

2020 Annual Report

Glendore Public School



4620

Introduction

The Annual Report for 2020 is provided to the community of Glendore 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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This year was the third and final year for implementation of the 2018-2020 Strategic Plan, with its three focus areas explicitly being: developing Excellence in Learning, Teaching and Leading. This year saw continued impact of whole-school focuses on Embedding Formative Assessment and Instructional Leadership. Obviously, 2020 was the year that all of society faced the challenges and impacts of COVID-19. What was pleasing to see, was in the school's drive towards excellence that much of the groundwork towards quality systems and instruction was quickly able to be scaled into daily practice, as the school and its community moved over 2020 through: traditional, part-time face-to-face, offline remote, online remote, part-time remote and face-to-face and then COVID-Safe learning, which continues to this point.

Some key shining moments include having every single Kindergarten child (and Year 1-6) in a MS Team environment for their class, with access to video conferencing, online portal learning, differentiated tasks for ability levels, hard-copy alternatives and for our English and Additional Language students, access to translation software. This was all achieved by the end of Term One/commencement of Term Two, when pencil grips and knowing the alphabet is normally the expectation! Support structures for Wellbeing, Disabilities, Counselling, Learning Support quickly moved online to telephone and VC support. The School became a model for other to follow in terms of quickly scaling and enabling access to an online learning system via MS Teams. The connection that this provides enabled a much smoother transition back to onsite learning, and re connection with peers than could have been expected.

The school's strong focus on instructional leadership as a function of world-class researchers and their research saw increasingly high standards in English and Mathematics being delivered over 2020, despite the impacts of COVID-19. Continued explicit focus on teacher professional learning, via whole school and stage-based strategic development enhanced the culture of professional learning communities (PLCs) in the school. This was continued with all Assistant Principals leading as off-class Instructional Leaders, against the *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals*. These five (5) AP-ILs provided daily support, mentoring, coaching and development to all staff and students in the areas of instructional leadership, learning support, training and development and wellbeing support. It was particularly the area of leadership that the school continued to *Excel* in.

Significant professional learning opportunities continued for the whole staff, including the entire teaching staff receiving their allocated professional training through both online and offline modes. This was particularly evident in the way the School continued to lead across Callaghan with the Professor Dylan Wiliam, Embedding Formative Assessment Project. Despite COVID-19, the School continued focused support for all students and staff based upon its vision: Where Everyone Can Succeed and was able to provide advice and support for colleagues in other schools.

Aboriginal Equity funds continued to better engage students and the school's Indigenous families via the school's Aboriginal Education Officer. The school continued its focus on enhancing cultural partnerships, building cultural competencies into all teaching and learning programs and specifically examined educational outcomes against the Premier's and State Priorities. It also recorded better-than-state results for Aboriginal students with the NSW Department of Education's Year 3 and 5 Reading and Numeracy 'Check-In Assessments', which were used in place of NAPLAN 2019.

Sadly, a broad range of programs planned for 2020 had to be moth-balled for health and safety reasons. However, this provided opportunities for unique solutions to be delivered. These included remote Easter Hat Parades and ANZAC Day Community Vigils, an online CAPA concert and as wonderful innovation, live streaming of our five Celebration of Achievement presentation days. This actually increased the amount of parents and caregivers, who were able to share in their children's successes. As a result, this continued into P&C meetings and Parent/Caregiver-Teacher Interviews to allow more access for our community. Staff provided extra supervision of students through additional duties, with students socially-distanced throughout the days and following our return to face-to-face learning, additional afternoon pick-up supervision.

I had the pleasure of teaching every class twice in 2020. This provided me with a opportunity to directly connect with every child across the school for Reading and Numeracy activities, as well as allowing every child to have direct input into both the 2021-2024 School Improvement Plan, our practice against the School Excellence Framework and the design of the school's Playground Refurbishment. It is wonderful that every 2020 student has had the opportunity to consider the costings, options and best overall fit for the school for this once-in-a-generation project. Whilst not every item on every child's wish list may be eventually delivered, e.g. swimming pools, flying foxes, our deliberate focus on incorporating 'Student Voice' has empowered our students to know that they are listened to and included. Three of my favourite student thought bubbles from last year were: Venus fly traps to remove insects and improve concentration, turning a heavy vehicle access road into a 100m race track and, "Mr Khay, can I share another idea?" Of course, the answer was yes.

