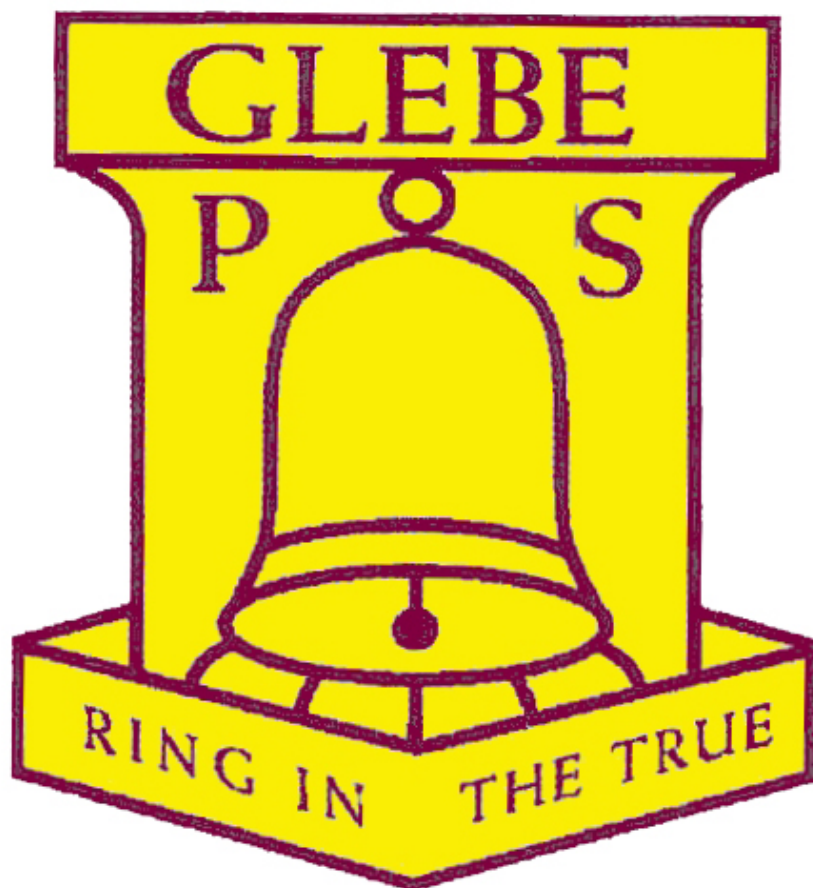


2020 Annual Report

Glebe Public School



7419

Introduction

The Annual Report for 2020 is provided to the community of Glebe Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

2020 was a year that presented many challenges due to the COVID 19 pandemic, however, I am proud of how we, as a school and a community, faced these challenges together. I thank our students, staff, and community for the compassion, resilience, unity, and understanding that they displayed during this time. This is a true testament to the spirit of Glebe Public School and the Glebe community.

Throughout 2020, we have continued to provide high quality education in a caring environment. I am proud of the achievements we have attained during this time. Our accomplishments are the result of the positive relationships, shared responsibility, and ongoing commitment from all stakeholders for student learning, personal development and wellbeing.

The transformational changes that have taken place are the result of consistent, high quality educational pedagogy that is driven by evidence based practices in line with NSW syllabus documents and policies. This has been supported by the development of a core set of behaviours, attitudes and expectations that enhance wellbeing, and whole school practices that are established in partnership with the community. These have resulted in our students being highly engaged and actively involved in their education whether that be learning from school or learning from home.

The staff at Glebe Public School continue to be a cohesive, highly skilled and dedicated team who provide high quality teaching and learning for all students. Through a culture of shared responsibility, the needs of each student are catered for and there is a whole school commitment to nurture, guide, inspire and challenge students in order for them to reach their personal best and full potential. All staff are committed to maintaining a school-wide culture that is built on high expectations and positive student engagement.

