

2020 Annual Report

Glenorie Public School



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Introduction

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

2020 was a year that we will remember. It was a year that brought about great changes in education due to a world pandemic. At Glenorie Public School we were able to put in place learning from home lessons and use technology to quickly adapt to this new form of teaching with great success.

External Validation was conducted in 2020, Glenorie Public school led a system-wide approach to pioneer the use of Professor Dylan Wiliam's '*Embedding Formative Assessment*' approach, philosophy and systems over the last 3 year School Plan. This followed the strong work that commenced in 2018 with both 'Explicit Instruction'. In April 2020 Glenorie Public School's internal validation assessment was assessed as '*Sustaining and Growing*' against the NSW Department of Education state-wide standard - '*School Excellence Framework*'.

It's an absolute pleasure to lead a school in which the students, staff and community worked together relentlessly to achieve the best for each and every child in our learning community, even in difficult circumstances.

I congratulate the staff on their commitment and professional achievements throughout 2020. It has been a year of significant change. The teachers have been challenged to implement new teaching and learning strategies. This has required a significant investment of personal time and energy, and a strong commitment to success.

Our students had access to an extensive range of special learning opportunities which has allowed them to discover and develop their talents and skills. We have high expectations of our students and pride ourselves on delivering individually targeted programs that set clear educational standards. We have committed teachers who strive to enable our students to achieve their personal best.

Working in partnership with parents strengthens our capacity for continuous school improvement and enables us to meet our first priority - the learning needs of each child. Thank you to all parents for your support of our school. Thank you to our active P & C team we appreciate all your contributions to make Glenorie Public School a great place to learn.

School vision

Glenorie Public School is a community comprehensive school whose focus is on each individual, acknowledging both rights and responsibilities. A strong community alliance underpins a curriculum that seeks to develop the potential of every student. Academic rigor is valued at all stages and the classroom focus is on challenge, engagement and achievement. Learning is celebrated in all its forms. A huge range of extra-curricular activities enhances the formal curriculum and our students thrive within a vibrant program.

School context

Glenorie Public School is a friendly, caring, happy place to be. It is a very community-minded school where parents, students and staff work together to support each other as well as those in the wider Glenorie community. Our many and varied programs include an integrated approach to teaching and learning in all Key Learning Areas, with a strong emphasis on incorporating technology and the ideals of productive pedagogy as part of the curriculum. We fulfil individual potential through providing outstanding teaching, rich opportunities for learning with encouragement and support for each student. While the teaching of Literacy and Numeracy is a major focus of all our teaching programs, Glenorie Public School aims to meet the variety of individual learning needs of all our students. Support is provided for students with a range of learning needs as well as for students requiring enrichment in particular areas of skill and talent. Programs include the teaching of Italian, the provision of opportunities to participate in our School Band or in the Glenorie Choir, chess, dance, a PE/sport program K-6, drama program, robotics, a buddy program and Green Team program (Sustainability). Opportunities for the development of leadership skills and qualities abound. Social interaction and strong friendships are enhanced through child-centred assemblies, Well-Being programs and the availability of wide, open spaces where all children can play safely.



Kindergarten student and their buddy on the first day.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Student success as learners, leaders, confident and creative individuals and productive citizens.

Purpose

To ensure that learning is visible and personalised for every student in an environment, which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

- ~ Students are showing expected growth on internal school progress and achievement data (online PAT tests; YARC).
- ~ 55% of students achieving expected growth in numeracy. 56.7% of students achieving expected growth in reading as per SCOUT data.
- ~ Value Added will be Sustaining and Growing for K-2; 3-5; 5-7.
- ~ 70% of students will achieve year appropriate cluster markers in PLAN 2.
- ~ Increased ability to self-manage minor anxiety issues through Mindfulness programs/decreased reports of anxiety as reported from a range of qualitative data, including improvement in TTFM wellbeing percentage of 92% or above.
- ~ Increased proportion of students reaching benchmark targets for writing as measured using Learning Progressions

Overall summary of progress

Tracking data between school years is necessary. Teachers have identified authentic data to track student progress through ongoing formative assessment strategies. Differentiated class programs cater for diverse learning needs. Supervisors give termly feedback on program content and assessment data to inform future teaching and learning. The school learning support team support over 80 students with varying levels of individualised need.