This engagement extended into significant community consultation all year via P&C meetings and online surveys to gain insights and feed forward into the 2021-2024 School Improvement Plan and school redevelopment. thank the community for their support, engagement and participation. Over 2020, many significant changes occurred in the school. Our large staffing operation continued, with the employment of our new School Administration Manager, a classroom teacher, additional School learning support officers, a School Chaplain and a Defence School Mentor. Further significant assets

and infrastructure projects were delivered, including our new school security fence, a partial repaint of the school and the creation of 'The Commons', where our Community could meet their students onsite (COVID-safety permitting). Our electrical upgrade project continued, with additional classrooms and graded footpaths installed to support the needs of our growing school. The design of the new Hall Kitchen was completed along with the advice that the school was to receive a second hall (a 13-module demountable) to support its learning and OOSH activities.

The school's population grew by another class over the year and a significant amount of school and community funds were expended to support the delivery of assets projects that supported the 625 students enrolled by the end of the year. Significant engagement again continued between the school and Newcastle City Council to initiate much-needed safety improvements to Garawon Place for students to arrive at and depart from the school. Glendore Public School is committed to improving teaching, learning, assessment, cultural, artistic and wellbeing outcomes for all of its students. Significant work was undertaken by the School in partnership with Hunter Central Coast Assets Management Unit (School Infrastructure NSW) to provide advice and data to both Newcastle City Council and Transport for NSW regarding necessary infrastructure improvements for the larger Fletcher and Maryland community.

Our year concluded with the wonderful online Creative Arts Showcase, five separate Celebration of Achievements and the advice that Glendore Public School had placed in the top five for Australian Primary School of the Year, in the 2020 Australia Education Awards. There were many other examples of staff achievement and success across the year, each of which are detailed in our school newsletters available at: Newsletter - GLENDORE PUBLIC SCHOOL (nsw.gov.au)

I conclude with my sincere thanks to a wonderful administrative, support and teaching staff team, led by a talented 2020 executive team: Simone White, Kathy Probert, Ingrid Bellamy, Samantha McDowell, Erin Lewis, Cara Budd, Casey Dunn, and our outgoing School Administration Manager, Lisa Matheson. They each worked enthusiastically and tirelessly over the year to enhance opportunities for our students and community. To our parents and caregivers, thank you for being strong partners on the final year of our school's 3-year Strategic Plan. To our wonderful P&C and its Canteen, Fundraising and Uniform Sub-committees and volunteers, and their outgoing 2020 office-bearers (Ann Perrot, Paul Smith, Adam Napier and Jennifer Chambers) - Thank you!

Finally, to a wonderful student body, this is a great school. You make it a wonderful place for us to teach and learn in every day. I am proud to be the principal of a school with continued opportunity for growth, success and potential to be the centre of an empowered community. Well done for being at a school that achieved an Australian Excellence Award in the 2020 Australian Education Awards. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mr Khalil Khay, Principal 2017-2021

School vision

The School's Vision:

Glendore Public School is a respectful, caring, learning environment, where everyone can succeed.

Glendore Public School celebrates and acknowledges student successes, and values supportive, cooperative and communicative relationships with its learning community.

School context

Glendore Public School, established 1997, is located on the western foothills of Newcastle. The school provides excellent educational programs for students in the rapidly-growing Fletcher and Maryland communities. The school's enrolment is 625 and has grown exponentially over the past 3 years (+150 students). It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools. The school is expected to grow by another 185 students by the end of the 2021-2023 School Plan.

All staff strategically focus on improving student outcomes in literacy and numeracy. Research-based teaching practices are a feature of the school. All staff are practising Explicit Instruction and have access to an array of technology to support 21st Century learners. Glendore Public School's staff are passionate about supporting Student Wellbeing and enable this through a variety of programs, including Kindergarten Buddies, Peer Support and Choice Theory.

