

2020 Annual Report

Glen William Public School



2020

Introduction

The Annual Report for 2020 is provided to the community of Glen William 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.

School contact details

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Message from the principal

The Annual School Report for 2020 is provided to the community of Glen William Public School. It provides a clear detailed account of the progress the school has made to provide high quality educational programs for all students, as set out in the school plan. Staff pride themselves in ensuring the school plan is monitored and evaluated to provide clear, accurate and measured steps to improve educational outcomes for all students. Our staff acknowledge the support given from our parent body and thank them for their ongoing support of education.

During the disruption experienced during 2020 due to the Covid-19 global pandemic, students and staff were continually adapting to changes and disruptions and we thank the school community for their support at this time.

Mrs Kristy Bultitude

Principal

School vision

Glen William Public School's vision is to develop successful students by providing an engaging learning environment. All students will demonstrate and value excellence, respect and cooperation. Staff have high expectations and foster quality relationships with all.

School context

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849.

It provides a small school atmosphere in a quality learning environment which is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instill confidence and provide experiences necessary for the children to move into the wider community. Through commitment and professionalism, our school aims to provide an education which is challenging and enjoyable thus laying the foundations for lifelong learning.

Staff are dedicated to providing a quality teaching environment that offers an incredible array of opportunities to all students. The staff and community take pride in the high level of care given to each and every student. Students are valued as individuals, and are supported in achieving their best results.

Extra-curricular opportunities include Star Struck, PSSA sports, Mindfulness, STEM: Science and Engineering Discovery Days and public speaking.

Glen William Public School has a very active parent body that is a real strength of the school. The school highly values the assistance given by parents in many ways, and this supports our school to achieve its educational goals.

"Learn to Live, Live to Learn

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaged Learners Great School

Purpose

Students will take ownership and drive their own learning environment so they are equipped with the skills and understanding for their future.

Improvement Measures

85% of students will demonstrate above average in literacy and numeracy.

85% of students will understand and demonstrate future focused learning skills.

85% of students demonstrated achieved learning goals in a 10 week cycle.

Overall summary of progress

The implementation of programs to support literacy and numeracy across the school has been strategically planned for to enable effective resourcing, professional learning, and accurate analysis of school wide data to support students through their individual learning plans. Continuation of the focus on writing and using noun groups effectively when writing has shown a positive trend in school wide data. Numeracy intervention programs continued across the year. Students supported in the Quick Smart program have shown positive growth and understanding of automaticity in recalling number facts.

Significant growth within the Infants classroom demonstrates that the strategic changes implemented in 2019 has had a positive impact on the students literacy levels moving through to the primary classroom.

Progress towards achieving improvement measures

Process 1: Evidence Based Practice

The school implements programs for literacy and numeracy teaching. Teachers are supported and encouraged to be reflective and participate in professional learning to support the expectation of improvement in literacy and numeracy standards across the school.

Evaluation	Funds Expended (Resources)
<p>80% of students within the K-2 classroom are meeting reading benchmarks. Students moving into the primary classroom demonstrate grade equivalence for reading. 64% of students in the primary classroom for 2021 are meeting reading grade level. at the end of 2020. 85% of the Years 3 and 5 students demonstrated expected growth in reading and writing.</p> <p>Assessment of writing demonstrated that 85% of students incorporate noun groups independently in writing and that students have a good understanding of nouns and noun groups.</p> <p>The data highlight that the changes made within the Infants classroom across the past 3 years has had a dramatic impact on student reading levels and quality writing. To continue the growth, the staff will be making tweaks within the program so readers become stronger and more independent when texts become more challenging, students will take risks with their learning and staff will target specific learning areas to ensure expected growth is met.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$431.89)• Socio-economic background (\$12757.00)• Integration funding support (\$66442.00)

Process 2: Professional learning

Teachers will participate in professional learning in programs that initiate student directed learning and project based learning.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Early 2020, staff started the journey of unpacking PLAN 2 and seeking to understand the needs of the students aligned closely to the learning progressions. Staff were engaged in targeted Professional Learning at the beginning of 2020. Implementation of key learning was heavily impacted by the disruptions across the school year.</p> <p>Further training in refreshing how to utilise Plan 2 effectively, setting up groups effectively and using the school data wall to visualise and make comparative judgement consolidates and informs teaching and learning programs across the school.</p> <p>The limited access to professional learning and the disruptions across the school year, severely impacted the schools ability to effectively implement this across 2020.</p> <p>Across 2020, staff were able to focus on assessment and using external sources to identify targets for teaching. Target group demonstrates the need for explicit teaching in inference, Quantifying Numbers/ place value.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5336.08)

Next Steps

The schools next steps include;

1. Targeted Professional Learning of PLAN 2
2. Planning to use data more effectively
3. Developing explicit and measurable Individual learning Plans to support teaching and learning

Strategic Direction 2

Caring Teachers Great School

Purpose

To drive high expectations and a high standard of education that engages, challenges and inspires all students and staff in a caring supportive school environment.

