

# Glen William Public School Annual Report



2016



2020

## Introduction

The Annual Report for **2016** is provided to the community of **Glen William Public School** as an account of the school's operations and achievements throughout the year.

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

Mrs Kristy Bultitude

Relieving Principal

### School contact details

Glen William Public School

Glen William & Dungog Rds

Clarence Town, 2321

[www.glenwillia-p.schools.nsw.edu.au](http://www.glenwillia-p.schools.nsw.edu.au)

[glenwillia-p.school@det.nsw.edu.au](mailto:glenwillia-p.school@det.nsw.edu.au)

4996 5507

### Message from the Principal

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849. It provides a small school atmosphere in quality learning environment which is committed to nurturing the development of students intellectually, physically, socially, culturally and emotionally.

Our school endeavours to instil confidence, resilience and provide experiences necessary for the children to become successful learners within the wider community. Through our commitment and professionalism, our school aims to provide an education which is challenging and enjoyable thus laying the foundations for lifelong learning.

Glen William Public School has an active and supportive parent body that is a credit to the school. The school values the assistance given by parents and the wider community in many ways, and with this support the school is able to fulfil its educational goals.

We recognise, value and support students' individual needs and differences through the successful implementation of a variety of educational programs. Our students belong to a school which demonstrates Excellence, Cooperation and Respect daily and they should be congratulated for the progress and achievements they have made throughout the year.

It is my pleasure to present this report on behalf of the 2016 Relieving Principals, acknowledging the exemplary achievements of Glen William Public School's students, staff and parents in 2016.

I certify that the information in this report is the result of a rigorous school self–evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kristy Bultitude– Relieving Principal

## School background

### School vision statement

At Glen William Public School we work together to provide a supportive, stimulating and empowering educational environment that fosters the potential of every student through the provision of innovative, inclusive and differentiated education in a small school environment.

We believe that all students can achieve academic and personal success through the provision of a well-balanced, quality education presented by dedicated staff with strong community support.

We strive to ensure students are respectful and engaged in successful learning exhibiting qualities to ensure they are literate, numerate, creative, resilient and socially confident members of the community.

Staff are committed to providing quality education through enthusiasm, setting high expectations and innovative programs in a supportive environment that promotes collaboration and reflection.

Our community is a welcoming, inclusive, positive and involved body which works together to support the individual potential of each child.

Our vision is to empower students to be respectful, responsible, honest and innovative citizens that strive for life-long learning and personal excellence.

### School context

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

It provides a small school atmosphere in a quality learning environment which is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instil 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 environment that offers an incredible array of opportunities to all students. The staff and community take pride in the high level of care given to each and every student. Students are valued as individuals, and are supported in achieving their best results.

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

“Learn to Live, Live to Learn”

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

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 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

**For schools participating in external validation processes:**

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality teaching and Learning

#### Purpose

To provide a high standard of education through quality teaching and learning programs that differentiate, engage, challenge and inspire all students and staff to excel and learn to their full potential focussed on personalised, evidence based, purposeful and engaging learning ensuring staff and students take ownership of their own learning and future aspirations to equip them with the skills and understandings for their future.

#### Overall summary of progress

In 2016, the school staff continued to develop their programming skills in curriculum differentiation. This has enabled success in providing quality teaching and learning programs that are tailored to the individual needs of all the students. This has been achieved through staff professional learning that focused on a grammar scope and sequence and a review of the mathematics scope and sequence developed in 2015. Reading improvements have continued to increase across the school and mathematics skills are continuing to be developed through our daily computations program. Students are continually challenged through enriching learning programs.

Links with our community of schools have and will continue to provide invaluable experience to the students and staff. These programs provide opportunities for our students to build networks with our neighbouring schools through a range of curriculum and extra-curricular activities. This program improves the relationships between schools and allows for our community to transition more effectively to the feeding high school.

Student tracking process have continued to be revised and updated to suit the demographic. Staff have continued to develop their professional understanding of PLAN in both Literacy and Numeracy. This will continue to enable the staff to develop a deeper understanding of their students and their individual learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN, continuum data and semester reports, supported by NAPLAN data demonstrate student growth meeting grade expectation.	Staff had professional training in using the continuum to plan for assessment to move students through the continuum in key learning areas.	\$1177 (using Literacy and Numeracy funds)
End of 2015 Baseline data established. End of 2016 60% of students meeting expected growth.	Baseline data was established in the areas of reading, spelling and numeracy. Data was established and by the end of 2016 showed 69% of students met the expected student growth in literacy and numeracy.	NIL

#### Next Steps

- Develop tracking sheet for Primary and Infants classes;
- Implement school assessments in number and reading fluency and record data every 5 weeks;
- Include mental computations as a daily focus for Year 2 to 6.