Class teachers differentiate learning on a daily basis to meet student needs.

An extended Professional Learning session was undertaken for all staff to understand and apply the Literacy and Numeracy progressions when assessing student progress. The understanding gained enabled staff to objectively 'plot' students at the specific level in a chosen strand and therefore identify next steps to learning. This understanding was also applied when forming Learning Intentions and Success Criteria for learning and teaching units. Specialist staff in support roles have used the progressions to cater for students' individual learning needs.

Progress towards achieving improvement measures

Process 1: Adopt visible learning pedagogy as a focus for professional learning, incorporating success criteria, learning intentions and effective self, peer and teacher feedback into classroom practices.

Evaluation	Funds Expended (Resources)
100% of teaching programs demonstrate learning intentions and success criteria for all KLAs.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$15000.00)
94% of Yr 3 & 5 students meeting the minimum standard in NAPLAN.	

Process 2: Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

Evaluation	Funds Expended (Resources)
100% of teaching programs demonstrate learning intentions and success criteria for all KLAs.	
94% of Yr 3 & 5 students meeting the minimum standard in NAPLAN.	

Progress towards achieving improvement measures

Process 3: Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Evaluation	Funds Expended (Resources)
94% of Yr 3 & 5 students meeting the minimum standard in NAPLAN.	

Next Steps

Formative assessment, rich quality tasks and questioning will be embedded into lessons. This micro-teaching and planning will ensure teachers embed these focus areas in their daily teaching and learning cycle.

The continuation of the Targeted Early Numeracy (TEN) program and professional learning for new staff is vital to maintaining and sustaining our improvement in teachers understanding and implementation of Early Arithmetic Strategies. Handover of TEN and reading benchmark data from one calendar year to another and the continuation of the monitoring of student progress will continue. Through the effective and purposeful use of formative assessment, teachers can ensure they know their students, program effectively at the students' entry point and deliver learning that is engaging, authentic and drives the learner to strive for their personal best.

In 2021, the provision of effective teacher feedback for students will be a focus in order to recognise and reinforce their successes as well as to provide suggestions for improvement.

A focus on the differentiated teaching of writing, the use of formative assessment, including the joint construction of success criteria for all writing tasks enabled teachers to provide clear feedback to each student. Extensive professional learning allowed teachers to develop consistent teacher judgement in writing.

Procedures in place for executive staff to monitor and track student achievement through program supervision and feedback, analytical meetings, classroom observations, stage meetings, tracking data, moderation of work samples establishing consistency.

Strategic Direction 2

School leadership is developed and modelled to support a culture of high expectation and community engagement.

Purpose

The school's vision and strategic direction supports a culture of high expectations and community engagement to develop sustained and measurable whole school improvement.

Improvement Measures

Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.

Increased participation of parents in TTFM surveys.

Parents have increased input and understanding of student learning recorded via SeeSaw.

Improved explained absence rate that are attending 90% or more of the time, of at least 86% by end of 2020.

Overall summary of progress

School self assesses against all elements of SEF and implements an external validation process showed that the school was Sustaining and Growing across all domains.

Progress towards achieving improvement measures

Process 1: The leadership team maintains a focus on distributed instructional leadership to sustain a culture of high expectations, effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Evaluation	Funds Expended (Resources)
Teachers show improved use of technology T/L activities in class observations.	

Process 2: The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

Evaluation	Funds Expended (Resources)
PLAN and Data Walls are consistent and accurate.	
Students are more resilient in the playground.	

