

2021 Annual Report

Glen William Public School



2020

Introduction

The Annual Report for 2021 is provided to the community of Glen William Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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Message from the principal

It has been another incredible year with each student continuing to build on their capacity, in preparation for the future. I thank all our supporters, parents and community who take the time to work with us. Your support of our students is more powerful than you realise. We take every opportunity to recognise and celebrate the excellence of our students across all areas of their achievements. We thank you for your ongoing advocacy for our school and our students. We pride ourselves in adding value to our students lives, giving them rich experiences, fostering strengths and growing lifelong skills. We celebrate respectful, caring, and future focused human beings.

The most important part of what we do is preparing our students for high school. So that they understand not 'what to learn' but 'how to learn'. To provide them with the skills to learn deeply and to know both their strengths and their weaknesses. So they understand how they feel about themselves and their potential, and how they want to define themselves to live fulfilled lives.

The need to fundamentally shift the process of learning is no longer a debate. Educators, families, policy makers and society at large agree students need new capacities to thrive today and into the future. The growth or acquisition of these competencies is the definition of 'deep learning'. While there is an accelerating agreement that learning must change, the challenge lies in how to foster these competencies and to do so for all students. With that in mind, we are a progressive school, focused on what makes the difference. We have certainly focused on a future focused learning design and building students' dispositions for learning, along with a focus on literacy and numeracy. A learning design that will leverage students learning to embrace the world of work beyond today. Whatever that may look like. We have the highest expectations for our students.

I extend my sincere thanks to our P&C for your enthusiasm, your insight, and your confidence in our school. Thank you to our parents who have been members of our P&C and may be moving on with their students. Your hard work and dedication is truly valued.

I also extend my sincere thanks and give distinguished recognition to my teachers. I would like to acknowledge my support staff, who are extremely hardworking and dedicated. We are a privileged community to have such dedicated professionals that celebrate all students' success and achievements. A community is strong when it has great schools. We all benefit.

I am sincerely humbled, as always, to be the Principal of this fabulous school.

Kristy Bultitude

Principal



2021 Whole School Photo

School vision

At Glen William Public School we strive to provide high quality inclusive education where all students are challenged in a supportive environment to achieve their personal best. Through the provision of educational experiences we remain connected to culture. High expectations and a strong community supports student well-being and increases individual success in literacy and numeracy.

School context

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849. Glen William Public School currently has an enrolment of 34 students. The ratio of male to female students is 16:18. Small class groups consist of a K-2 and 3-6 classroom with opportunities to coordinate stage based learning opportunities.

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

Staff are dedicated to delivering a quality teaching and learning environment that offers an incredible array of opportunities for all students. We offer a high level of support for students with additional needs and those with high potential. The school implements evidenced based programs to provide opportunities for students to excel academically in the key learning areas of literacy and numeracy. The staff and community take pride in the high level of care given to every student. They are valued as individuals and are supported in achieving their best results.

Through our situational analysis we have identified a need to use data driven practices that ensure all students develop individual goals to support differentiation across the school. A need was also identified to use data driven practices to increase the number of students in the top 2 NAPLAN bands for Reading and Numeracy. Professional learning will occur to develop a greater understanding of Literacy and Numeracy Progressions using PLAN2 and to assist teachers in developing learning goals to meet expected growth for every student.

Our school is rich with interactive technology resources to support the teaching and learning of technology in the curriculum. Through the situational analysis we identified the need for employing a teacher to support our Aboriginal students. We encourage our Aboriginal students to engage with culture through visible connections with Dungog High school and school based AECG meetings. The school setting has been beautifully kept to enrich the environment for all our students and community to enjoy. Extra-curricular opportunities include Star Struck, PSSA sports, Mindfulness, STEM: Science and Engineering Discovery Days, Peer Support and Public Speaking.

Glen William Public School has a very active parent body that is a real strength of the school. Whole school processes and practices are responsive to community feedback and satisfaction. The school highly values the ongoing assistance provided by parents and this supports our school to achieve its educational goals.