Glebe Public School enjoys a high level of support from our parents and the local and wider community. Our proactive P&C has continued to support our students and school initiatives, ensuring that all stakeholders have opportunities to engage with our school. The building and strengthening of community participation, connections, and partnerships, despite the challenges of 2020, are facets that we are incredibly proud of and add value to the learning opportunities provided to our students.

We are proud of our achievements and successes of 2020 and enter 2021 with a strategic improvement plan that is underpinned by high expectations in student growth and attainment, positive partnerships, the expectation that every student, every teacher, and every leader will continue to improve, and ensuring our students remain at the center of our decision making.

Bryce Walker

Principal

School vision

Nurture confident, capable, resilient students who are inquisitive about the world and learn with meaning and purpose.

School context

Glebe Public School was established in 1858. It is located within the inner city of Sydney and has strong community partnerships. The support of the school community and the larger community enhances the educational outcomes of the school.

The school has an enrolment of 300 students, including 20% identifying as Aboriginal and 64% with a Language Background other than English.

The school has a positive reputation in the community as being a provider of high quality, inclusive educational practices that cater for the academic and wellbeing needs of all students.

The staff at Glebe Public School is an actively involved and dedicated team, committed to supporting individual learning needs and providing a range of innovative teaching and learning programs. High expectations drive improvements in student outcomes with an embedded focus on supporting and promoting social, creative and academic development in all students.

Students are given every opportunity to develop their skills and talents in academic, artistic, cultural and sporting domains in order to maximise their potential and enable them to become confident, independent learners capable of embracing future focused skills, knowledge and understandings.

We remain committed to ongoing school improvement.

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

In the domain of **Learning**, the school is currently **Delivering**

There is demonstrated commitment within the school community that all students make learning progress. Progress in learning and achievement is identified and acknowledged and the aspirations and expectations of students and parents are known. Partnerships with parents and students support clear improvement aims and planning for learning.

The school collects, analyses and uses data including student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. Evidence-based approaches, programs, and processes identify, regularly monitor and review individual student wellbeing needs. The school's approach to wellbeing focuses on creating an effective environment for learning.

Teachers collect and use assessment data to monitor student achievements and identify gaps in learning to inform planning for particular student groups and individual. Teachers routinely use evidence of learning, including a range of formative and summative assessments, to inform their teaching, adapt their practice, and meet the learning needs of students. Assessment is planned for and undertaken regularly in all classes and data is systematically collected.

Individual student reports meet Department of Education requirements and contain personalised information about

student learning progress and achievement, including plans for meeting future learning goals. The school provides parents/carers with information on the learning progress of their children, this is achieved through bi-annual student reports, parent/teacher interviews, as well as other informal opportunities throughout the year.

In the domain of **Teaching**, the school is currently **Delivering**.

Teachers collaborate to share curriculum knowledge, data analysis, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers review previous content and preview the learning planned with students in each class through effective feedback and visible learning.

Whole school professional learning in data concepts, analysis, and use of student assessment data has resulted in teachers using data effectively to evaluate student understanding of lesson content. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS) with internal measures to build consistent and comparable judgement of student learning.

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice, and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and the performance and development framework to identify and monitor specific areas for development or continual improvement.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored. Professional learning is targeted to school priorities, the identified needs of students, and the achievement of teachers' professional goals.

In the domain of **Leading**, the school is currently **Delivering**.

The leadership team ensures that the implementation of syllabus and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Annual staff performance and development reviews for teaching and non-teaching staff are routinely undertaken. Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. The school regularly solicits and addresses feedback from students, staff, parents and the broader school community.

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.

All staff use technology available to streamline the administrative practices of the school and the physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. Technology is effectively used to enhance learning and service delivery and school facilities utilised by the local community delivers benefits to students.

Strategic Direction 1

Motivated, engaged and reflective learners

Purpose

To improve learning and well-being outcomes for all students by implementing consistent, high quality educational practices that engage students as active participants in their educational journey.

Improvement Measures

Increased number of students achieving expected growth in literacy

Increased number of students achieving expected growth in numeracy

Improved results in student engagement and well-being with a focus on advocacy and sense of belonging.

