

# 2020 Annual Report

## Glenroi Heights Public School



4020

# Introduction

The Annual Report for 2020 is provided to the community of Glenroi Heights 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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Glenroi Heights Public School

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## Message from the principal

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What a weird and wonderful year it has been. We have been faced with a number of challenges. However, from these challenges, positive initiatives and outcomes have emerged. This reflection provides us with the opportunity to focus on the many achievements of our students, our staff and our community. We are also able to reflect on the year and consider all of the things we can be grateful for. Today is a day to celebrate all of the creativity, learning, growth and accomplishments you have achieved.

Firstly, I would like to thank all of the staff for their commitment and dedication to our students. This year has been one where teachers have had to switch from face to face to remote learning overnight, and I would like to say that the teachers of Glenroi Heights Public School did this with great professionalism. The focus of the teachers is always our students and never was this more evident during 2020. Thank you for all the work you do to support our students to achieve their personal best.

My gratitude also goes to our great support staff - our office staff; our School Learning Support Officers, our GA and our specialist support staff. You work so hard to support our students and our staff. You are an integral part of our school and care for our staff, students and community in a unique and special way.

To our teachers, SLSOs and support staff - you are all very special people who make our school a great place to work.

This year we have not been able to have parents and community into the school as much as previous years, however the support of our parents during COVID times has been remarkable. You have supported the school every step of the way to make sure our school was a safe place for everyone.

To the families leaving our school this year I would take this opportunity to wish you all well. I thank you for supporting your children and the school and I hope you have every success and happiness in the future.

We have had some changes to staffing this year. Ms McAlister, Mr Hamling and Ms Davis were all appointed to permanent positions. Congratulations to all of you. Our School Counsellor, Ammie Nytrai has taken up a permanent position in Bathurst. Thank you to Ammie Nytrai for all of your hard work to make sure our students are supported. Also thank you to Ms Kate Lewis for your work in 3/6 Lilac this year, we wish you well in 2021. Mrs Karen Somers is retiring after many years of service to Public Education. Thank you for your contribution and dedication to our students and our community. I wish you well in your future adventures.

Finally, I would like to thank our students. You are the reason the teachers love working here and your parents and community support you to learn and grow. You are all amazing people and have so much to offer the world. I am so proud of you all.

Remember:

You might not be invincible

Nor become a movie star

But you are an individual

Be proud of who you are

There'll never be another you

You shine among the rest

Enjoy everything you choose to do

And be your personal best.

Again, thank you all for your support of Glenroi Heights Public School. We look forward to working with you all in 2021 in order to support our students to grow and learn and build their skills to ensure they are able to do and be their personal best.

Liz Beasley

Principal

## Message from the students

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2020 has been a difficult year. We have had to learn and live in different ways. Our school has had many changes throughout the year.

Finally, we are at the end of our primary schooling. We all move on to a new chapter in our education with new challenges.

We would like to thank all the teachers for their support and their expertise over the years. They have helped to shape us into the young adults you see here today.

Being the school captain has been a pleasure and a great learning experience. Although Covid ruined many leadership opportunities we still felt that we led our school with pride and passion.

To our fellow Year 6 students thank you for a lifetime of memories and as many of us walk together towards high school I am sure we will continue to make many more.

To the 2021 leaders, we wish you a year of normality and hope you get to experience all the wonderful things leaders get to do. Our advice is simple. Get involved in as many activities as possible. Be positive, be courageous, be strong and smart. Have an open mind and listen to everyone. Being a leader is not always easy but it is rewarding.

Our experiences here together have been amazing and we will always have a special place for Glenroi in our hearts. We have tried our best to be positive role models to all students and will continue to do so as we go onto high school.

Thank you again for the opportunity to be your captains. Have a happy and safe holiday.