"Learn to Live, Live to Learn"



RAW Art

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

All teachers effectively analyse data to inform learning. This develops effective partnerships to motivate students to demonstrate personal best. Learning is systematically planned for and provides continuous improvement for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills and Use
- A Culture of Best Practice

Resources allocated to this strategic direction

Aboriginal background: \$13,500.00

Socio-economic background: \$9,378.00

Summary of progress

In Strategic Direction 1 the focus was to establish effective analysis of data to inform learning and develop effective partnerships to motivate students to demonstrate personal best. Learning is systematically planned for and provides continuous improvement for all students.

The key outcomes of the initiatives in partnership with parents and carers have been Staff co-developed and reviewed student Personal Learning Plans across all stages, based on literacy and numeracy goals. Staff were involved in professional learning on analysing data to improve student outcomes in Number and Place Value using PLAN2. Through this data analysis, comprehension also became a target for professional learning. Teachers engaged with the Teaching Sprints program to identify and implement new teaching strategies.

Staff engaged with PLAN2 data to inform teaching and learning cycles and consistent teacher judgement (CTJ) to collaborate, evaluate and revise teaching strategies and programs. In 2021 the school employed an additional teacher to support, mentor and develop a Cultural program across the school. This program was delivered through in-class support and small group withdrawal one morning a fortnight for literacy.

Next steps will be reengaging Staff with the Teaching Sprints program and implementing this across the school, introducing evidence-based mathematics programs across K-6, continuing the Cultural program to support students and a more refined process for the triangulation of data to inform the teaching and learning cycle.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top 2 Bands - NAPLAN • 50% of Year 3 and 5 students are working towards achieving top 2 bands in NAPLAN reading and numeracy.	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading 5.31% and a decrease in the percentage of students in the top two bands for numeracy 10.6%.
Expected Growth • 60% of Year 3 and 5 students are working towards expected growth in reading and numeracy.	In Years 3 and 5, 33% of students had demonstrated expected growth.
Aboriginal student achievement • 60% of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.	25% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading. 25% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy.

<p>School Excellence Framework</p> <p>Value add moves from Sustaining and Growing for K-3 and 5-7 to Excelling and from Delivering for 3-5 to Sustaining and Growing</p> <p>In the element "Data Use and Skills be validated at Sustaining and Growing with progress towards excelling</p>	<p>Value Add</p> <p>Years 3 - 5 Value Add data is measured at Delivering. Year 5-7 Value Add data is measured at Sustaining and Growing. Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the element of Data Skills and Use.</p>
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Purpose

To ensure that all of our students are able to connect, thrive, succeed and learn to live collaboratively through the development of whole school well-being practices and developing the identification processes for High Potential and Gifted Education. Whole school well-being systems support increased levels of well-being, community and cultural engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background: \$7,273.00

Low level adjustment for disability: \$1,560.00

Summary of progress

Strategic Direction 2 focus has been the development of whole school well-being practices and developing identification processes for High Potential and Gifted Education. Whole school well-being systems support improved levels of well-being and student, community and cultural engagement.

The key outcomes of the initiatives have been students participating in Mindfulness, Peer Support, Positive Behaviour for Learning (PBL) and Well-being programs during 2021. The programs were facilitated by external providers and school staff, and were delivered on a whole school and targeted needs basis. Staff members undertook HPaGE professional learning to become familiar with processes to identify HPaGE students. Staff participated in CTJ to identify high potential and gifted students and added this information to Individual Learning Plans. Staff reflected and refined the programs and practices during 2021. The amended programs and practices will be implemented in 2022.