Overall summary of progress

Strategic Direction One focused on **Formative Assessment** and **Wellbeing**.

Staff undertook sustained, differentiated professional learning that built on their current understanding of **formative assessment**. Staff are able to identify, define and articulate a shared understanding of formative assessment, with strategies being implemented in classrooms. The analysis of teacher survey data (TTFM 2020) pointed to areas of Leadership (e.g. co-designing challenging learning goals for students), Collaboration (e.g. sharing student learning goals) and Learning Culture (e.g. feedback to students, learning goals) and highlighted the place of learning goals, learning intentions and success criteria in the formative assessment process.

Wellbeing practices were evaluated across the school and **Positive Behaviour for Learning (PBL)** was identified by the school as a framework to help build a positive, safe and supportive learning culture, with implementation continuing in 2021. Continued implementation of the PBL Framework will drive evidence based change and allow for processes to be in place to track and monitor measurable improvements in wellbeing and behaviour. In 2020, the PBL Team, alongside the Leadership Team, led the evaluation of school-wide expectations, defined expected behaviours across the school and refined processes for responding to problem behaviour. The implementation process is ongoing and constantly modified to meet the changing needs of the school, in consultation with staff, students, and families.

Progress towards achieving improvement measures

Process 1: Formative Assessment

Engage the school learning community in the change model of professional learning and classroom implementation focussing on Formative Assessment and Visible Learning research and pedagogy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">Teachers routinely use evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet learning needs of students.Observation of formative assessment strategies in classrooms identified the use of a variety of strategies across the school by all staff.The analysis of teacher survey data (TTFM 2020) highlights the place of learning goals, learning intentions and success criteria in the formative assessment process.NAPLAN growth data was not available in 2020 due to the cancellation of NAPLAN as a result of COVID-19.Students are developing consistent language for recognising and setting learning goals.	<p>Professional Learning</p> <p>Formative assessment resources and classroom tools</p> <p>Funding Sources:</p> <ul style="list-style-type: none">Aboriginal background loading (\$78918.00)English language proficiency (\$55666.00)Low level adjustment for disability (\$112467.00)Quality Teaching, Successful Students (QTSS) (\$57755.00)Support for beginning teachers (\$23000.00)Integration funding support

Progress towards achieving improvement measures

- Teachers routinely use evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet learning needs of students.
- Observation of formative assessment strategies in classrooms identified the use of a variety of strategies across the school by all staff.
- The analysis of teacher survey data (TTFM 2020) highlights the place of learning goals, learning intentions and success criteria in the formative assessment process.
- NAPLAN growth data was not available in 2020 due to the cancellation of NAPLAN as a result of COVID-19.
- Students are developing consistent language for recognising and setting learning goals.

(\$143638.00)
• Literacy and numeracy (\$10107.00)

Process 2: Wellbeing

Embed a whole school approach to student wellbeing through:

- Peer Support
- Teacher Advocate
- SRC

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • All staff engaged in Professional Learning regarding the Positive Behaviour for Learning (PBL) framework and whole school PBL processes. • The PBL Team has regular, scheduled meetings and the team has established a clear purpose. • All staff are involved in establishing and reviewing behaviour expectations and staff feedback is obtained throughout the year. • Behaviour management and wellbeing processes include documented procedures. • Positive expectations and problem behaviours have been defined across the school, and major/minor behaviours have been clearly differentiated. • The Sentral data system is used to collect and analyse behaviour and wellbeing data. • Peer support and SRC was not implemented to full capacity in 2020 due to COVID-19. 	<p>Teacher release time for professional development</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$78918.00) • English language proficiency (\$55666.00) • Low level adjustment for disability (\$112467.00) • Quality Teaching, Successful Students (QTSS) (\$57755.00) • Integration funding support (\$143638.00) • Literacy and numeracy (\$10017.00) • Socio-economic background (\$40349.00)

Next Steps

Formative Assessment

- Assessment is used flexibly, consistently, and responsively as an integral part of daily classroom instruction.
- Formative assessment is practiced expertly by teachers.
- A focus on learning goals, learning intentions and success criteria in the formative assessment process.