Jayanna Dixon & Jasmin Apps (2020 School Captains)



2020 Swimming Carnival

## School vision

At Glenroi Heights Public School we provide a supportive learning environment where students feel happy, proud and love learning. We encourage students to grow and succeed and be inclusive of everyone. We strive to create confident, capable learners.

Goals:

1. Every student is known, valued and cared for.
2. Every student, teacher and leader improves every year.
3. Every student is a strong, smart and proud learner.
4. Students, teachers and community have strong cultural connections.

## School context

Glenroi Heights Public School is situated in the city of Orange, NSW. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. The school population fluctuates between 220 and 250 students, 50% identify as Aboriginal. We have nine mainstream classes and seven classes to support students with special needs. We work hard to provide an integrated setting for all students and we promote quality teaching and learning across all key learning areas. The school culture is built on the values of Respect, Responsibility, Cooperation and Safety.

We work hard to ensure our community is connected to all aspects of school life. We work closely with government agencies in a strength-based approach to support our families. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a LiveBetter Preschool and a strong transition to school program.

We are recognised for excellence in student wellbeing, our Stronger Smarter philosophy and cultural education, our support structures and research based practices.

Glenroi Heights Public School is an integral part of the Sparke Learning Community of schools who work and plan together to deliver a diverse range of activities and practices to support students and staff.



Strong, smart and proud learners

## 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

### Confident Capable Learners

#### Purpose

To develop a learning culture that promotes a shared responsibility for continuous improvement, evaluation and feedback of classroom practice to create confident, capable learners.

#### Improvement Measures

70% of students will achieve required benchmark levels in Kinder, Year 1 and Year 2.

STEM data will show an improvement in student attitudes toward STEM from pre and post data.

80% of students know what their learning intentions are. 80% of students understand what persistence and grit looks like.

Processes will be established to identify targeted students and evaluate effectiveness of interventions.

#### Progress towards achieving improvement measures

##### Process 1: Professional learning

Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>All teaching staff participated in professional learning focused on data analysis and applied this learning to their classroom practice. Literacy and numeracy data was used effectively by staff to provide point of need instruction and to support the design of interventions. An example of this is our "Focus on Writing" professional learning. Staff were required to bring three to five student writing samples and work with a small group of colleagues to analyse, identify areas for improvement, decide what strategies to implement and evaluate the effectiveness of the intervention. These sessions were run across the year, during staff meeting times. We will continue to build staff capacity using this model in 2021.</p> <p>In addition, Quality Teaching Rounds was implemented across the school providing teachers with an opportunity to work with their professional learning community to observe each other's practice, provide feedback and undertake robust professional dialogue in relation to their own teaching and the quality teaching framework. Feedback from staff has been extremely positive with most staff advising that these professional learning communities have positively impacted student learning as well as providing them with feedback relating to their own practice. We will continue to implement Quality Teaching Rounds across the school in 2021.</p> <p>As well as whole staff professional learning, teachers who were interested in specific curriculum and wellbeing areas were able to join teams to build on their expertise. Their expertise was then shared to the wider staff community to build capacity across the school. The Maths Team is one example of this model. As a result of participation in Working Deeply with Practices 5+2, the members of the team implemented selected strategies within their classrooms and shared this pedagogy with their stage teams. This included providing opportunities for classroom observations and creating videos of practice.</p> <p>In 2021, the Maths Team will further refine their learning, support inquiry task implementation K-6 and support the design/ implementation of extension activities to lift student attainment; especially in 3-6. In literacy, staff will</p>	<p>Funding sources as per those in Data Skills and Use.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$50000.00)</li></ul>

## Progress towards achieving improvement measures

participate in further training in effective reading instruction to improve student reading, vocabulary and comprehension skills K-6.

### Process 2: Data Skills and Use

Student assessment data is used school-wide to identify student achievement and progress in order to inform effective teaching practice and future school directions.