Glendore Public School engages students in a broad range of activities and initiatives including; creative and performing arts, technology, culture, sports and leadership. The school conducts several programs to promote excellence and creativity through opportunities to participate in enrichment and extension programs, including: Aboriginal Dance, Choir, Coding, Junior/Senior Dance Groups, Year 3-6 Extension Writing group, Art Club, Children's University, Musical Theatre, PSSA, Robotics, Solar Challenge, SportLink, STEM, the School Parliament and Visual Arts.

Glendore Public School is a proud partner of the Muloobinbah Local Aboriginal Education Consultative Group (LAECG). The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals. Glendore Public School staff work in partnership with the school community, explicitly utilising MGoals to co-design learning, to plan for success and to enable students to exceed the State Priorities.

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	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	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Developing Excellence in Learning

Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about students' capabilities and needs to plan for rich learning experiences. The school works in partnership with parents/caregivers as active participants in their children's education.

Improvement Measures

By 2020, 90% of K-2 students will be reading at/above the following levels:

- Kindergarten: Level 8.
- Year One: Level 18.
- Year Two: Level 26.

The number of Year 3, 5 and 7 students in the top 2 NAPLAN achievement bands contributes towards a NSW 10% increase (Premier's Priority). Current baseline (2015-2017) averages for Years 3, 5, and 7 respectively are:

- Reading: 43%, 38% and 20%.
- Writing: 42%, 10% and 15%.
- Numeracy: 32%, 21% and 36%.

The number of Year 3, 5 and 7 Aboriginal students in the top 2 NAPLAN achievement bands contributes towards a NSW 30% increase (State Priority). Current baseline (2015-2017) averages for Year 3, 5 and 7 respectively are:

- Reading: 20%, 12% and 16%.
- Writing: 22%, 12% and 18%.
- Numeracy: 17%, 12% and 16%.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy: Implement and embed evidence-based, high quality literacy and numeracy practices, which are supported by high quality, collaborative professional learning practices; and quality feedback, assessment and evaluation processes.

Evaluation	Funds Expended (Resources)
<p>Question: <i>What are the reading and EAS levels for all K-6 students.?</i></p> <p>Data source. L3 data week 5 and 10 Sentral/PLAN data week 8 TEN data week 4 and week 8 Reading levels K-6 on whole school tracking sheet - week 5</p> <p>Findings: COVID-19 impacted year, 80-85% of students achieved expected growth</p> <p>Implications: School will implement the COVID Intensive Learning Support Program in 2021 to overcome learning deficits due to COVID.</p>	<ol style="list-style-type: none">1. Aboriginal Background Loading: AEO \$60 500, AP LaST \$5 5982. English language Proficiency: \$98 3743. Low level disability Adjustment: : AP LAST - \$550. Permanent LAST \$27 3464. Quality teaching, Successful Students (QTSS): \$110 6295. Socio-Economic Background: AP LAST \$9 5826. Support for beginning teachers: AP RFF \$2 1357. Targeted student support for refugee and new arrivals: AP Last \$3 5008. Integration Funding: \$318 5339. Literacy and Numeracy Intervention: \$46 004

Progress towards achieving improvement measures

Question: *What are the reading and EAS levels for all K-6 students.?*

Data source. L3 data week 5 and 10 Sentral/PLAN data week 8 TEN data week 4 and week 8 Reading levels K-6 on whole school tracking sheet - week 5

Findings: COVID-19 impacted year, 80-85% of students achieved expected growth

Implications: School will implement the COVID Intensive Learning Support Program in 2021 to overcome learning deficits due to COVID.

10. Professional Learning: \$36 804

11. School Support Allocation: \$32 179

12. Operational Funding: \$464 777

13. Grants: \$20 280 (Chaplain), \$9 666 (Defence School Mentor)

Funding Sources:

- Aboriginal background loading (\$20723.00)
- Low level adjustment for disability (\$27896.00)
- Socio-economic background (\$9582.00)
- Support for beginning teachers (\$2135.00)
- Targeted student support for refugees and new arrivals (\$350.00)

Process 2: Futures Focused Learning (FFL): Embed a whole-school, futures-focused learning approach within all Key Learning Areas, through strategic resourcing, professional learning, student engagement and community consultation.