A continued focus in this area will be achieved through:

- Strategic Improvement Plan 2021 - 2024 Strategic Direction One: Student Growth and Attainment.
- Strategic Improvement Plan 2021 - 2024 Strategic Direction Three: Excellence in Teaching and Leading.

Wellbeing

- The school continues to implement Positive Behaviour for Learning, resulting in measurable improvements in wellbeing and engagement to support learning.
- Implementation of the BounceBack! whole school social and emotional learning curriculum program promoting sustainable student mental health, wellbeing and resilience.
- Student Representative Council and student leadership opportunities promote active student voice in the classroom, school and community.
- Kindergarten - Year Six Buddy Program supports a smooth transition for students starting school and promote social and support networks for children beginning Kindergarten.

A continued focus in this area will be achieved through:

- Strategic Improvement Plan 2021 - 2024 Strategic Direction Two: Positive Wellbeing, Engagement, and Partnerships

Strategic Direction 2

Innovative, evidence based teaching practices

Purpose

To develop and sustain a culture of high expectations and quality, innovative, evidence-based teaching practices underpinned by authentic data analysis and explicit coaching mentoring systems.

Improvement Measures

All students are showing expected growth on internal school progress and achievement data.

Increased number of students achieving expected growth in literacy and numeracy on external performance measures.

Improvements in teacher survey data relating to the strategic direction.

Overall summary of progress

Through **Strategic Direction Two** the areas of **Data Skills and Use** and **Feedback** were developed.

All staff engaged in **professional feedback processes** through Professional Development Plans and classroom observations. Beginning teachers continued to be provided with ongoing feedback and support that is embedded in the collaborative practices of the school.

The process of **Data Skills and Use** focused on building data driven practice in classrooms across the school. Centralised data systems and explicit collection processes continued to track student progress in a number of areas. Teachers reviewed student assessment data to build consistent and comparable judgement of student learning. The leadership team regularly used student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Progress towards achieving improvement measures

Process 1: Feedback

Build capability of all staff and students in giving and receiving quality feedback, including:

- Consistent coaching and mentoring procedures
- Professional Development Plans

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff engaged in feedback through performance development processes and classroom observations, supporting professional learning needs and demonstrating a positive and collaborative performance and development culture.• Regular feedback and self-reflection was undertaken by staff through one-to-one discussions, shared professional practice and in collegial settings such as stage or executive meetings.• Mentoring structures and collaborative practices supported beginning teachers.• All staff engaged in Professional Learning based on school strategic directions and individual professional goals.	<p>Beginning Teacher release time for planning and AP support Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$78918.00)• English language proficiency (\$55666.00)• Integration funding support (\$143638.00)• Literacy and numeracy (\$10107.00)• Low level adjustment for disability (\$112467.00)• Quality Teaching, Successful Students (QTSS) (\$57755.00)• Socio-economic background (\$40349.00)• Support for beginning teachers (\$23000.00)

Process 2: Data Skills and Use

Progress towards achieving improvement measures

Process 2:

Embed systematic data informed practices to track progress and achievement.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Consistent assessment, data and tracking practices were scheduled and implemented, with data recorded in Sentral.• PLAN2 tracking processes continued to be trialed and streamlined in preparation for 2021 implementation.• Teachers analysed and interpreted data and collectively used this to inform planning, identify interventions and modify teaching practice.• Teachers developed and implemented a range of assessment and feedback strategies.• Teaching and learning programs across the school were adjusted to address individual student needs based on assessment.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$78918.00)• English language proficiency (\$55666.00)• Integration funding support (\$143638.00)• Literacy and numeracy (\$10107.00)• Low level adjustment for disability (\$112467.00)• Quality Teaching, Successful Students (QTSS) (\$55775.00)• Socio-economic background (\$40349.00)• Support for beginning teachers (\$23000.00)

Next Steps

Feedback

- Staff identify and monitor specific areas for professional development through the use of Professional Standards, Professional Development Plans, and mentoring and coaching support systems.
- The professional development of beginning teachers is supported by the school, and guided by the Australian Professional Standards for Teachers.
- Staff and students engage in quality feedback processes for continual improvement.
- Regular, systematic data informed practices are embedded to track progress and achievement.