Improvement Measures

- Staff and students demonstrate clear articulation of what they are learning and why.
- 80% of students demonstrate improved resilience and problem solving skills.
- 80% of students demonstrate critical thinking skills, creativity and imagination.

Overall summary of progress

The implementation of We Are Learning To (WALT) across the school is effectively embedded across all classrooms. Staff are explicit in what each lesson entails and what success criteria will be observed. The students learning goals have been driven by the learning intention of the lesson and the skills required for successful learning. The introduction of the Peer Support program has demonstrated an improved ability to deal with situations that are not in our control or are challenging.

Progress towards achieving improvement measures

Process 1: Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Staff are engaged in informing students the learning intention, identifying the why of learning and how it relates to everyday life and learning.</p> <p>80% of the students at GWPS feel safe at school and can identify a safe person to speak to.</p> <p>80% of students understand what it means to be mindful and use strategies to assist them in complex situations.</p> <p>Students actively participate in Whole School Parliament 3 times per term. All students can speak out and discuss important events / concerns and /or programs that they would like to see the school participate in.</p> <p>In classrooms, Restorative circles have been added to daily routines. This allows teachers the ability to check in with their students well-being and monitor where within the school day students are or may be struggling.</p> <p>From the TTFM data, 90% of students know how to seek help when needed. The state mean for students finding class instruction relevant was 7.9. Glen William recorded 9.3 mean for relevance and demonstration of what they are learning and why.</p> <p>Critical thinking skills program was heavily impacted by the disruptions of 2020. Being able to effectively engage students in critical thinking activities and excursions where we would engage other small schools in STEM days were unavailable across the school year.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1000.00)• Socio-economic background (\$3000.00)• School funds (\$500.00)

Process 2: Resilience

Implement a whole school approach to developing resilience for all staff and students.

Progress towards achieving improvement measures

Process 2:

Evaluation	Funds Expended (Resources)
The introduction of the Peer Support program in 2020 has allowed for all students to regularly meet with staff and peers to provide advice, support and assistance. Positive relationships have been developed and maintained. From here, using the data from individual learning goals, behaviour and anecdotal data, class teachers have been able to identify areas of need in relation to problem solving skills, building resilience and communicating effectively with peers and staff.	Peer Support Australia \$1000 Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$862.00)

Next Steps

Using the Wellbeing Framework to ensure a planned approach to wellbeing

1. Small targeted groups for mindfulness
2. Targeted areas within the Peer Support program
3. Research into wellbeing program across the LMG

Strategic Direction 3

Connected Community Great School

Purpose

To maintain a proactive and positive learning culture that connects with the school community so that excellence, cooperation and respect are self evident.

Improvement Measures

- 60% parent attendance at assemblies, community days and events.
- School surveys and Parents /Students Survey reflect an improving level of proactive positive learning culture.
- Increased parental involvement in the learning domain to assist with motivating students to continually improve.

Overall summary of progress

Across the three years of this plan, our community engagement has increased through changing systems and process around assemblies, whole school parliament and community events. School surveys have provided clear and accurate information around when and what type of activities parents like to engage in. The school actively measures community feedback and shares any findings within the community.

Progress towards achieving improvement measures

Process 1: Connected Community

School staff collaborates with parents and community in numerous interactive ways both formally and informally. School leaders work collaboratively with local schools to implement innovative programs to support transition programs.

Evaluation	Funds Expended (Resources)
<p>Across the three years of this school plan GWPS has exceeded our parental involvement of attendance at assemblies by incorporating student and class performances and or work displays in assembly events to engage our community and parental body. This has increased the number of families participating in the two assemblies across the term to 87% attendance. Satisfaction surveys on all programs are effectively distributed. Phone surveys have been the best means to engage a true reflection of community spirit and engagement. Continuation and tweaking of new ways we can engage parents will be an ongoing discussion with staff and P&C.</p> <p>In 2020, the current guidelines and restrictions placed on the schools across NSW will impact what level of community involvement we could have observed across the school.</p>	<p>1 x 1 day SAM phone survey implementation</p> <p>2 staff connecting with families during Covid making phone calls</p>

Process 2: Connected Country

The school demonstrates inclusiveness and opportunities for all students to value cultural differences within the community.

Evaluation	Funds Expended (Resources)
<p>A cultural shift in understanding has been demonstrated through the students participation in school based activities and excursions to offsite venues. The majority of students enjoyed learning about the culture differences and have expressed areas for future learning.</p> <p>Harmony day incorporated multicultural learning where students were engaged in African drumming and a Kung Fu performance.. This day brought across many different perspectives and valued understanding of</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$1000.00)• Socio-economic background (\$300.00)

Progress towards achieving improvement measures

multiculturalism.

Parents have been surveyed in reference to events, assemblies and P&C involvement. Disruption across the year that has impacted on the events held and parental involvement in school has contributed to the results, however, 65% of families have been involved in community events and assemblies across the year.