Evaluation	Funds Expended (Resources)
<p>Questions: <i>Are all teachers using technology with confidence.</i></p> <p>Data Source: Mathletics, Math seeds and reading eggs data. Professional learning attendance. Discussions at staff meetings and stage meetings.</p> <p>Findings: COVID-19 impacted year, 80-85% of students achieved expected growth. Staff increasingly relied upon online technology pedagogy packages and were able to track usage of Google Apps and Microsoft Teams in SCOUT.</p> <p>Implications: School will enhance implementation of MS Teams, One Note, Mathletics, Maths Seeds, Reading Eggs, and add in Essential Assessment in 2021.</p>	<p>1. Aboriginal Background Loading: AEO \$60 500, AP LaST \$5 598</p> <p>2. English language Proficiency: \$98 374</p> <p>3. Low level disability Adjustment: : AP LAST - \$550. Permanent LAST \$27 346</p> <p>4. Quality teaching, Successful Students (QTSS): \$110 629</p> <p>5. Socio-Economic Background: AP LAST \$9 582</p> <p>6. Support for beginning teachers: AP RFF \$2 135</p> <p>7. Targeted student support for refugee and new arrivals: AP Last \$3 500</p> <p>8. Integration Funding: \$318 533</p> <p>9. Literacy and Numeracy Intervention: \$46 004</p> <p>10. Professional Learning: \$36 804</p>

Progress towards achieving improvement measures

Questions: *Are all teachers using technology with confidence.*

Data Source: Mathletics, Math seeds and reading eggs data. Professional learning attendance. Discussions at staff meetings and stage meetings.

Findings: COVID-19 impacted year, 80-85% of students achieved expected growth. Staff increasingly relied upon online technology pedagogy packages and were able to track usage of Google Apps and Microsoft Teams in SCOUT.

Implications: School will enhance implementation of MS Teams, One Note, Mathletics, Maths Seeds, Reading Eggs, and add in Essential Assessment in 2021.

11. School Support Allocation: \$32 179

12. Operational Funding: \$464 777

13. Grants: \$20 280 (Chaplain), \$9 666 (Defence School Mentor)

Strategic Direction 2

Developing Excellence in Teaching

Purpose

Student learning is underpinned in excellent schools by high quality teaching. Learning opportunities are engaging and teaching strategies are evidence-based. Teachers individually and collaboratively plan for student learning by evaluating the effectiveness of teaching practices and analysing student engagement, learning growth and outcomes.

Improvement Measures

The proportion of students who exceed expected growth for NAPLAN measures between Years 3-5 and Years 5-7 exceeds (2015-2017) averages by 10%:

- 3-5 Reading Growth: (65%) -> 75%
- 5-7 Reading Growth: (52%) -> 62%
- 3-5 Numeracy Growth: (56%) -> 66%
- 5-7 Numeracy Growth: (65%) -> 75%

Staff extend positive differences between school-state means under TTFM: *Focus on Learning* survey's *Four Dimensions of Classroom and School Practice*. Specific improvement areas are:

- Challenging Goals: 8.0 (GPS) vs 7.5 (NSW), *Providing A-E rubrics* = 6.8/10.
- Planned Learning Opportunities: 8.3 (GPS);vs 7.6 (NSW),*Assisting planning of assessments* = 5.4/10.
- Quality Feedback: 7.8 (GPS) vs 7.3 (NSW),
- Parental feedback on student work= 5.6/10.
- *Overcoming Obstacles to Learning*: 8.2 (GPS) vs 7.7 (NSW), *Students use ICT to track progress*;=5.4/10.