Continued focus in this area will be achieved through:

- School Improvement Plan 2021 - 2024 Strategic Direction Three: Excellence in Teaching and Leading.

Data Skills and Use

- The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.
- Teachers use data effectively to evaluate student understanding of lesson content.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data.
- School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

Continued focus in this area will be achieved through:

- School Improvement Plan 2021 - 2024 Strategic Direction One: Student Growth and Attainment.
- School Improvement Plan 2021 - 2024 Strategic Direction Three: Excellence in Teaching and Leading.

Strategic Direction 3

Sustained and measurable whole school improvement that impacts student learning

Purpose

To create partnerships and build leadership capacity within the community to enrich students' educational experiences and facilitate a collective responsibility to whole school improvement.

Improvement Measures

Improvement in parent satisfaction survey.

Improvement in teacher Tell Them From Me survey data.

Increase in parent engagement in school-related activities.

Overall summary of progress

Strategic Direction Three focused on **Effective Practices for Continued Improvement** and **Effective Partners in Learning**.

Staff, parents and community members had the opportunity to engage in some school-related activities, helping build the school as a cohesive educational community of **Effective Partners in Learning**. The period of COVID-19 learning from home, built new and unique partnerships between home and school to support student learning. The school received a City of Sydney Laptop Grant to support online learning from home. The school was successful in its application for a grant to support an Aboriginal literacy program to be run from the community focused school library space, to be implemented in 2021.

Effective Practices for Continued Improvement developed whole school processes that drive evaluation and continuous improvement of school planning, programs and procedures. The executive team engaged staff and school community in the continued implementation of the 2018 - 2020 School Plan. Parent and community feedback was ascertained on school processes. The executive team analysed current school evaluation and planning processes through surveys and meetings, alongside the implementation of the School Excellence Framework. In the 2021 - 2024 strategic improvement plan, the successful processes and practices developed during this school planning process will be continued and embedded across all Strategic Directions.

Progress towards achieving improvement measures

Process 1: Effective Partnerships in Learning

Establish a professional learning community through meaningful partnerships and a collective responsibility that impacts student learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• School wide collective responsibility for student learning success was shared by students and parents.• Curriculum delivery has been enhanced by learning alliances with other schools and organisations.• The leadership team regularly evaluated the effectiveness of school-wide processes.• The school's instructional leadership model has supported a culture of high expectations and community engagement.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$78918.00)• English language proficiency (\$55666.00)• Integration funding support (\$143638.00)• Literacy and numeracy (\$10107.00)• Low level adjustment for disability (\$112467.00)• Socio-economic background (\$40349.00)

Process 2: Effective Practices for Continual Improvement

The School Plan, in which the school's vision and strategic directions are embedded, is at the core of

Progress towards achieving improvement measures

Process 2: continuous improvement driven by and measured through data.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• The school plan was implemented for the 2018 - 2020 planning cycle.• School evaluation and improvement processes are embedded.• The school systematically and regularly evaluated and monitored a range of indicators to measure the impact of the school plan.• The leadership team used data to evaluate the effectiveness of school wide processes in regards to organisational and teaching best practice.	Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$78918.00)• English language proficiency (\$55666.00)• Integration funding support (\$143638.00)• Literacy and numeracy (\$10107.00)• Low level adjustment for disability (\$112467.00)• Socio-economic background (\$40349.00)

Next Steps

Successful evaluation processes and practices developed during this school planning process will be continued and embedded across all Strategic Directions.