Evaluation	Funds Expended (Resources)
<p>In 2020, all teaching staff completed SCOUT training in order to improve data literacy skills and create a baseline from which to build staff capacity in analysing data for students in their class. Staff trained in L3, continued to build their data analysis skills and were consistently using student data to inform improved teaching and learning in literacy.</p> <p>Our collaborative planning model provided ongoing support for teachers to analyse a range of reliable learning data to inform teaching practice. All classroom teachers regularly tracked learning improvement including utilising the Literacy and Numeracy progressions K-6 as a formative and summative assessment tool. This data was used by stage teams to track student improvement, as well as to design differentiated learning programs that included extension and intervention. Other data that was analysed and used to support improved student learning included; Best Start, Phonics screener, PAT and the Check In literacy and numeracy assessments. As a result of this focus, all staff have a strong foundation on which to build. This will ensure a whole school emphasis on effective data analysis to target individual student, whole class and school target areas.</p> <p>In 2021, staff will participate in further data analysis training with an emphasis on activities that allow them to analyse student work samples and target areas of need for students in their class. Teachers will then use a range of reliable data sources to develop learning plans for students requiring further extension (lift) as well as those that require further academic support. PAT reading will also be utilised alongside PAT maths as a whole school learning improvement and tracking tool.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Early action for success (\$133868.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$53817.00)</li><li>• Socio-economic background (\$236018.00)</li><li>• Aboriginal background loading (\$256000.00)</li><li>• Professional learning (\$10000.00)</li></ul>

### Process 3: Effective Feedback

Effective feedback that focuses on improving tasks, processes and student self-regulation is embedded into teaching practice.

Evaluation	Funds Expended (Resources)
<p>Feedback for teachers by their colleagues has been a priority in our Quality Teaching Rounds, L3 sessions and Maths Team observations. The purpose of this type of feedback was to provide opportunities for teachers to use this feedback in their practice. This has been successful and our school teams have increased confidence and trust through these professional conversations. This improved culture of feedback has contributed to an enhanced high expectation culture for all staff and students.</p> <p>Learning intentions and success criteria are used in most classrooms to ensure students have explicit instruction, understand what they are learning and what it looks like to succeed. We need to continue to ensure all teachers across the school are using learning intentions and success criteria as an effective teaching and feedback tool.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li><li>• Aboriginal background loading (\$24295.00)</li><li>• Socio-economic background (\$132255.00)</li></ul>





Reading together is a great way to develop reading skills and support each other

## Strategic Direction 2

### Building Belonging Becoming

#### Purpose

To actively connect our school community to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

#### Improvement Measures

Sentral wellbeing data including suspension, negative incident, attendance and reflection room.

Tell Them From Me survey data

100% PLP completion

Implementation of whole school strategies from Bridges out of Poverty, Trauma Informed Practice and Second Steps Social Skills PL.

#### Progress towards achieving improvement measures

##### Process 1: A planned approach to wellbeing

The school will continue to implement and refine evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<p>Our Positive Behaviour for Learning (PBL) Team continues to be a strong influence and driver of student wellbeing across the school. The team have finalised a new award system as well as refined our Sentral wellbeing tool. The team meets every fortnight and analyses data which informs whole school boosters and tier 2 and 3 interventions. The team also presents to staff each term at a staff meeting to ensure PBL remains consistent across our whole school setting. As a result of data analysis, different initiatives have been established including additional staff on playground duty running activities during break time. This has led to significant decreases in negative incidents during playtime, leading to more effective learning time directly after the break.</p> <p>Our Attendance Team meets every fortnight with our Home School Liaison Officer to analyse attendance data. We have established strong systems and processes to ensure we are tracking attendance. Our Home School Liaison Officer makes regular visits to families who are at risk of low attendance rates and our Aboriginal Education Officer and SACC coordinator work together to meet with families about the importance of regular and consistent attendance. We have established a breakfast club. This is to encourage students to come to school earlier. The number of students attending has grown from around 15 students to almost 50 per session.</p> <p>The school currently completes Personalised Learning Pathways for all students as a way to connect with families and talk about the learning success of the student. This year we created a new online booking system and phone meetings as a result of COVID. We had a large number of families participate and many of them reported they liked the online and phone meeting process.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$5000.00)</li></ul>

