing. This longitudinal database of information is able to be accessed by all staff. The daily memo is now on Sentral instead of on paper and all documents are stored on Sentral.</p> <p>Online enrolment was introduced in Term 3 with all administrative staff being trained in the use of this platform.</p>	<p>Seesaw</p> <p>e-Publisher</p> <p>School website</p> <p>Principal support funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • New arrivals (\$16 260.00) 	<p>Approximately 6 students, identified as refugees or new arrivals, were targeted for intensive support. These students were assessed and supported by the EAL/D teachers, with learning programs personalised for their needs. Their progress was charted against the EAL/D progressions, PLAN clusters and other ongoing assessments.</p>
<p>Aboriginal background loading</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$7 495.00) 	<p>Personalised Learning Pathways and goals were developed for all Aboriginal students in consultation with the class teacher, parents, students and Aboriginal Education Coordinator. Students were supported to achieve their goals by School Learning Support Officers.</p> <p>Aboriginal Education was implemented across all teaching areas in the school and all students participated in NAIDOC Week and Reconciliation Day learning.</p> <p>Personnel from District Office were engaged in assisting the students to access extra support in their learning areas. Tharawal Land Council supported families in identifying as Aboriginal. Families could access medical, dental, optical and speech services if needed.</p> <p>Year 6 students transitioning to high school were provided with backpacks and equipment to support them in Year 7.</p> <p>The Aboriginal Culture group met to engage students in learning about their history, traditions and culture where COVID restrictions allowed.</p>
<p>English language proficiency</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$287 175.00) 	<p>The EAL/D allocation of 2.2 allowed the school to have two full time EAL/D teachers and another teacher for 2 days per week, with an additional day allocated for new arrivals. The needs of our EAL/D students are prioritised. Students may be supported within the classroom or in withdrawal groups, with the language acquisition of Beginning and Emerging phases of higher priority. Focus areas continue to be vocabulary acquisition in all KLAs and improved comprehension and writing skills.</p> <p>In the Check-in Assessment, the % of questions correct for Year 3 in Reading were 63.1 in Processes, 62.6 in Comprehension and 54.1 in Vocabulary. In Year 5, they were 67.6 in Processes, 59.2 in Comprehension and 51.7 in Vocabulary.</p> <p>The % of questions correct for Year 3 in Numeracy were 74.8 in Statistics and Probability, 73.4 in Number Sense and Algebra and 57.4 in Measurement and Geometry. In Year 5, they were 60.3 in Statistics and Probability, 60.0 in Number</p>

English language proficiency	Funding Sources: • English language proficiency (\$287 175.00)	Sense and Algebra and 59.1 in Measurement and Geometry. Glenfield P.S. results were comparable to state levels in all areas except in Year 3 Numeracy, where we were well above state.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$160 429.00)	Additional Learning and Support Teachers (LaST) worked collaboratively with classroom teachers to provide explicit learning with prioritised students targeting literacy and numeracy skills and concepts. Student learning was supported through consultation with staff and parents in order to identify needs and provide opportunities for growth in learning. Quality student wellbeing programs were implemented across the school to support student's social and emotional learning. Learning resources were purchased to assist adjustments and interventions for individuals and groups of students. SLSOs were employed to support students with both diagnosed and undiagnosed physical, learning and emotional needs.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$77 225.00)	Throughout the year the model for QTSS changed due to COVID. The time was used for collaborative team planning, consistency in assessing and reporting, and online professional learning in identified areas. There was a big focus on ICT upskilling staff in Seesaw, Google Classroom, Zoom and Microsoft Teams to provide collaborative platforms to share between different stakeholders. The implementation of Sentral resulted in training in all aspects of Sentral including academic reports, recording of assessments and programs and student behaviours. Teachers were surveyed in relation to QTSS with 87.5 % of teachers rating this time in terms of consistent teacher judgement as outstanding or high.
Socio-economic background	Funding Sources: • Socio-economic background (\$35 287.00)	Socio-economic funding was used to ensure equity of access to educational and extracurricular activities. Stage resources were supplied and maintained during the course of the school year. The school funded a number of students who were provided with recess and lunch through the canteen over a period of time when families were in crisis. Additional Learning and Support time was provided to address increasing caseload and opportunities to plan and deliver tiered interventions to cater for new and emerging needs. This resulted in students presenting with complex needs being supported to meet their learning challenges.
Support for beginning teachers	Funding Sources:	All eligible beginning teachers received

Support for beginning teachers

- Support for beginning teachers (\$14 481.00)

additional relief from face to face with an Assistant Principal mentor to assist in programming and the gathering of evidence for the NSW Education Standard Authority Accreditation process. They developed their teaching practices during this additional time for planning, programming, reporting and mentoring. Beginning teachers accessed a range of professional learning, focussing on behaviour management, explicit teaching, programming and organisation which resulted in the implementation of differentiated teaching and learning programs designed to meet student needs.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	202	226	230	226
Girls	203	192	202	213

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.7	90.4	93.7	94.1
1	92.2	91.9	91.8	91.4
2	92.4	94.3	91.7	92.5
3	92.3	91.7	91.3	90.6
4	91	93.2	91.4	93.5
5	90.9	91.8	92	89.7
6	90.3	88.9	91.2	89.1
All Years	91.6	91.9	92	91.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4
Classroom Teacher(s)	16.26
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2.2
School Administration and Support Staff	3.07

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	519,337
Revenue	3,975,662
Appropriation	3,913,383
Sale of Goods and Services	5,322
Grants and contributions	55,392
Investment income	1,065
Other revenue	500
Expenses	-4,038,975
Employee related	-3,649,980
Operating expenses	-388,995
Surplus / deficit for the year	-63,313
Closing Balance	456,024

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.