Next steps will be continuing to embed PBL and Peer Support programs across 2022 and professional learning of staff to lead the implementation and delivery of the Smiling Minds well-being program to staff, students and community. Adjusting the Well-being scope and sequence to include weekly CTJ collaboration regarding student and community well-being and sourcing programs to support identified HPaGE students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Wellbeing <ul style="list-style-type: none">• TTFM data increases from 82% to 85% (Sense of belonging)• Increase of 15% to 18% of students participating in sport outside of school.	Sense of belonging in 2020 was 82%. In 2021 it decreased to 71%. The NSW average is 81%. Participation in sport outside of school has increased from 15% in 2020 to 25% in 2021.
Attendance <ul style="list-style-type: none">• Increase the percentage of students attending >90% of the time .	In 2019 the school reported 62.1% students attending 90% of the time. Across the past two years of the pandemic it has been difficult to maintain a higher percentage as a result of guidelines and restrictions around COVID, therefore, the percentage of students attending more than 90% of the time has decreased.
School Excellence Framework In the element of Wellbeing validated at Sustaining and Growing	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$61,106.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glen William Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: The employment of a full time school support officer has allowed for all funded students the opportunity to access the curriculum effectively. Personalised learning plans were implemented effectively and well-being programs were implemented across the school. Social stories assisted in students developing emotional regulation skills and increased the opportunities for students to successfully build positive relationships.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build on the well-being programs across the whole school community and support students to maximise their learning potential in accordance to their learning plans. Staff professional learning in the Smiling Minds well-being program.</p>
<p>Socio-economic background</p> <p>\$37,812.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glen William Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Best Practice • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Increased allocation of student support across the whole school. Funding has also supported our ability to access extra-curricular activities to support the mathematics curriculum. Planning days and training allowed for professional development in data analysis. This has resulted in improved differentiation for students and accurate goal setting across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of smaller group allocation for Stage 2 and 3. Further analysis of PLAN 2 data to support teaching and learning programs.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glen William Public School. Funds under</p>

<p>\$21,661.00</p>	<p>this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Best Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Whole school improved cultural engagement, awareness and knowledge. This has been made possible by employment of a staff member two days per fortnight to facilitate cultural perspectives across the key learning areas and extra-curricula activities. Staff have noticed a positive shift in cultural understanding, demonstrated through student participation and enjoyment in school based activities and excursions. Additionally the school community has established positive relationships with our local Elder and staff from the Murrook Cultural centre. Students have made connections with Dungog High School's Aboriginal Education Officer and high school students, aiding the transition from primary to the high school setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of teacher to provide additional literacy and numeracy support within the classroom setting. Participation of staff member in LMG network meetings Establish bi/annual visit from Murrook Cultural Centre personnel Cultural excursions</p>
<p>English language proficiency</p> <p>\$3,340.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glen William Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: A settled school environment where we have a K-2 class and a 3-6 class structure to provide for sustainable curriculum initiatives at each students ability level.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of a two class structure to support curriculum implementation. Implementation of an evidence based phonics and language program (InitialLit)</p>
<p>Low level adjustment for disability</p> <p>\$14,658.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glen William Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$14,658.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of casual staff to release staff for the development of PLP and provide consultation with families. <p>The allocation of this funding has resulted in: Effective community consultation between staff and parents. Building strong community relationships are important to the success of the students across our school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of building relational trust with our families ensuring our staff provide current evidence based practices to ensure the implementation of ILPs are effective. Revision of student needs and learning outcomes based on data, leading to adjustments in support delivery.</p>
<p>Location</p> <p>\$2,253.00</p>	<p>The location funding allocation is provided to Glen William Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: A settled school environment where we have a K-2 class and a 3-6 class structure to provide for sustainable curriculum initiatives at each students ability level.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of a two class structure to support curriculum implementation. Develop and deliver targeted professional learning to support curriculum implementation of mathematics.</p>
<p>Literacy and numeracy</p> <p>\$3,191.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glen William Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The allocation of this funding has provided all teaching staff professional learning in InitialLit phonics based instruction along with the purchase of literacy texts to support the implementation of the program.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy</p> <p>\$3,191.00</p>	<p>funding will be: Aligning the role of our APCI teacher to support professional learning and resource allocation to build upon the skills and strategies used within the literacy program. Researching evidence based numeracy programs will be targeted across 2022 to support whole school targeted intervention for numeracy.</p>
<p>QTSS release</p> <p>\$6,727.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glen William Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: A settled school environment where we have a K-2 class and a 3-6 class structure to provide for sustainable curriculum initiatives at each students ability level.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of a two class structure to support curriculum implementation Targeting students for extension and support across stages and classrooms.</p>
<p>COVID ILSP</p> <p>\$36,579.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in: Both data and staff feedback indicated that small group withdrawal was highly beneficial in targeted student outcomes. After CTJ the delivery of COVID tutoring support changed from solely withdrawing students to a combination of in-class and withdrawal. This was a flexible arrangement between tutor, classroom teacher and students on a needs basis.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with COVID tutoring in small group arrangement as funding allows Adjust targeted students as identified by staff Further analysis of PLAN 2 to adjust focus outcome</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	13	14	18	15
Girls	14	12	19	17

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.3	92.1	95.4	90.3
1	85.4	89.3	89.6	91.2
2	96	87.2	90.2	93
3	83.5	93.6	92.5	81.4
4	98.1	86.7	94.7	83.2
5	87.3	89	93.8	95.3
6	95.7	84.5	90.8	89.2
All Years	92.2	89.8	92.6	88.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.