Progress towards achieving improvement measures

Process 1: Professional Learning: Strengthen evidence-based teaching practices across a whole school that result in measurable improvements in learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Question: Did all teachers achieve their PDP goals?</p> <p>Data Source: review of PDP's-Teachers review PDP for ATPDF sign off PDP review with Principal.</p> <p>Findings: COVID-19 impacted year. However, all staff completed PLC and TLC training for curriculum, pedagogy and assessment, including Embedding Formative Assessment Project - Year One.</p> <p>All Tell Them From Me (TTFM) measures showed at least maintenance of improved 2018-19 levels or further improvements in 2020, despite the impacts of COVID:</p> <ul style="list-style-type: none">• Inclusive School (above state, +0.1/9)• Leadership (above state, +1.4/9)• Parental Involvement (above state, +0.4/9)• Collaboration (above state, +0.7/9)• Data Informed Practice (above state, +0.2/9)• Teaching Strategies (above state, +0.3/9)• Challenging and Visible Goals (above state, +0.5/9)• Planned Learning Opportunities (above state, +0.6/9)• Quality Feedback(above state, +0.4/9)• Overcoming Obstacles to Learning (above state, +0.5/9)• Technology (above state, +0.5/9) <p>Implications: School will continue to implement the EFA Project - Year Two and the cycle of PLC pedagogy and curriculum-based training.. School will continue to implement Choice Theory, Happier Schools, Junior AECG, Bro Speak, Sista Speak, CAPA and STEM and Sport opportunities, active</p>	<ol style="list-style-type: none">1. Aboriginal Background Loading: AEO \$60 500, AP LaST \$5 5982. English language Proficiency: \$98 3743. Low level disability Adjustment: : AP LAST - \$550. Permanent LAST \$27 3464. Quality teaching, Successful Students (QTSS): \$110 6295. Socio-Economic Background: AP LAST \$9 5826. Support for beginning teachers: AP RFF \$2 1357. Targeted student support for refugee and new arrivals: AP Last \$3 5008. Integration Funding: \$318 5339. Literacy and Numeracy Intervention: \$46 00410. Professional Learning: \$36 804

Progress towards achieving improvement measures

Student and Parent/Community Voice activities and EFA, High Impact Teaching Practices.

11. School Support Allocation: \$32 179

12. Operational Funding: \$464 777

13. Grants: \$20 280 (Chaplain), \$9 666 (Defence School Mentor)

Funding Sources:

- Aboriginal background loading (\$3750.00)

Process 2: Equity: Implement a whole-school approach where teachers differentiate learning for academic abilities and wellbeing needs to ensure optimal conditions for student learning and engagement.

Evaluation

Funds Expended (Resources)

Questions: Are teachers differentiating learning for academic and well being needs of students?

1. Aboriginal Background Loading: AEO \$60 500, AP LaST \$5 598

Data: Literacy and Numeracy data (as in Strategy 1) LST meetings every fortnight on a Friday afternoon (ongoing)

2. English language Proficiency: \$98 374

Findings: COVID-19 impacted year, 80-85% of students achieved expected growth. All Tell Them From Me (TTFM) measures showed at least maintenance of improved 2018-19 levels or further improvements in 2020, despite the impacts of COVID:

3. Low level disability Adjustment: : AP LAST - \$550. Permanent LAST \$27 346

- Inclusive School (above state, +0.1/9)
- Leadership (above state, +1.4/9)
- Parental Involvement (above state, +0.4/9)
- Collaboration (above state, +0.7/9)
- Data Informed Practice (above state, +0.2/9)
- Teaching Strategies (above state, +0.3/9)
- Challenging and Visible Goals (above state, +0.5/9)
- Planned Learning Opportunities (above state, +0.6/9)
- Quality Feedback (above state, +0.4/9)
- Overcoming Obstacles to Learning (above state, +0.5/9)
- Technology (above state, +0.5/9)

4. Quality teaching, Successful Students (QTSS): \$110 629

5. Socio-Economic Background: AP LAST \$9 582

6. Support for beginning teachers: AP RFF \$2 135

7. Targeted student support for refugee and new arrivals: AP Last \$3 500

8. Integration Funding: \$318 533

Implications: School will continue to implement Choice Theory, Happier Schools, Junior AECG, Bro Speak, Sista Speak, CAPA and STEM and Sport opportunities, active Student and Parent/Community Voice activities and EFA, High Impact Teaching Practices.