Process 3: Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Evaluation	Funds Expended (Resources)
Teachers show improved use of technology T/L activities in class observations.	

Next Steps

In 2021, Strategic Direction 2 will continue to encourage an active partnership with our community, acknowledging the important role of the family in student success.

All teachers continue to implement three-way interviews. Parent information sessions will be increased to once every semester in 2021 after feedback from parents.

Technology: more iPads and laptops will be purchased to update old laptops in classrooms.

Teachers will use technology to share learning with parents on a regular basis. Data will be compared and shared works samples K - 6 will be used to ensure consistency of teacher judgement using formative assessment.

Analyse external and school-based data in reading to identify next steps in TPL, class programs and methods to monitor and analyse school data and give meaningful feedback.

Parent session on reading expectation for early readers in kindergarten. QTR model to develop skills and strategies to implement quality teaching and learning in literacy starting in Stage 2.

TTFM survey to elicit feedback from students, staff and parents.

PDP goals may reflect the school focus area of reading with individual staff professional learning goals.

School-wide expectations for assessment established through stage groups against syllabus outcomes.

Strategic Direction 3

Staff utilise evidence of learning to drive their teaching through evidence based practices identified and guided by whole-school professional learning.

Purpose

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement Measures

5% increase across Year 3 and Year 5 in students achieving proficiency in Reading according to SCOUT data.

5% increase across Year 3 and Year 5 in students achieving proficiency in Numeracy according to SCOUT data.

Increase of 10% of students reporting confidence in their skills and adequate intellectual challenge in English and maths.

100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.

Formative assessment and visible learning practices are embedded in all classrooms and teaching and learning programs.

All staff engage in analysing impact meetings, with target student groups identified and interventions implemented.

100% completed tracking sheets.

Progress towards achieving improvement measures

Process 1: Parent and school partnerships support clear improvement aims and planning for learning.

Evaluation	Funds Expended (Resources)
Survey parents for feedback on parent information sessions.	

Process 2: Implement a whole school approach to student learning goals that are informed by analysis of internal and external student progress and achievement data, monitored and reported on using valid and reliable data.

Evaluation	Funds Expended (Resources)
Analytical meetings successfully established - 5 week cycles include collation of work samples, improvements in consistent teacher judgment and measureable improvement in student outcomes.	

Process 3: Consolidate Formative Assessment of literacy and numeracy to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Evaluation	Funds Expended (Resources)
Analytical meetings successfully established - 5 week cycles include collation of work samples, improvements in consistent teacher judgment and measureable improvement in student outcomes	

Next Steps

There will be a whole school focus on the improvement of attendance for students at school in 2021. A campaign to

reduce the number of applications for extended leave for families was messaged through the school newsletter along with key messages about the importance of school attendance.

Staff engaged in a series of professional learning sessions to deepen an understanding of the attendance policy and accompanying procedures and roll marking guidelines.

Summative and formative assessment data used to build judgements about progress and inform future teaching practice will be shared at the beginning of each year to inform teachers of data for all students.