Continued focus in this area will be achieved through:

- School Improvement Plan 2021 - 2024 Strategic Direction One: Student Growth and Attainment.
- School Improvement Plan 2021 - 2024 Strategic Direction Two: Positive Wellbeing and Engagement.
- School Improvement Plan 2021 - 2024 Strategic Direction Three: Excellence in Teaching and Leading.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing Entitlement: \$68,718 Flexible Funding: \$10,200	Personalised Learning Pathways were developed, implemented and monitored for Aboriginal students. Cross-curriculum priorities enable students to develop understanding about and address contemporary learning. Challenging and rich learning experiences were provided across the curriculum. Community consultation school planning and evaluation processes were implemented.
English language proficiency	Flexible Funding:\$55,666	Employment of EAL/D teacher to support students K - 6 (4 days/week). Parents supported to engage in school programs and have deeper understanding of school procedures and teaching and learning programs. Interpreting and translation services and materials were used for effective communication, consultation and engagement. Student support included in whole school planning, assessment and reporting. Teaching and learning programs evidence effective differentiation to reflect language learning need of EAL/D students.
Low level adjustment for disability	Staffing Entitlement: \$76,569 Flexible Funding: \$35,899	Employment of a Learning and Support Teacher (LaST). Employment of a teacher to support literacy and numeracy. Students requiring adjustments and learning support were catered for within class programs and other whole school strategies. The school used the Nationally Consistent Collection of Data (NCCD) to engage staff in meaningful professional dialogue. Individual Education Plans were developed, implemented, monitored and evaluated for students. The additional learning needs of students were addressed through the engagement of School Learning Support Officers.
Quality Teaching, Successful Students (QTSS)	\$57,755	Assistant Principals released to support the management of school programs, mentor and coach other teachers, observe teachers in their classrooms, demonstrate effective teaching strategies (literacy and numeracy) and monitor student performance data across the school. Teachers received support with accreditation processes and the Performance and Development Framework. Assistant Principals released from class to

Quality Teaching, Successful Students (QTSS)	\$57,755	engage in leadership planning days.
Socio-economic background	Staffing Entitlement: \$10,938 Flexible Funding: \$29,410	The engagement of a teacher above staffing establishment supported lower class sizes. The additional learning needs of students were addressed through the engagement of School Learning Support Officers.
Support for beginning teachers	\$23,000	Additional release from face to face teaching time for beginning teachers, used for planning and mentor support sessions. Beginning teachers mentored and supported by Assistant Principals.
Targeted student support for refugees and new arrivals	Refugee Student Support \$708	An EAL/D teacher employed to support newly arrived students.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	114	153	159	149
Girls	145	139	150	147

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.3	91.5	91.7	91.4
1	92.1	92.2	92.5	90.2
2	94.9	92.5	91	91.8
3	93.1	93.2	92.2	87.1
4	94.3	90.3	90.5	85
5	92.8	93.5	91.2	83.4
6	88.8	90.9	92.1	83.9
All Years	92.4	92	91.6	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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.63
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.52

*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.

All permanent and temporary teachers were involved in a full range professional learning opportunities addressing individual, team and whole school priorities. The school receives funds from the Department of Education to provide

teacher release from class and cover the costs for course fees and teacher release.

In 2020, the staff professional learning program comprised of team meetings, regular stage and executive planning days, school development days, external workshops, professional learning meetings and conferences. Modes of professional learning were modified to meet DET COVID-19 Guidelines, with many staff accessing online professional learning opportunities.

A total of \$9,458 was invested in staff professional learning in 2020. Teaching staff participated in professional learning initiatives focused on:

What Works Best

Teaching staff engaged in professional learning over an eight week cycle, unpacking eight quality teaching practices outlined in '**What works best**' publications from the Centre for Education Statistics and Evaluation (CESE). The themes provide a framework for teachers and school leaders to consider when deciding how to tackle student improvement.