9. Literacy and Numeracy Intervention: \$46 004

10. Professional Learning: \$36 804

11. School Support Allocation: \$32 179

12. Operational Funding: \$464 777

13. Grants: \$20 280 (Chaplain), \$9 666 (Defence School Mentor)

Progress towards achieving improvement measures

Questions: *Are teachers differentiating learning for academic and well being needs of students?*

Data: Literacy and Numeracy data (as in Strategy 1) LST meetings every fortnight on a Friday afternoon (ongoing)

Findings: COVID-19 impacted year, 80-85% of students achieved expected growth. All Tell Them From Me (TTFM) measures showed at least maintenance of improved 2018-19 levels or further improvements in 2020, despite the impacts of COVID:

- Inclusive School (above state, +0.1/9)
- Leadership (above state, +1.4/9)
- Parental Involvement (above state, +0.4/9)
- Collaboration (above state, +0.7/9)
- Data Informed Practice (above state, +0.2/9)
- Teaching Strategies (above state, +0.3/9)
- Challenging and Visible Goals (above state, +0.5/9)
- Planned Learning Opportunities (above state, +0.6/9)
- Quality Feedback (above state, +0.4/9)
- Overcoming Obstacles to Learning (above state, +0.5/9)
- Technology (above state, +0.5/9)

Implications: School will continue to implement Choice Theory, Happier Schools, Junior AECG, Bro Speak, Sista Speak, CAPA and STEM and Sport opportunities, active Student and Parent/Community Voice activities and EFA, High Impact Teaching Practices.

Funding Sources:

- English language proficiency (\$15005.00)
- Low level adjustment for disability (\$5923.00)
- Socio-economic background (\$27500.00)

Strategic Direction 3

Developing Excellence in Leading

Purpose

All staff contribute to a self-sustaining and self-improving community that supports high levels of learning. Leadership at all levels fosters a school-wide culture of high expectations and a shared sense of responsibility for student engagement and learning, development and success. School leaders ensure that resource allocation and accountability requirements serve the overarching strategic vision of the school community.

Improvement Measures

Instructional and Distributive Leadership strategies align all staff PDP's align to whole-school professional learning and the APST (AITSL), with 50% tracking elements of professional growth against higher standards elements(HA.3/L.4) in APST (2015-17 Baseline 16%).

Improvements in the *Partners in Learning for Two-Way Communication with Parents* and *School Supports Learning* dimensions are achieved. Specific improvement areas are:

- * Parents Feel Welcome: 6.8 (GPS) vs 7.4 (NSW), *Scheduling activities at a time I can attend* = 5.2/10.
- * Parents are Informed: 5.8 (GPS) vs 6.6 (NSW), *Being informed about my child's social and emotional development* = 5.4/10.
- * School Supports Learning: 6.7 (GPS) vs 7.3 (NSW), *High expectations for my child to succeed* = 6.4/10.
- * School Supports Positive Behaviour: 7.6 (GPS) vs 7.7 (NSW), *Time devoted to extra-curricula activities* = 6.8/10.

Progress towards achieving improvement measures

Process 1: Leadership Development: Implement a whole-school strategy that develops leadership capacity in students, teachers, executive and the broader community across curriculum, co-curricula, administrative and wellbeing areas.