Significantly increased positive metrics about the school, its staff, communication and co-curricular programs continue to result in a positive culture of our school in the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,869 flexible Aboriginal funding was combined with other equity funding to provide some SLSO student support.	Aboriginal perspectives were taught in all Key Learning Areas at Glenorie Public School, ensuring that students learnt about Aboriginal history, culture and contemporary issues within a meaningful context. Individual education plans were developed and implemented for each Aboriginal and Torres Strait Islander student at the school. These focused on ensuring experiences to build on strengths and address any learning needs in literacy and numeracy.
English language proficiency	1 teacher- half days per week (0.1 allocation and use of English language proficiency flexible funding) -\$6246	This position supported all EAL/D students to access the curriculum, in particular in English. This support was provided in both small group withdrawal from classes or by providing support in classrooms.
Low level adjustment for disability	Learning and Support Teacher - 3 days per week (0.4 allocation and use of entitlement funding) for AP support teacher. Support Learning Officers (SLSO) were employed using combined Low Level Adjustment for Disability, Socio-economic Background and integrated funding. On average throughout the year we employed 3 SLSOs 3 days per week and 2 teachers per day.	Students identified as part of the school learning and support program were provided with regular and effective support by LAST teachers, the School Counsellor and SLSOs. The learning and support team has worked closely with classroom teachers, parents and external agencies to best identify student needs. The learning and support team successfully secured integration funding support for 2 students via access request applications. As a result, these students have been able to engage more readily in classroom learning activities as well as socially with their peers.
Quality Teaching, Successful Students (QTSS)	Extra executive teacher release (using the QTSS 0.05 allocation) \$51957- Teacher employed 0.4 per week.	<p>Teaching and learning programs integrate formative assessment and effective feedback strategies in the teaching of mathematics K-6. Use of learning intentions and success criteria across K-6 in mathematics. Teachers will be placed to implement data walls across all KLAS into 2021. Instructional Leader provided effective support and mentoring to teachers K-2 in Initial Lt in Term 1.</p> <p>Early Stage 1 and Stage 1 teams participated in Targeted Early Numeracy (TEN) training and worked together planning differentiated teaching programs. The sustained professional learning model implemented throughout 2020 was evaluated highly by all teachers. This model will be expanded in 2021 with a focus on the teaching of reading.</p>
Socio-economic background	\$23,670 flexible Socio-economic Background funding was combined with other equity funding to provide some SLSO student support. Some funds raised through the hire of the school hall were also used to ensure that all students had full access to	Our School Learning Support AP works closely with Learning and Support teachers in delivering programs that support our students to achieve their potential. Low-level adjustment for disability Learning and support teacher is funded out of this area.

Socio-economic background	important school activities and essential Equity.	Our School Learning Support AP works closely with Learning and Support teachers in delivering programs that support our students to achieve their potential. Low-level adjustment for disability Learning and support teacher is funded out of this area.
Support for beginning teachers	\$4375 Beginner Teacher money allocated. \$8664 funding used with location funding to support extra release time for second year beginner teacher.	One permanent teacher received second year funding. Support strategies were negotiated and included timetable concessions, enabling the beginning teacher to also work with their identified mentors. Beginning teachers participated in significant professional learning, Conceptual Planning and Programming in English and Targeting Early Numeracy. Teachers were supported in relation to student wellbeing, programming, assessment and reporting, including the use of formative assessment strategies to guide and inform their teaching.



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	129	143	155	153
Girls	126	130	140	139

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	95.2	95.1	94.9
1	92	94	94	96
2	95.2	93.2	93.9	95.9
3	94.2	95.3	94.1	95.2
4	94	94.2	91.5	95
5	94.9	94.1	92.7	94.1
6	94.7	95.1	93.4	95.2
All Years	94.4	94.5	93.5	95.2
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)	3
Classroom Teacher(s)	10.48
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52
Other Positions	0.4

*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	245,278
Revenue	2,679,349
Appropriation	2,574,250
Sale of Goods and Services	22,824
Grants and contributions	81,798
Investment income	477
Expenses	-2,611,737
Employee related	-2,271,890
Operating expenses	-339,847
Surplus / deficit for the year	67,612
Closing Balance	312,891

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	75,909
Equity Total	122,547
Equity - Aboriginal	2,869
Equity - Socio-economic	23,670
Equity - Language	6,246
Equity - Disability	89,761
Base Total	2,239,654
Base - Per Capita	70,949
Base - Location	6,531
Base - Other	2,162,175
Other Total	148,703
Grand Total	2,586,813

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.



Parents

The Tell Them From Me Parent Survey is based on a comprehensive questionnaire covering parents' perceptions of their child's experiences at home and at school. Insights into parent and staff communication, activities and practices at home, and parent voice on the school's support of learning and behaviour all build an accurate and timely picture that schools can use for practical improvements. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by a question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). This report provides results based on data from 80 parents in this school who participated in the survey between 27 Aug 2019 and 22 Oct 2020.