2021 Student Leadership Team

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.31
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	78,034
Revenue	740,176
Appropriation	710,608
Sale of Goods and Services	70
Grants and contributions	19,008
Investment income	90
Other revenue	10,400
Expenses	-778,172
Employee related	-655,212
Operating expenses	-122,960
Surplus / deficit for the year	-37,995
Closing Balance	40,038

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.

	2021 SBAR Adjustments (\$)
Targeted Total	61,106
Equity Total	77,193
Equity - Aboriginal	21,662
Equity - Socio-economic	37,813
Equity - Language	3,341
Equity - Disability	14,378
Base Total	498,783
Base - Per Capita	9,121
Base - Location	2,260
Base - Other	487,402
Other Total	13,927
Grand Total	651,010

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.



Swimming Carnival



Robotics Stem Day



Raw Art



Raw Art

Parent/caregiver, student, teacher satisfaction

Glen William has a strong focus on Community satisfaction. The staff at Glen William solicits information by a number of ways to share the thoughts and vision of our school and the programs implemented across the school.

The survey reflected;

Our parents reported;

On a scale of 1-5, 5 being excellent, how would they rate our school facilities?

- 1- 0%
- 2- 0%
- 3- 12%
- 4- 25%
- 5- 63%

Improvements they would like to see;

- front of school drainage;
- extra toilets for kids;
- multipurpose court and play ground equipment upgraded;
- sustainability practices, recycling; and
- path to multipurpose court so students can access it after rainy weather.

Supporting students with high potential

- students at Glen William get more opportunities than others;
- good, very good, school covers a lot for extra-curricular programs;
- very impressed by the programs offered;
- one parent said they were not overly familiar with how the school delivers the programs but would be interested in learning more; and
- networking with other small schools is very important and would like to have closer connections with our community of local schools.

Participation in ILP Meetings and satisfaction statements

- very satisfied and informative;
- loved being involved in these meetings and understanding how I can support their learning; and
- feedback was constructive and positive giving me a strong indication that staff know my child very well.

School opportunities post easing of COVID restrictions

- have greatly enjoyed returning to participating in school activities eg sport carnivals, soccer trials, canteen ;
- it's been wonderful to resume our fun P&C participation again, sports carnival, Colour Run, canteen, I love being involved;
- lots-Colour Run, bookweek, Mothers Day;
- others listed Easter celebrations, Anzac day service and Grandparents day; and
- I have joined in every opportunity that the school has had since COVID restrictions eased.

How did you find the process of Digital Learning

- 7% of parents found it incredibly frustrating;
- 13% of parents preferred paper copy to online;
- 19% of parents found it difficult to make their child/ren engage in digital learning;
- 40% of parents liked zooms;
- 40% of parents reported that internet issues impacted on home learning; and
- 33% of parents loved home learning and found it informative and clear.

School communication

- 75% of parents were very satisfied with communication methods - Compass (email and text), newsletters, Facebook and paper copy of some notes, "No suggestion, we have it all covered", "I like Compass because you get an email notification as well. Good old paper notes are good too! And I love the amazing newsletter
- 19% of parents do not like Compass, "Digital communication is fine if it enhances other forms of communication but not replace it, particularly in our rural district where internet reliability is not dependable.
- 50% of parents reported that internet issues impact their ability to pay online via Compass

Our Staff reported;

On a scale of 1-5, 5 being excellent, how would they rate our school facilities?

- 1- 0%
- 2- 0%
- 3- 0%

- 4- 100%
- 5- 0%

Improvements that they would like to see;

- storage upgrades;
- updated vegetable patch / garden;
- toilet upgrades for students and staff; and
- improved drainage at front of school for access during rain events and flooding.