Next Steps

1. Employment of a teacher to implement an Aboriginal Education Program
2. Initiation of our own Jr AECG
3. Evaluation of community events to effectively engage community

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Integration funding support (\$20 730.00) • Aboriginal background loading (\$3 224.00) 	<p>A school Learning support Officer was employed to support programs to target literacy and numeracy. Student growth and resilience demonstrates improvement in reading levels and reading age.</p> <p>Teachers were released for the implementation of PLP meetings. The school implemented our own Naidoc celebrations.</p>
Low level adjustment for disability	<p>Community Funds \$7202</p> Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 458.00) 	<p>The programs that have been implemented across the year to support low level adjustments include Multi-lit and Quick Maths. A classroom teacher has been employed to assist staff in delivering these programs. All students with identified learning needs were provided with in-class support and staff prepared ILP's and PLP's in consultation with parents. School support staff are employed to assist with literacy and numeracy programs and support individual students working collectively to achieve their learning goals.</p>
Socio-economic background	<p>Community Funds \$2364</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$2 844.00) • Quality Teaching, Successful Students (QTSS) (\$5 250.00) 	<p>Community programs were heavily impacted across 2020. The school supported the the implementation of the school swim scheme, continuity across both classrooms with one consistent staff member. This directly adds value to continuity of learning, meeting student outcomes and a supportive learning environment for all students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	9	13	14	18
Girls	15	14	12	19

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.8	88.3	92.1	95.4
1	95	85.4	89.3	89.6
2	86	96	87.2	90.2
3	96.4	83.5	93.6	92.5
4	93.9	98.1	86.7	94.7
5	92.2	87.3	89	93.8
6	81.7	95.7	84.5	90.8
All Years	93.4	92.2	89.8	92.6
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.



Attendance Awards

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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.

Professional learning is imperative to ensuring staff are update with current research and evidence based programs that support student learning. In 2020, our staff have met requirements for maintaining their accreditation and planned for submission for accreditation.

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	92,590
Revenue	697,159
Appropriation	670,802
Grants and contributions	26,037
Investment income	321
Expenses	-711,715
Employee related	-614,167
Operating expenses	-97,548
Surplus / deficit for the year	-14,556
Closing Balance	78,034

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	82,582
Equity Total	38,562
Equity - Aboriginal	4,754
Equity - Socio-economic	18,416
Equity - Language	1,288
Equity - Disability	14,105
Base Total	487,563
Base - Per Capita	6,253
Base - Location	1,502
Base - Other	479,808
Other Total	12,202
Grand Total	620,909

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

Glen William consistently evaluates all school programs and parent satisfaction across the school. A number of surveys were presented to community to share their vision and thoughts about programs and the online learning associated to COVID-19 home learning. As part of our senior student leadership, the Peer Support program had been implemented for the first time in 2020.

The surveys reflected;

- 90% of families were aware of the Peer Support Program;
- 85% of families could identify what the program was about.;
- 95% of families felt that the school had met its vision across the past three years;
- 90% of families assist the school through volunteer work;
- 75% of families feel the school run plenty of high quality programs;
- 25% of families would like to see music, gardening, After School Care and more girl sports included in the programs; and
- 57% of families like our school photos.

Home Learning

During the global pandemic, schools were required to administer home learning through online means. The school surveyed the community around online learning and its effectiveness and what support did our families need moving forward.

Community comments are reflected below;

- Good once you figured it out;
- Hard! Mostly due to internet issues, my lack of technology knowledge and trying to motivate the kids around working;
- Challenging at times, but really good;
- It's been ok although difficult at times;
- Tricky to start with as I wasn't clear on exact requirements within each media platform. my daughter adjusted well to the different structure though missed her friends immensely;
- We don't have internet connected at our house so we've had some challenges when using hotspot. Direct phone calls by Miss Parr was great;
- It has been difficult as we both work and have relied heavily on hard copies; and
- First week was difficult, but the second week we did a better job at being organised. It was still tough though.

Moving into Term 2, what support was needed?

- Zoom classes for History or Science;
- Hard Copies please;
- General support and ways to make it fun;
- A mix of instructions online and photocopied booklets would be good;
- Nothing! The weekly timetable was a huge help as it gave us a clear guide to follow. You are doing an amazing job;
- Printing worksheets will be a great help and being able to send photos of completed work; and
- More variety day to day, more phone calls and recognising that parents haven't been to school for a long time.

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.

Glen William prides itself on the high level of commitment all staff demonstrate towards improving educational outcomes and well-being of our Aboriginal and Torres Strait Islander students. Although 2020 was hugely impacted on as a result of COVID-19 we as a school were committed to celebrating and implementing:

- NAIDOC day
- PLP meetings
- Acknowledgement of Country

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.

In Term 1 of 2020, we held an incursion which incorporated Kung FU. This was to celebrate multi-culturalism and the diversity of cultures across Australia..

Other School Programs (optional)

Sports In School

Glen William Public School participates within the sports in schools program across the school year. Programs implemented across 2020, were AFL, Dance and Netball.