##### Process 2: Caring for Students

Staff nurture professional relationships with students, which are safe respectful and supportive and helps students to reach their full potential.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

### Evaluation

The Learning and Support team has been constantly evolving over the last few years. As a result, the team is functioning at a high level and includes a range of support staff that the school has funded to improve learning and wellbeing outcomes for all students. We have a fulltime learning and support educator who works with all staff and students, academically and socially. We employ a school psychologist and speech therapist as well as funding the Sounds, Words, Aboriginal Language and Yarning Program ('SWAY'). This program is an oral language and literacy program based on Aboriginal knowledge, culture and stories. We also employ additional Student Learning Support Officers to work 1:1 or in small group instruction to ensure all students are accessing personalised learning. As a result of these interventions, we have a large number students and families accessing support that they would not otherwise access. We have also formed a partnership with Verto and employ Mary Croker (AECG) to support our transition programs as well as our aboriginal programs.

We also provide smaller class sizes for our students to ensure they can develop strong relationships with their teacher and access increased levels of feedback and support. We employ additional classroom teachers to support this initiative.

The evidence based social and emotional learning program 'Second Steps' is being implemented across the school, however it is not being done in a consistent manner. In 2021, we will design and implement a Second Steps program similar to our PBL model to ensure a more consistent approach.

The Release from Face to Face team (AKA Ready for the Future) completed programming to set standards and adjusted timetables to respond to student needs. Team meetings allocated time to discuss how we've built rapport with students. The team implemented a range of strategies to support engagement of students. The RFF team introduced a mindfulness session for each stage as a way to enhance student wellbeing and promote positive mindfulness strategies.

### (Resources)

Resources for RFF are included in the Data Skills and Use section (as collaborative planning is based on our RFF model).

#### Funding Sources:

- Socio-economic background (\$250000.00)
- Low level adjustment for disability (\$56500.00)



Learning is fun

### Strategic Direction 3

#### Connected Caring Community

#### Purpose

To create a school environment that encourages community involvement and develops authentic opportunities to engage community in the learning journey of their children.

#### Improvement Measures

Increase the number of parents volunteering at the school.

Increase the number of parents attending assemblies and celebrations.

Front entrance of the school upgraded - security, parent seating and table areas for use by parents and students.

Breakfast club established.

School brand is improved to ensure more positive attitude towards our school.

#### Progress towards achieving improvement measures

##### Process 1: Educational Leadership

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

Evaluation	Funds Expended (Resources)
<p>2020 was a challenging year for community engagement due to COVID 19. We responded to our community needs during COVID by creating learning packs and utilising Facebook as a communication tool to share projects and tasks in addition to learning packs. As a result of our community needs, we established a Phase 1 model that was unique to our school setting. The model allowed for students to return to school four mornings a week from 9am to 12noon. Class sizes were reduced and outside play was not provided as a safety precaution. This worked extremely well for our community, who responded very positively to our model.</p> <p>We continue to work with an external consultant around community engagement and as a result, the perception of our school has improved with many positive comments being received from within and outside of our own school community.</p> <p>Our Schools as Community Centre ('SACC') continued to work in innovative ways in order to maintain contact with our community. The SACC co-ordinator and our Early Intervention teacher worked in conjunction with our local community health team to establish a language group for preschool students and parents. This will continue in 2021.</p> <p>We established a COVID responsive transition program for preschool students coming to Glenroi Heights Public School in 2021. We also established a Kindergarten Transition Team to design, implement and evaluate our transition program. The team included community health members, preschool staff, our Aboriginal Education Officer as well as our teaching staff. This was very successful, with the early identification of students with additional needs and support as well as developing positive relationships with families. The 2021 Kindergarten students have had a very settled and positive start to 2021.</p> <p>The Action Plan is noted as an ongoing process that incorporates a ready school, ready students and a ready community. Our aim as a team is to ensure that the school, students and families feel as though they belong</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$20000.00)</li></ul>

## Progress towards achieving improvement measures

throughout this process, in order to make an optimal transition for all. The plan has begun to develop a strong link between the LiveBetter preschool and our school as a collaborative partnership. As this relationship progresses, we will be able to work together to provide the necessary opportunities and support in order to optimise transitioning students learning and development.