Supporting students with high potential

- school publishes of Local sporting club snippets in newsletter to support HPaGE physical domain;
- school publishes PSSA teams and carnivals in Newsletters to support HPaGE physical domain;
- where there is not the opportunity for in-school programs/support families are involved in discussions to identify HPaGE potential and to find external programs;
- HPaGE domains now included in ILPs documents and meetings;
- when parents participate in ILPs meetings we are able to have an authentic conversation about their child and their learning; and
- 31% of students have been identified as demonstrating high potential or giftedness

Participation in ILP Meetings and satisfaction statements

- 100% of staff indicated that the ILP meeting process is invaluable;
- staff have found that the combination of phone calls and face-to-face meetings have resulted in higher parent engagement in the process;
- challenges are parents not participating / not presenting for meetings and/or phone calls; and
- staff have found that authentic conversations during this process lays the foundation for strong communication and rapport going forward.

School opportunities post easing of COVID restrictions

- staff reported that school opportunities have gradually returned to how they were pre COVID. For example, PBL assemblies, P&C involvement, Colour Run, Small School Athletics Carnival, cross country, Anzac Day ceremony, STEAM events and Cultural excursions.

How did you find the process of Digital Learning

- email was the best point of contact;
- I engaged easily with parents and students. The students engaged well with the content. Hard copies worked the best. Some lessons were run via Zoom, most students completed tasks that were non digital (internet issues and a lack of technological knowledge);
- once a routine was established it ran more smoothly;
- resources, methods and content were delivered in a manner that allowed students to access the curriculum in a supported environment e.g. COVID tutor, offline options and small group zooms; and
- challenges were internet coverage, students accessing zoom, quality of work being submitted, ascertaining how much each child was engaging, lack of tech knowledge, parental support.

School communication

- I find Compass to be the one-stop-shop for communication. It is easy to use and is a fast and convenient way to contact parents and carers. I do like having hard copies of the newsletter and some important notes. Our Facebook page is an important point of contact and we utilise this well;
- newletter is personal and distributed fortnightly, paper copy is functional for parents;
- Facebook is the best method and most parents like this also, it is easy to share; and
- frequent and consistent communication is evident across several platforms eg Compass (text and email), Facebook, school newsletter, notes, digital sign and by phone as needed.

Our students reported;

On a scale of 1-5, 5 being excellent, how would they rate our school facilities?

- 1-17%
- 2-4%
- 3-35%
- 4-22%
- 5-22%

Improvements that they would like to see;

- More toilets;
- Improvements to tennis court, soft fall, shade sail and playground equipment;
- Improved areas for wet weather play; and
- Improved parking bays for parents.

Supporting students with high potential

- Harder mathematics and science; and
- More practice for sporting teams.

How did our students find the process of digital learning during COVID?

- 5% of students reported internet issues;
- 28% of students reported difficulty with zoom;
- 12% of students reported it was easy;
- 35% of students reported it was awesome;
- 5% of students reported it was stressful; and
- 12% of students reported it was hard.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

In 2021, Glen William Public School has engaged in specific cultural awareness programs to support the well being of our students, mentor and support all students within the classroom, by building the knowledge and understanding of ones own cultural background and the background of others. Staff reported that they felt a new and deeper cultural understanding of Aboriginal history.

In partnership with parents Personalised Learning Pathways were developed for Aboriginal students to ensure participation and engagement in learning and improved learning outcomes for students.

They appreciated the importance of embedding Aboriginal perspectives across all KLAs and not just focusing on one-off days of acknowledgment and celebration. 67% of staff have completed Connected 2 Country professional learning. It is expected that all staff will have completed Connected 2 Country training by Semester 1 2022.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Glen William Public School recognises the need to focus on multicultural education as part of all curriculum areas. This ensures that our students develop the skills, knowledge and attitudes required to be part of a culturally diverse society. During the year our school worked to further develop and sustain its positive and inclusive school culture.

All students and teachers celebrated Harmony Day in recognition of Australia's cultural diversity. Together we learnt about inclusiveness, respect and a sense of belonging for everyone. A rotation of activities included a traditional art and craft activities highlight that everyone belongs. The wearing of orange clothing symbolised that as a school we are united

in our commitment to Multicultural education. This celebration provided a great opportunity for students to learn that not only do they share common ground with other cultures, but also that our differences make Australia a special place to live.