*Parents feel welcome at Glenorie Public School **7.3** (NSW Govt Norm 7.4)

*Parents are informed at Glenorie Public School **6.4** (NSW Govt Norm 6.6)

*Parents at Glenorie Public School support learning at home **6.6** (NSW Govt Norm 6.3)

*School support of learning at Glenorie Public School **7.3** (NSW Govt Norm 7.3)

*Support for positive behaviour at Glenorie Public School **8.0** (NSW Govt Norm 7.7)

* Safety at Glenorie Public School **7.5** (NSW Govt Norm 7.4)

*Inclusion at Glenorie Public School **7.3** (NSW Govt Norm 6.7)

Students

The students at Glenorie Public School in Years 4-6 completed the Tell Them From Me (TTFM) survey in 2019 on School Climate. (...) indicates the NSW Govt Norm. The key findings included: Social-Emotional Outcomes.

*Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class **88%**(83%)

*Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school **61%**(55%)

*Students feel accepted and valued by their peers and by others at their school **89%** (81%)

*Students have friends at school they can trust and who encourage them to make positive choices **94%** (85%)

*Students believe that schooling is useful in their everyday life and will have a strong bearing on their future **98%** (96%)

*Students do homework for their classes with a positive attitude and in a timely manner **63%**(63%)

*Students that do not get in trouble at school for disruptive or inappropriate behaviour **97%** (83%)

*Students are interested and motivated in their learning **79%** (78%)

*Students try hard to succeed in their learning **97%**(88%)

Drivers of Student Outcomes

*Important concepts are taught well, class time issued efficiently, and homework and evaluations support class objectives **8.6** (8.2)

*Students find classroom instruction relevant to their everyday lives **8.2** (7.9)

*Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn **8.6** (8.2)

*Students are subjected to physical, social, or verbal bullying, or are bullied over the internet **16%** (36%)

*Students feel they have someone at school who consistently provides encouragement and can be turned to for advice **8.3** (7.7)

*Students feel teachers are responsive to their needs and encourage independence with a democratic approach **8.6** (8.4)

*Students understand there are clear rules and expectations for classroom behaviour **7.3** (7.2)

*The school staff emphasises academic skills and hold high expectations for all students to succeed **8.7** (8.7)



Data walls are explained to parents.

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.

Aboriginal Education 2020

Glenorie Public School has continued to promote and value Aboriginal culture in the school environment in 2020. Teachers have been able to access information and resources through ongoing participation in The Metropolitan North Aboriginal Education Consultancy Group (AECG) and it has continued to be a valuable organisation for seeking cultural advice and understanding, accessing information and resources to embed Aboriginal histories and cultural awareness across all Stages at Glenorie Public School. Teachers continue to access information through the AECG website.

All stages, explored storytelling, art, language and the significance of Sorry Day through shared readings of the book 'Sorry Day' by Coral Vass and Dub Leffler. This has allowed them to explore concepts relating to the Stolen Generation and the importance of our national Sorry Day.

Stage 1 shared the Aboriginal Dreamtime story 'Tiddalick the Frog' learning about the storytelling, art and language of the First Australians. Stage 1 & 2 students also examined first contacts and considered Aboriginal perspectives in terms of colonial beginnings, early interactions between British settlers and Aboriginal people, the distribution of Aboriginal nations and language groups throughout Australia. Aboriginal Dreamtime stories were used to explain the diversity of animals and stories about the creation of the landscape. They watched the Indigenous picture book 'Brother Moon' and held a 'Yarning Circle'. Discussions were held about the messages of 'Brother Moon' and how Aboriginal people are connected to the land.