Our students engage in cultural activities to build community connections

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$280 295.00)</li> </ul>	<p>Collaborative planning continues to be very successful across the school. Staff are upskilled in collaborative practices that ensure syllabus outcomes are being addressed with a focus on assessment of student growth. It also provides mentorship and leadership for our beginning teachers. We will continue these processes into 2021. Our release from face-to-face model supports collaborative planning and will continue into 2021. Staff value this planning time and it allows for professional conversations and data analysis at a stage level. Our Instructional Leader also provides support to our stage leaders to build their capacity, knowledge and understanding of curriculum and assessment. Utilising our Aboriginal Education Officer in Transition has supported our new Kinder students and has been very successful in establishing stronger relationships with students and carers. It has also been very successful in ensuring student needs are identified early with support readily available at the start of Kindergarten. Tell Them From Me data indicates that 89% of Aboriginal students feel good about their culture. 77% of students believe their teachers understand their culture and 44% of students expect to go to university. Verto is running the Sista Speak Program and all our Stage 3 girls are involved. Verto is heavily involved in our high school transition program to support our students as they move to high school. We currently have 8 students participating in the Designing Futures program with the Aboriginal Lands Council.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$176 872.00)</li> </ul>	<p>The inclusive learning model has been successful in Stage 3, and we will move the model into our Stage 2 classes in 2021. Students in these support settings are working with a wider range of students, providing them with opportunities for positive social experiences as well as individualised learning. As a result there is a higher level of engagement with learning activities. Analysis of negative incident data in class time demonstrates a decrease in negative incidents for students in our Stage 3 inclusive learning model. Our Learning and Support teacher is heavily involved in mentoring teachers in their programming to ensure differentiated and personalised learning is in place.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$53 817.00)</li> </ul>	<p>Our collaborative planning, professional learning and instructional leadership model allows us to develop personalised professional learning to suit the different needs of our staff. Our Instructional Leader works 1:1 with teachers in identified areas. Our Instructional Leader has also developed whole school professional learning targeting individual and class needs in literacy and numeracy. This provides opportunities for all</p>



<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$53 817.00)	teaching staff to build capacity in their ability to personalise learning and interventions. It also provides support for our strategic direction targets to be met in an authentic and useful way.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$662 435.00)	Tell them From Me data indicated that our students reported positive student engagement factors including quality instruction; positive teacher student relationships, positive learning climate and high expectations for success. 84% of students try hard to succeed in their learning and 71% of students are interested and motivated in their learning. Social, academic and intervention programs were implemented to ensure students were provided with individualised learning opportunities and support in targeted areas. The employment of a school psychologist one day per week and a speech therapist two days per week has allowed for students with additional needs to get support from our local health services as well as intensive small group support.
<b>Early action for success</b>	<b>Funding Sources:</b> • Early action for success (\$133 868.00)	As part of EaFS, an Instructional Leader (0.8) is assigned to the school to support co-planning, co-teaching and co-reflecting to enhance student learning attainment K-2. This year, five teachers continued their second year of Language, Learning and Literacy (L3) training. As a result of L3 implementation, student reading and writing results have shown significant improvement K-2. In 2020, 83% of Year Two students were at expected reading levels due to refined teaching and learning practices across K-2. In 2021, staff will continue to implement quality literacy using effective reading practices. This will include the use of systematic, explicit phonics and decodable texts. Teachers will also continue to implement improved numeracy practice including inquiry tasks based on the work of Smith & Stein.
<b>Positive Behaviour for Learning</b>		Our Positive Behaviour for Learning ('PBL') Team continues to be a strong influence and driver of student wellbeing across the school. The team has finalised a new award system as well as refined our Sentral wellbeing tool. The team meets every fortnight and analyses data which informs whole school boosters and tier 2 and 3 interventions. The team also presents to staff each term at a staff meeting to ensure PBL remains consistent across our whole school setting. As a result of data analysis, different initiatives have been established, including additional staff on playground duty running activities during break time. This has led to a significant decrease in negative incidents during playtime, leading to more effective learning time directly after the break.
<b>Schools as Community Centre</b>	<b>Funding Sources:</b> • SACC (\$97 874.00)	In 2020, SaCC facilitated three playgroups but due to COVID-19 these playgroups were unable to be held face-to-face for a majority of the year. An online playgroup was created