Other School Programs (optional)

Student Leadership:

Peer Support

Peer Support Australia's vision is through wellbeing all Australian students reach their full potential. It places students at the centre of their learning, equipping them with wellbeing skills and strategies to navigate life. This program partners with teachers and parents to provide students with social and emotional knowledge and skills. Stage 3 students participate in a three day onsite training program to learn how to facilitate this program. Peer Support leaders deliver one 50-minute lesson, three times per term, commencing Term 2. The classroom teacher provides a 10 minute debriefing session after each session for leaders to discuss their session and any challenges they may need support with. Students have improved their social interactions and relationships, across grades and it has provided the senior students the opportunity to learn and practice leadership skills and to develop emotional intelligence. Peer Support compliments our Positive Behaviour for Learning (PBL) and Mindfulness programs which support student wellbeing.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is implemented to improve the learning and wellbeing of students in all school settings. It is an evidence-based framework that brings together the whole school community to develop a positive, safe and supportive environment. Glen William public school has three core values which classroom lessons are based on; Be Respectful, Be Cooperative and Be Excellent. Teachers facilitate one lesson, six times per term to teach students what is the focus for the week. Students are taught what is expected of them and then have the opportunity throughout the week to practise expected behaviours. Staff have noticed a reduction in inappropriate behaviour and improved relationships between students and staff. The PBL framework supports our school to embed other wellbeing programs and practices such as Peer Support and Mindfulness.

Sporting Schools

Sport in Schools is a high-quality primary school sporting program that targets specific skills in a range of sports. Specialist sport teachers deliver one 30-minute session per class each week across the term during Term 1 and Term 3 that link directly with our school sport focus. Students participate in fun, skill-based activities and games that develop key fundamental movement skills and game sense. Student achievement of fundamental movement skills has increased dramatically since the inclusion of the Sport in Schools program. Students are explicitly taught each skill, given time to practise, and provided with opportunities to use these skills within a game. These sessions captivate student interest and have developed a love for sport within our school. This has led to increased participation in PSSA sporting opportunities and involvement in social sporting clubs outside of school.

Cultural Program

Each week, students at Glen William Public School engage in the Cultural Program. Activities over the past year have ranged from choreographing and performing a dance portraying an Aboriginal Dreaming Story about the Creation of the Worimi Conservation Land; learning about totemic animals, the Australian Aboriginal and Torres Strait Islander flags and Aboriginal symbols; creating a variety of artworks; making message sticks with Nan Margaret; participating in Aboriginal games; attending excursions to other schools and Baiame Cave with Uncle Warren; boomerang throwing; weaving; cooking; creating a Worimi mural for Glen William PS made from recycled materials; learning some of the Gathang language with Uncle Leigh; writing and illustrating a collaborative Dreaming story book; creating a stop motion film based off the 'Aboriginal Dreaming Story - Creation of the Worimi Conservation Land'; hosting visits and participating in activities with local elders such as Nan Margaret and Uncle Leigh; creating their own Acknowledgement of Country video for Reconciliation Dungog and so much more! Since starting the program, staff and students have reported a higher level of cultural understanding and engagement. The program has offered an excellent way to integrate Aboriginal culture and history both within the classroom context and broader school and community life.

Head and Heart Mindfulness

Head and Heart Mindfulness is a program with the aim of providing children with strategies to help make their lives easier, a somewhat 'guide of how to live a calm and happy life' - in both times of discord and times of ease. Students at Glen William Public School participate in a Head and Heart Mindfulness lesson once a week, with the strategies and concepts covered flowing through to everyday school life. The benefits of mindfulness are invaluable and widespread. Participating in Mindfulness sessions and learning life-long techniques to deal with life's ups and downs can lead to reduced feelings of stress, anxiety, and depression. It can improve attention and concentration, boost emotional

intelligence and self-regulation, enhance brain function, increase engagement in learning and build on positive thinking and self-confidence. Students thoroughly enjoy participating in Mindfulness sessions, and teachers have seen an overall improvement in student wellbeing since starting the program.