	2020 Approved SBA (\$)
Targeted Total	19,963
Equity Total	490,386
Equity - Aboriginal	7,495
Equity - Socio-economic	35,287
Equity - Language	287,175
Equity - Disability	160,429
Base Total	3,137,679
Base - Per Capita	103,898
Base - Location	0
Base - Other	3,033,782
Other Total	210,414
Grand Total	3,858,442

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

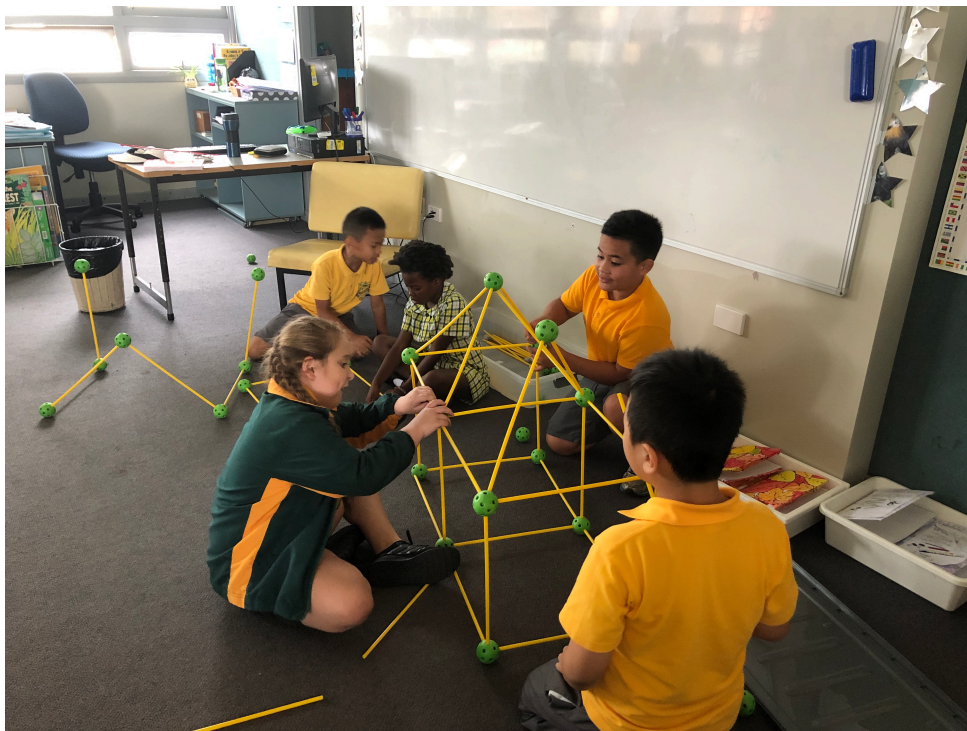
Each year we seek the opinions of parents, students and teachers about the school. The positive school culture and success of school initiatives is acknowledged by the high satisfaction of our whole school community in many areas across the school. Information surrounding this was captured through informal and formal parent, student and teacher satisfaction surveys, linked to school focus areas.

Parent responses to support during home learning was extremely positive with regular comments on Seesaw, Google Classroom and email. Due to COVID-19 there were limited opportunities for parents to be onsite but they appreciated the communication through Zoom, email, newsletters, the school website and Seesaw.

The student survey "Tell Them From Me" was completed by 117 students in years 4-6. Compared to NSW Government Norms they reported higher levels of participation in sports, valuing schooling outcomes, positive sense of belonging, positive homework behaviour, positive behaviour at school, advocacy at school and interest and motivation. The results of the drivers of student outcomes aspects of the survey were also extremely positive with students at Glenfield reporting higher levels of effective learning time, relevance, positive teacher-student relationships, expectations for success and positive learning climate. Students reported lower levels than NSW Government Norms of being victims of student bullying. 81% of students said they liked sharing their learning goals with their parents and being part of 3-way interviews.

Teachers were surveyed regularly throughout the year. Information collected included rating school programs and initiatives, QTSS, timetabling and professional learning. 91.7% of staff rated Seesaw as a tool for communication as outstanding or high. 87.5% of teachers said high or outstanding when asked about Sentral reports being easy to use and valuable. 100% of staff felt that SDD and staff meeting agendas were relevant to teachers, students and the school plan but would like PL in 2021 to be more differentiated for staff. The results of these surveys helped us to determine future directions and ideas were embedded in the 2021-2024 Strategic Improvement Plan.





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.

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.