<p><b>Schools as Community Centre</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• SACC (\$97 874.00)</li> </ul>	<p>to engage families and support them through this time. Craft supply packs were distributed to families to enable them to join in the activities.</p> <p>The SaCC Facilitator identified that there was a need for speech and language support and formed a partnership with the Early Intervention teacher and Speech Pathologist from Community Health. As a result, a Language Playgroup was formed to target families with a child that needed additional language support. This playgroup only ran for five weeks before closing due to COVID-19 but in that short time three families connected with Community Health and completed speech assessment, one family engaged for the first time in a SaCC playgroup, three children enrolled in the LiveBetter Preschool and one child enrolled in Early Intervention.</p> <p>The SaCC Facilitator identified that students starting Kindergarten lacked physical (gross and fine motor) skills when they started school and formed a partnership with GHPS and CSU Physiotherapy to develop a program where CSU Physiotherapy students complete a five-week practicum at GHPS. In 2020, the groundwork was carried out so that the program could commence in 2021. This will be an ongoing partnership where CSU students will develop programs to increase the physical skills of students and pre-schoolers at GHPS. The program will be given to teachers and support staff so they can implement it in future years.</p> <p>As a result of the initiatives of SACC we have been able to engage more effectively with our community, increasing opportunities for community engagement and connections with our school.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	112	122	118	117
Girls	97	103	114	110

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	89.4	88.2	87	86.5
1	84.6	84.5	86.9	90.1
2	90.1	83.4	85.9	88
3	85.9	87.2	86.8	85
4	89.4	86.9	90.4	90.1
5	82.9	87	87.5	88
6	92.5	88.1	82.6	87.6
All Years	87.8	86.4	86.9	87.9
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

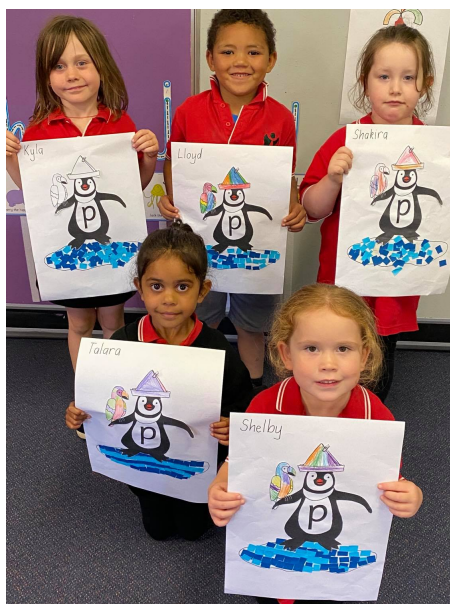
NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning 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

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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.



'P' is for penguin, phonics instruction is an important part of our reading program

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.99
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	8.92

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 for teaching and support staff is an integral part of school improvement. Glenroi Heights Public

School participated in professional learning during 2020, including all mandatory training. We received \$31993 in professional learning funds, some of which were not expended due to COVID. These funds will roll over to 2021 and be used to complete these postponed activities.