Evaluation	Funds Expended (Resources)
<p>Question: <i>Have strategies been implemented to develop leadership capacity and how successful has it been?</i></p> <p>Data: Sentral Wellbeing incidents, Semester 1 academic data analysis,</p> <p>Findings: COVID-19 impacted on Leadership Development. However, all GPS originated Leadership Team works continued in online and offline modes, All Leaders were exposed to Callaghan Education Pathways Leadership materials, particularly in SCLIF. Exec continued having access to ConnectED Leadership materials. Aspirant Leaders were exposed to SCLIF materials from School Leadership Institute. Negative student behaviour incidences decreased as the student-voice led move to split lunch continued all year, post-COVID Remote Learning. Significant time was spent using Happier Schools Project and Choice Theory strategies to support student opportunities for positive leadership via informal and formal roles.</p> <p>Implications: Implement quality feedback from 2020, continue to survey community for feed forward and provide regular updates on what is occurring via enhanced Central Parent Portal and increase Student Leadership Opportunities, e.g. Junior AECG, Parliament, Reintroduction of Assemblies, Sports House Captains, Leadership Training and Induction, Class Leaders.</p>	<ol style="list-style-type: none">1. Aboriginal Background Loading: AEO \$60 500, AP LaST \$5 5982. English language Proficiency: \$98 3743. Low level disability Adjustment: AP LAST - \$550. Permanent LAST \$27 3464. Quality teaching, Successful Students (QTSS): \$110 6295. Socio-Economic Background: AP LAST \$9 5826. Support for beginning teachers: AP RFF \$2 1357. Targeted student support for refugee and new arrivals: AP Last \$3 5008. Integration Funding: \$318 5339. Literacy and Numeracy Intervention: \$46 004

Progress towards achieving improvement measures

Question: Have strategies been implemented to develop leadership capacity and how successful has it been?

Data: Sentral Wellbeing incidents, Semester 1 academic data analysis,

Findings: COVID-19 impacted on Leadership Development. However, all GPS originated Leadership Team works continued in online and offline modes, All Leaders were exposed to Callaghan Education Pathways Leadership materials, particularly in SCLIF. Exec continued having access to ConnectED Leadership materials. Aspirant Leaders were exposed to SCLIF materials from School Leadership Institute. Negative student behaviour incidences decreased as the student-voice led move to split lunch continued all year, post-COVID Remote Learning. Significant time was spent using Happier Schools Project and Choice Theory strategies to support student opportunities for positive leadership via informal and formal roles.

Implications: Implement quality feedback from 2020, continue to survey community for feed forward and provide regular updates on what is occurring via enhanced Central Parent Portal and increase Student Leadership Opportunities, e.g. Junior AECG, Parliament, Reintroduction of Assemblies, Sports House Captains, Leadership Training and Induction, Class Leaders.

10. Professional Learning: \$36 804

11. School Support Allocation: \$32 179

12. Operational Funding: \$464 777

13. Grants: \$20 280 (Chaplain), \$9 666 (Defence School Mentor)

Funding Sources:

- Low level adjustment for disability (\$8040.00)
- Quality Teaching, Successful Students (QTSS) (\$26250.00)

Process 2: Collaboration: Consultation, training and development in partnership between all students, parents, caregivers and the broader community, enhances and supports the educational, cultural and wellbeing directions of the school.

Evaluation	Funds Expended (Resources)
<p>Question: Does the community help support the educational, cultural and well being directions of the school ?</p> <p>Data Source: Children's University graduation awards Data analysis for 2017 Annual Report and 2018-2020 School Plan Collection Data Home Readers and Maths at Home Games Data analysis 2017 Annual Report and 2018-2020 School Plan Aboriginal Dance group at lunchtime review of participation numbers</p> <p>Findings: Children's University Graduation occurred onsite, COVID-19 impacted on physical borrowing of resources. However, online learning in MS Teams, and other platforms provided reasonable alternatives. All students and staff had opportunity to directly contribute to the School's Situational Analysis, School Improvement Plan and School Playground Re-design in advance of 2021.</p> <p>Implications: Implement quality feedback from 2020, continue to survey community for feed forward and provide regular updates on what is occurring via enhanced Central Parent Portal and increase Student Leadership Opportunities, e.g. Junior AECG, Parliament, Reintroduction of Assemblies, Sports House Captains, Leadership Training and Induction, Class Leaders.</p>	<p>1. Aboriginal Background Loading: AEO \$60 500, AP LaST \$5 598</p> <p>2. English language Proficiency: \$98 374</p> <p>3. Low level disability Adjustment: AP LAST - \$550. Permanent LAST \$27 346</p> <p>4. Quality teaching, Successful Students (QTSS): \$110 629</p> <p>5. Socio-Economic Background: AP LAST \$9 582</p> <p>6. Support for beginning teachers: AP RFF \$2 135</p> <p>7. Targeted student support for refugee and new arrivals: AP Last \$3 500</p> <p>8. Integration Funding: \$318 533</p> <p>9. Literacy and Numeracy Intervention: \$46 004</p> <p>10. Professional Learning: \$36 804</p> <p>11. School Support Allocation: \$32 179</p> <p>12. Operational Funding: \$464 777</p> <p>13. Grants: \$20 280 (Chaplain), \$9</p>