## Strategic Direction 2

### Sustainable Leadership

#### Purpose

To create and maintain continuity with the strategic directions of the school by embedding quality systems and organisational practices through a collaborative approach to decision making ensuring ongoing continuity of strategic directions throughout leadership changes.

#### Overall summary of progress

To support the whole school focus of Effective Classroom Practice, staff professional learning was aligned to using the new syllabus documents to develop scope and sequences so they could plan for effective and sequential lessons that build on the skills taught each year. The understanding of these documents have increased and staff have been able to deepen their understanding of how best to track student improvement.

Through continued engagement within community events, the community have actively involved themselves in school activities. The wider community joined the school for Book Week and all publicised events are informative, up to date and are presented to the community through a range of channels, these being facebook, the school website, newsletters, local newspaper and the community newsletter Spotlight.

Involvement of Stage 3 students to support leadership positions ensued smooth running of community events like, assemblies, presentation days and Anzac ceremonies. This program has continued to expand and has supported the younger students' understanding of the opportunities for school leadership.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Creation/updating of scope and sequences, policies, procedures and curriculum plans.	<p>The staff created and updated current scope and sequence to plan for sequential learning of key learning areas. In 2015, the new syllabus for mathematics was implemented into a sequential teaching program.</p> <p>Throughout 2016, the scope and sequence for grammar that aligns to the K-6 English syllabus was developed and finalised.</p>	<p>\$3853 2016 (using Professional Learning funds)</p> <p>\$1772 ( using School resource funds)</p>
2016 English focus to improve student results by a years growth.	<p>Data across the both classrooms showed that 54% of its student achieved beyond a years growth in the area of Spelling.</p> <p>NAPLAN growth data shows that our students doubled the expected growth in Reading, Spelling and Numeracy.</p>	NII

#### Next Steps

- Build on and streamline scope and sequences so they are workable and sustainable documents;
- Introduction of School Parliament; and
- Staff professional learning to continue to use Plan effectively .

## Strategic Direction 3

### Quality Relationships

#### Purpose

To enhance strong, positive and effective relationships with parents and the wider community to facilitate innovation and quality educational programs and practices.

#### Overall summary of progress

Staff were engaged in preparing for the implementation of the Wellbeing Framework. Initiation of the schools Positive Behaviour for Learning was the platform for wellbeing. The school developed a working document to support the program with graphically designed visuals to communicate our schools values We are Excellent, We are Respectful and We are Cooperative.

The school awards system has continued to be successful with students aiming high. The journey of PBL will continue to see students succeed at high levels through positive reinforcement and recognition of our diverse culture to enhance and support the school's values.

Understanding of our school's diverse culture has enhanced the Aboriginal students and students of differing abilities and this, along with the whole school focus of differentiation, has established strong connections with the schools in our Local Management Group, our parents and the wider community. Students have continued to be involved in a range of cultural activities that give students a sense of belonging and connecting to their culture.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of parents and community members actively participating in school and community programs.	Community engagement within the school has noticeable increased across 2016. The school community supports the school by volunteering their time to run a tuckshop for a day. Parents and caregivers have actively engaged in Grandparents' days, Father's day breakfast and school assemblies. Parents have continued to support extra-curricular activities through transportation of students.  P&C has increased in parental numbers with newer members elected to executive roles.	\$781.51 (using Community consultation funding)
2016—establish baseline as per feedback from Tell Them From Me survey.	Baseline data from the Tell Them From Me Survey demonstrates positive growth across the year in the areas of school advocacy, improved effective learning time, improved student effort, expectations for success, attitude to homework, positive learning climate, teacher– student relations, relevance to learning, rigour and a sense of belonging.	Nill

#### Next Steps

- Develop focus groups for literacy and numeracy;
- Initiate MGoals to support parental and community engagement;
- Developing an individual PBL award; and
- Continue to build on the links within the community.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal links with the community of schools to acknowledge cultural awareness within the community.</p> <p>Links with Aboriginal parents continue to be strengthened resulting in more visibility within the school grounds.</p>	\$2227
<b>Low level adjustment for disability</b>	Teacher aide employed to support the learning needs of students within the two class structure. Individual learning plans implemented effectively to engage all students within the curriculum.	\$1037
<b>Socio-economic background</b>	Funding was used to support the two class structure to ensure smaller group sizes to allow for differentiation and to support the teaching and learning of all students.	\$5161



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	11	14	11	11
Girls	8	14	10	12

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.8	96.9	90.5	96.2
1	100	95.2	96.4	86.9
2		97.8	95.8	95.7
3	96.2	93.4	97.7	92.8
4	95.4	96.2		92.5
5	91.3	94.7	87.1	71
6	93.5	91.9	100	91.8
All Years	94.7	95.2	93.9	92.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2		94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9		93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Class sizes