The eight themes addressed through the **What Works Best 2020 Update** and **What Works best in Practice** are:

1. High expectations
2. Explicit teaching
3. Effective feedback
4. Use of data to inform practice
5. Assessment
6. Classroom management
7. Wellbeing
8. Collaboration

Positive Behaviour for Learning (PBL)

Two Assistant Principals attended the Tier 1 Universal PBL Training and the PBL Team led staff professional learning in PBL process over a number of sessions. All staff engaged in extended twilight professional learning sessions focusing on developing a consistent school wide vision and behaviour expectations. Centipede staff were up skilled in the PBL framework through a day of professional learning led by Assistant Principals.

School Excellence in Action

All staff received an introduction to the steps involved in 2021-24 School Excellence cycle. The School Excellence cycle aligns components of the School Excellence Framework, providing our NSW public schools a process to plan, implement, monitor and evaluate strategies to drive improved student outcomes.

In addition to this,

- Teachers engaged in mentoring processes and leadership development.
- All staff completed Mandatory Training (Child Protection, Code of Conduct).
- Teachers engaged in reporting, assessment and moderation sessions
- Teachers engaged in Stage collaborative planning days focused on consistency in programming and the streamlining of program writing.
- One permanent and two temporary teachers were supported through beginning teacher funding.
- The Principal attended regular network meetings and the Port Jackson Primary Principals' Conference.
- Temporary and permanent teachers were supported in achieving Teacher Accreditation at Proficient level.
- The Leadership Team engaged in the trial and feedback on High Impact Professional Learning (HIPL) assessment tool.
- Teachers participated in professional learning in Literacy and Numeracy Check In Assessment and Kindergarten Best Start Assessment, focusing on administering the assessments, analyzing assessment feedback and planning for teaching.

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	219,657
Revenue	3,734,365
Appropriation	3,366,545
Sale of Goods and Services	25,828
Grants and contributions	340,868
Investment income	924
Other revenue	200
Expenses	-3,994,946
Employee related	-3,515,170
Operating expenses	-479,776
Surplus / deficit for the year	-260,582
Closing Balance	-40,925

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	192,407
Equity Total	294,959
Equity - Aboriginal	86,477
Equity - Socio-economic	40,349
Equity - Language	55,666
Equity - Disability	112,467
Base Total	2,225,517
Base - Per Capita	74,316
Base - Location	0
Base - Other	2,151,201
Other Total	286,583
Grand Total	2,999,467

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

Tell Them From Me Student Survey: Number of respondents - 85

The Tell Them From Me Student Survey is focused on measuring the factors that have been proven to directly affect students' academic achievement, health and well-being, engagement and attainment.

- Student Participation in Sport 74%
- Student Participation in Extracurricular Activities 47%
- Students with a Positive Sense of Belonging 66%
- Students with Positive Relationships 77%
- Students Value Schooling Outcomes 84%
- Students with Positive Homework Behaviours 45%
- Students with Positive Behaviour at School 91%
- Students who are Interested and Motivated 64%

The scores for the **Drivers of Student Outcomes** are scored on a ten point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement, 5 is a neutral (neither agree or disagree).

- Effective Learning Time 8.1
- Relevance 7.4
- Explicit Teaching and Feedback 7.4
- Victims of Bullying 3.0
- Advocacy at School 7.6
- Positive Student/Teacher Relationships 8.2
- Positive Learning Climate 6.6
- Expectations for Success 8.3

Tell Them From Me Staff Survey: Number of respondents - 14

This Tell Them From Me Staff Survey is a self-evaluation that gives teachers an opportunity to provide their insight into their school's learning culture and climate. The teacher survey provides information about effective teaching strategies, professional learning opportunities, parental involvement and other important topics.

The scores for the **Eight Drivers of Student Learning** are scored on a ten point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement, 5 is a neutral (neither agree or disagree).