Progress towards achieving improvement measures

Question: Does the community help support the educational, cultural and well being directions of the school ?

Data Source: Children's University graduation awards Data analysis for 2017 Annual Report and 2018-2020 School Plan Collection Data Home Readers and Maths at Home Games Data analysis 2017 Annual Report and 2018-2020 School Plan Aboriginal Dance group at lunchtime review of participation numbers

Findings: Children's University Graduation occurred onsite, COVID-19 impacted on physical borrowing of resources. However, online learning in MS Teams, and other platforms provided reasonable alternatives. All students and staff had opportunity to directly contribute to the School's Situational Analysis, School Improvement Plan and School Playground Re-design in advance of 2021.

Implications: Implement quality feedback from 2020, continue to survey community for feed forward and provide regular updates on what is occurring via enhanced Central Parent Portal and increase Student Leadership Opportunities, e.g. Junior AECG, Parliament, Reintroduction of Assemblies, Sports House Captains, Leadership Training and Induction, Class Leaders.

666 (Defence School Mentor)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.
English language proficiency	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.
Low level adjustment for disability	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.
Quality Teaching, Successful Students (QTSS)	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.
Socio-economic background	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.
Support for beginning teachers	None provided in 2020 to Glendore Public School.	None provided in 2020 to Glendore Public School.
Targeted student support for refugees and new arrivals	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.	Reported on across Strategic Directions 1, 2 and 3 (Processes 1-6). Please see earlier annual report commentary.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	279	293	317	327
Girls	252	290	292	294

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	95.3	93	83.4
1	93.3	94.5	93.6	84.2
2	92.5	92.7	93.6	87.2
3	94.1	92.8	91.7	79
4	92.6	93.1	91.2	82.2
5	93.4	91.8	92.8	82.4
6	90.8	93.1	92.1	83.5
All Years	93.1	93.4	92.6	83.4
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.1
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	0.2
School Administration and Support Staff	4.06

*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	508,603
Revenue	6,240,820
Appropriation	5,687,628
Sale of Goods and Services	93,755
Grants and contributions	458,041
Investment income	996
Other revenue	400
Expenses	-6,309,094
Employee related	-5,326,616
Operating expenses	-982,478
Surplus / deficit for the year	-68,274
Closing Balance	440,329

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	329,681
Equity Total	502,496
Equity - Aboriginal	101,826
Equity - Socio-economic	114,858
Equity - Language	98,374
Equity - Disability	187,438
Base Total	4,263,560
Base - Per Capita	146,467
Base - Location	0
Base - Other	4,117,093
Other Total	261,474
Grand Total	5,357,211

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

- 2020 was a COVID-19 impacted year.
- 80-85% of students achieved expected growth.
- All Tell Them From Me (TTFM) measures (student, staff/parent/caregiver) showed at least maintenance of improved 2018-19 levels or further improvements in 2020, despite the impacts of COVID:
- Inclusive School (above state, +0.1/9)
- Leadership (above state, +1.4/9)
- Parental Involvement (above state, +0.4/9)
- Collaboration (above state, +0.7/9)
- Data Informed Practice (above state, +0.2/9)
- Teaching Strategies (above state, +0.3/9)
- Challenging and Visible Goals (above state, +0.5/9)
- Planned Learning Opportunities (above state, +0.6/9)
- Quality Feedback (above state, +0.4/9)
- Overcoming Obstacles to Learning (above state, +0.5/9)
- Technology (above state, +0.5/9)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.