Class	Total
INFANTS	14
PRIMARY	9

### Structure of classes

Glen William had two classes that consist of K–2 and 3–6. This allowed for smaller groupings, individualised and differentiated learning programs to be tailored specifically to the individual child. The two classes come together for weekly Library lessons, Sport and PBL lessons.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

Reporting for all staff must be consistent with privacy and personal information. The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016, Glen William Public School employed one indigenous staff member.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

All staff at Glen William Public School participated in professional learning. The school receives funds which were specifically tied to professional learning. All staff participate in regular professional learning activities that focus on improving student outcomes. In addition to regular staff meetings, teachers are given the opportunity to develop the quality of their teaching through quality teaching rounds, and the implementation of professional development plans. Staff also engaged in compliance training which included participating in activities centred around CPR, anaphylaxis, emergency care, child protection, asthma and the code of conduct. Staff prepared for the implementation of the Science and Technology, History and Geography syllabus engaging in activities to develop a deeper understanding of this Key Learning Area. A whole staff focus to 7 Steps to Writing assisted staff to use interesting and engaging sentence starters to engage students in writing. All staff participated in OFFICE 365 training to increase its application in class

teaching programmes.

The school hosts one staff member who is maintaining proficiency aligned to teacher accreditation and one staff member who will be deemed proficient at the completion of 2017. All staff are continually collating evidence of student achievement to make decisions about the next steps of instructional learning.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 31/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. The high funds for excursions represents the budget for four schools attending a senior camp to Bathurst where the school was responsible for collating the funds on behalf of all school.

Income	\$
<b>Balance brought forward</b>	<b>93 906.87</b>
Global funds	53 515.70
Tied funds	85 566.57
School & community sources	31 585.79
Interest	2 196.42
Trust receipts	424.00
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	6 824.25
Excursions	15 811.42
Extracurricular dissections	8 498.70
Library	755.61
Training & development	1 771.88
Tied funds	76 922.21
Short term relief	3 082.33
Administration & office	33 087.97
School-operated canteen	0.00
Utilities	6 462.84
Maintenance	1 443.49
Trust accounts	424.00
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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. Glen William continues to strive towards continued improvement of literacy and numeracy skills for all students from Kindergarten to Year 6.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The reporting of information must be consistent with DoE privacy and personal information policies. As such, ten or more students must complete the NAPLAN testing for individual school percentage in band, three-year school average, and average growth information to be publicly reported. At Glen William Public School, there were three students in Year 3 and one student in Year 5 that sat the NAPLAN test in 2016. Therefore results cannot be reported on within this report. All parents have been advised of their children's achievements..

**NAPLAN Year 3 – Literacy (including Reading, Writing, Spelling, Grammar and Punctuation)**

In 2016, three students sat the NAPLAN Literacy tests. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

**NAPLAN Year 5– Literacy (including Reading, Writing, Spelling, Grammar and Punctuation)**

In 2016, one student sat the NAPLAN Year 5 Literacy test. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

**NAPLAN Year 3– Numeracy**

In 2016, three students sat the NAPLAN Numeracy tests. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

**NAPLAN Year 5– Numeracy**

In 2016, one student sat the NAPLAN Year 5 Numeracy test. To maintain the privacy of individual students, their results cannot be advertised in this report. As Glen William Public School had less than ten students in the year, their results cannot be shown.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

**Minimum Standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program–Literacy and Numeracy is compared to these standards. The percentages of our students achieving at or above these standards are reported here.

## **Parent/caregiver, student, teacher satisfaction**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include;

- Whole school survey of staff, students and parents;
- Document analysis; and
- Data analysis– school data and NAPLAN.

Improvements in satisfaction from the students were noted in the following areas;

- Effective Learning Time;
- Student effort;
- Expectations for success;
- Students with an increased attitude towards homework;
- Positive learning climate;
- Positive teacher–student relationships;
- Relevance to learning;
- Rigour; and
- Sense of belonging.

There was strong support from all three groups reflecting on community values and support of small schools. The following areas showed the highest correlation in scores between parents, students and teachers:

- All community members valued the caring environment and the rewards the school offers its students;
- Overall satisfaction with communication between home and school;
- The school caters for the learning needs of all its students through provision of activities that develop the whole child; and
- The community is actively involved in promoting the vision of the school.

Sample comments from students:

- We get to do more things than the bigger schools do.
- Majority of people are nice.
- It's small and everyone gets a chance.
- We are always having fun.
- Would like more enrolments

- There is less bullying.
- Increase opportunities for Physical Education activities and technology

Sample comments from parents:

- Small, caring, beautiful and calming atmosphere and environment.
- The opportunities the children have to network with other schools and participate in community events are great.
- The community spirit is at its best.
- The school provides sporting, arts and crafts excursions.
- Great playground and sports program along with a school bus.
- More parents are invited to get involved.
- The community would engage in utilising homework applications through technology web based programs to support in class learning.
- Stability with a permanent principal.