Stage 3 students explored different forms of Indigenous art practised across Australia. They designed and made posters based on the research of an Indigenous Australian Painter or an Indigenous Contemporary Artist and later drew artworks inspired by the work of Judy Watson to display.

During NAIDOC week, teachers provided activities around the theme 'Always Was, Always Will Be' allowing our students to recognise and celebrate that First Nations people have occupied and cared for this continent for over 65,000 years. This corresponded to our cross-curriculum priorities with regard to Aboriginal and Torres Strait Islander Histories and Cultures as well as sustainability. Through these activities, students came to understand the importance of many indigenous traditions.

During 2020, despite the constraints of COVID 19, the school maintained 'Acknowledgement to Country' in all formal assemblies as Glenorie Public School has celebrated and acknowledges the importance of inclusion and working towards developing anti-discriminatory attitudes by engaging with NAIDOC week, Harmony Day and Reconciliation Week. Students continue to gain an awareness of the important reasons why these day such as 'Sorry Day' are significant. School-wide and class-based initiatives and content were designed to inform all students about Aboriginal histories, cultures, perspectives and current and historical issues faced by Aboriginal Australia.

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.

The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment. Staff increased student's understanding of racism and discrimination and its impact through activity-based

teaching and learning programs. An anti-racism contact officer has promoted intercultural understanding, community harmony and ensured inclusive classroom and school practices have occurred.

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.

Glenorie Public School promotes multicultural education through a range of initiatives. Teachers recognise and respond to the cultural needs of the school community. Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and worldviews are promoted.

Other School Programs (optional)

Learning and Support 2020

Throughout 2020, Glenorie Public School's learning and support team has continued to foster a whole school approach to providing an inclusive learning environment. During the height of COVID 19 restrictions, the learning support team were able to adapt small group sessions to provide an effective online mode of support delivery to ensure our children with additional learning needs continued to be supported in domains of literacy and numeracy. The team continues to strive to implement consultative and collaborative processes to ensure that every student learning needs are considered, and support is given to assist in accessing learning, where appropriate, to meet the needs of all students.

Many of our students experience a diverse range of learning needs and are able to access quality and evidence-based support through our comprehensive learning and support programs including students with identified disabilities, learning differences related to language, literacy and numeracy, social/emotional and behavioural difficulties, chronic health challenges, students identifying as Aboriginal and students who require enriched learning tasks.

Ongoing collaborative consultation occurs between the learning and support team, classroom teachers, families and the school's counsellor to monitor the progress of students across all year groups. Class teachers are supported to differentiate lessons, creating visible learning environments that meet the needs of a wide range of learners. Learning sequences are adjusted, after collaborative analysis, to incorporate explicit teaching as well as higher-order thinking, critical skills training, open-ended thinking.

In addition, students have had opportunities to engage in a range of enrichment activities including; STEM club (coding, robotics and scientific experiments), chess club, in school and external competitions such as, Write On, Premiers Reading Challenge, University of NSW competitions, gifted writers enrichment, newspaper club, computer club and a range of creative and performing arts-based extra-curricular activities in dance, band, choir and drama. Unfortunately due to the COVID 19 restrictions, many of the music, band and drama-based programs needed to be ceased after Term 1 or delivered in a modified form. However, children were still afforded 'in house' performance opportunities through recorded band performances and the end of year 'Talent Quest' performances delivered in individual stage groups and shared with families online. Children with an interest in environmental science continued to engage in 'Green Team' environmental programs.

The response to intervention (RTI) approach is used to support students individually, in small groups or within an inclusive classroom setting. Heavily based on research, the InitiaLit, MiniLit and MacqLit programs continue to be implemented to address the needs of students with literacy difficulties very effectively. Tier 2 needs-based numeracy groups are structured based on the TOWN and TEN programs to meet the needs of students experiencing difficulties in the area of mathematics. The school continues to be recognised as a leader for its effective and extensive quality learning and support programs and regularly hosts several schools wishing to base their programs on the model used at Glenorie Public School.