Professional learning activities have included L3 training for all K-2 staff, Maths Pathways for Stage 3 staff; the implementation of Quality Teaching Rounds and PBL activities. Stronger Smarter training and Art of Leadership training has been deferred until 2021 due to COVID.

All teachers at Glenroi Heights Public School are accredited at Proficient or working towards this accreditation status. We have implemented a HALT Accreditation group to support a number of executive staff working towards Highly Accomplished and Lead accreditation.



Students creating artworks at a local neighbourhood centre

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	492,669
<b>Revenue</b>	4,884,696
Appropriation	4,847,058
Sale of Goods and Services	6,569
Grants and contributions	30,274
Investment income	695
Other revenue	100
<b>Expenses</b>	-4,861,599
Employee related	-4,343,293
Operating expenses	-518,306
<b>Surplus / deficit for the year</b>	23,097
<b>Closing Balance</b>	515,766

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.



Students engaged in our robotics and coding program

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	45,606
<b>Equity Total</b>	1,119,602
Equity - Aboriginal	280,295
Equity - Socio-economic	662,435
Equity - Language	0
Equity - Disability	176,872
<b>Base Total</b>	2,875,867
Base - Per Capita	65,518
Base - Location	1,874
Base - Other	2,808,475
<b>Other Total</b>	524,335
<b>Grand Total</b>	4,565,410

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.



Student designed artwork for local community centre



# 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](https://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.



Counting is fun in Kinder Lime

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey (TTFM) was completed by students in Years 4, 5 and 6. The feedback indicates that we are above the State norms in several areas including Advocacy at school, Positive teacher-student relations and effective learning time. Regarding our Aboriginal students Tell Them From Me survey results show that 91% of our Aboriginal students agreed and strongly agreed that they felt good about their culture. 77% of our Aboriginal students agreed and strongly agreed that teachers understood their culture. 44% of our Aboriginal students reported that they expect to go to university.

The importance of student voice was showcased during COVID 19. We introduced a different model for Phase 1 and students returned to smaller class settings for three-hour learning sessions. Feedback from students and staff was extremely positive so a survey was conducted regarding this longer learning session. We changed our learning and class structures as a direct result of this feedback. Some of the student responses included:

'There is less noise; more room; more learning done; it feels like we work harder and get more things done in a short amount of time so our brains will work better; there is less noise and I can focus more on work; I am less distracted; easier if you need help from a teacher and we get through a lot of WORK!'

Over 70% of students reported that they were learning more in this model.

Staff feedback was very positive as well, staff advising that they were able to teach more intensively and that they saw improvement in assessment data. The Tell Them From Me Survey of staff was extremely positive. Staff responses demonstrated that we were above State average in collaboration; parent involvement; inclusivity; technology and learning culture.

Parent feedback was generally positive, and our community was pleased with our response to COVID. Our Phase 1 model, where students returned every morning from 9.00 am to 12 noon was well supported by our community. Community feedback was utilised when considering different models.



Children learning with their parents, an important part of our Language Group program



# Policy requirements

## Aboriginal Education Policy

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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.

Glenroi Heights Public School values Aboriginal Education. We embed the Stronger Smarter philosophy and learning framework into every aspect of school life. Sharren Horton is employed as our Aboriginal Education Officer and works hard to support our students and our community. All students participate in Stronger Smarter Cultural learning which supports them in understanding their identities, relationships and leadership skills. All teachers participate in Stronger Smarter staff meetings, which promote the importance of Aboriginal Education and improved learning outcomes for all students. During 2020 we worked with our Aboriginal Education Team to refresh our learning about Aboriginal Education's significance and ensure our staff understands the policy supporting Aboriginal Education.

## Anti-Racism Policy

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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

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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.



Through dance, students develop an appreciation and awareness of story telling and cultural connections