- Leadership 7.1
- Collaboration 7.5
- Learning Culture 7.8
- Data Informed Practice 7.3
- Teaching Strategies 7.6
- Technology 6.4
- Inclusive School 7.5
- Parent Involvement 7.2

The scores for the **Four Dimensions of Classroom and School Practices** are scored on a ten point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement, 5 is a neutral (neither agree or disagree) Challenging and Visible Goals 7.2

- Planned Learning Opportunities 7.5
- Quality Feedback 7.0
- Overcoming Obstacles to Learning 7.5

Tell Them From Me Parent Survey: Number of respondents - 41

The Tell Them From Me Parent Survey provides schools with a deeper understanding of parents' perceptions of their child's experiences at home and school.

The scores for the seven measures are scored on a ten point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement, 5 is a neutral (neither agree or disagree).

- Parents Feel Welcome 8.3
- Parents are Informed 6.8
- Parents Support Learning from Home 6.7
- School Supports Learning 6.6

- School Supports Positive Behaviour 7.3
- Safety at School 7.4
- Inclusive School 7.0

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.

Glebe Public School remains committed to improving the educational outcomes and well-being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. The school received Aboriginal background funding in 2020.

Glebe Public School promotes respect for the authentic inclusion of Aboriginal Education in the following forms:

- the employment of an Aboriginal Education Officer to support staff, students and community;
- respectfully integrating the Acknowledgement of Country into school events;
- ensuring that all Aboriginal students have a Personalised Learning Pathway (PLP) in place;
- ongoing monitoring of academic performance in line with departmental benchmarks and standards;
- including knowledge and understanding of histories, cultures and experiences in syllabus implementation and delivery through cross-curricular priorities;
- consultative and collaborative decision making with parents and community members on student progress and wellbeing;
- working in partnership with the Aboriginal education team in order to deliver best practice through formal and informal teacher professional learning;
- supporting inter agency initiatives and positive partnerships through NAIDOC day;
- valuing and acknowledging the identities of Aboriginal students through participation in events such as Sorry Day and Close the Gap Day;
- maintaining high expectations and encouraging Aboriginal students to pursue personal excellence, including a commitment to learning, through quality teaching and assessment practices and using resources that are culturally inclusive.

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.

Glebe Public School promotes anti-racism by:

- appointing a staff member to the role of Anti-Racism Contact Officer (ARCO) to be the contact between students, staff, parents and community members;
- reviewing and implementing school policies (Anti-Bullying and Student Welfare) to maintain high standards and expectation from all stakeholders.

Multicultural Education Policy

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

enable all students to achieve equitable education and social outcomes.

In line with the School Plan, the school has ensured that teaching and learning programs are culturally inclusive and value multiculturalism.

Glebe Public School promotes the inclusion of multicultural education through:

- the employment of a Chinese speaking School Learning Support Officer to support the increase in the number of Chinese speaking students;
- promoting community harmony through effective communication practices with parents and community members from diverse cultural, linguistic and religious backgrounds and encouraging their active engagement in school life;
- participating in whole school and community Harmony Day events and a special multicultural lunch whereby families contribute by cooking and sharing traditional food to represent their culture and heritage and;
- the differentiation of teaching and learning programs which address the learning needs of students from culturally and linguistically diverse backgrounds.

Other School Programs (optional)

Glebe Public School is rich in diversity, catering for the needs of students from a wide range of backgrounds. It has a strong community with a wide range of effective partnerships which provide students and their families with a range of support and opportunities such as;

The Glebe TreeHouse (Schools as Community Centres) is a family support service that runs in partnership with the Glebe Community and is co-located with Glebe Public School. Glebe TreeHouse continues to run its core programs of parent support groups, playgroups, health and nutrition programs and, education and employment pathways for parents as well as a range of community events and initiatives. The TreeHouse, in partnership with a wide range of organisations, has continued this year to deliver specific programs to families in the Glebe Community.

The Centipede before and after school care program, which provides families with affordable child care before and after school hours. Centipede provides children with care and support in an engaging and positive environment.

The programs that are implemented at Glebe Public School add value and enrich the learning and lives of the students in our care. We acknowledge the work that it takes to provide these services and we are deeply appreciative of the time, effort and expertise of our community partners.