Sample comments from staff:

- The class sizes enables staff to meet the demands of differentiation to support individual student growth. This builds positive rapport with every student and focuses on the development of the holistic child.
- The school is a friendly and happy environment and the community spirit is wonderful through its ability to involve everyone.

## Policy requirements

### Aboriginal education

Glen William Public School places a strong emphasis on ensuring an Aboriginal perspective is applied to all studies of Australian History, to develop an informed understanding of Australia's indigenous people, their cultures and customs.

In Term 2, students visited Paterson Primary School for an Indigenous performance. The presentation was excellent and at times the students were individually involved within the performance. Students explored the art of dot paintings through their creative arts program within the school. Unfortunately this year's LMG NAIDOC celebrations were inhibited by inclement weather. Students have also explored the connections to our country through their studies on the First Fleet and Australian Colonisation.

### Multicultural and anti-racism education

Glen William Public School addresses multi-cultural education through:

- integrated themes and perspectives across the K-6 curriculum;
- participation in musical performance from different cultures;
- promoting tolerance and understanding of cultural diversities within our own community and
- through our core school values of We are Cooperative, We Are Respectful and We Are

Excellent.

The improvement in understanding and tolerance of differences is reflected in the low numbers of students referred for conflict involving racial and cultural matters. Further awareness raising of the positive differences and similarities of all groups within our community through participation in events such as Harmony Day should see continued improvement in tolerance. Racial vilification is not tolerated at Glen William Public School and the consequences for such actions are the same as for all bullying.

### Other school programs

#### Book Week

In 2016, Glen William Public School invited the community preschools to join in with the Book Week Celebrations. Joey's Early Learning Centre attended the day. Students came dressed in their favourite book character and paraded their outfit in front of the school community. Students then participated in a Literacy activity. Students were proud to be able to showcase the beautiful school we have.

#### Anzac Day

Students from Glen William attended the ANZAC service held in Clarence Town on ANZAC Day. Students celebrated the true ANZAC spirit and listened to speeches that reflected on the history of the ANZACS.

#### Dungog Community of Schools

The local public schools in Dungog have continued to work collaboratively on numerous projects across the year. This group has worked together on a professional level to enhance student learning through professional development and training. In 2016, the community of schools have provide programs such as the Maths Olympiad Day, the Virtual Coding Program and the Wellbeing Mindfulness Program. All of these programs have provided a platform for improving the skills and knowledge of technology and the overall connectedness to mathematics within the curriculum.

#### Grand Parents Day

Glen William students invited their grandparents to share a morning class activity followed by morning tea and a photo under the Canphor Laurel Tree. Students then used this special photo to create a 2017 calendar to present to their grandparents for Christmas.

#### Transition Programs

Stage 3 students have participated in many virtual enrichment programs established through online conferencing across the Local management Group of schools. These programs included, Coding and Well Being. They had participated in mathematical days, science and engineering days that also provided for collaboration and getting to know their peers for 2017.

## Raw Art

2017 saw the students participate in two workshops across two terms. Students have thoroughly enjoyed the art making process and have walked away with some memorable experiences and artworks.

## Public Speaking

Glen William participated in school public speaking and from here we sent a stage representative to the Small Schools Public Speaking Competition. Our school won the Stage 3 and Stage 2 competition and was highly commended in the Stage 1 rounds. The school was also represented in the Rotary Public Speaking competition. We were successful at winning this competition and the school was presented with a \$200 cheque on behalf of the Dungog Rotary Club.

## Musica Viva

Glen William joined with students from Martins Creek PS to experience the Indonesian culture through music. Students were encourage to participate and experience the performance through full engagement and hands on learning.

## Father's Day Breakfast

The school recognises the support and importance of our community members. We recognised our fathers and grandfathers by hosting a fathers day breakfast for all to share.

## Excursions

K–6 students participated in a whole school excursion to Taronga Zoo, Gravity X, Sydney Aquaium and Hombush Sports Centre. Students in Years 4, 5 and 6 students participated in an excursion to Hill End, Bathurst Cattle Drome and Scenic World Katoomba. Students were accompanied by other primary students from Fern Bay, Bob's Farm and Mt Kanwary. Students had a fabulous time and experienced gold panning, climbing out of a mine shaft and travelling down the world's steepest train line.

## Sydney State Athletics

The senior relay team qualified for the State Athletics Carnival that was held in Sydney on 20th October. The school attended the State Athletic Centre at Homebush to support the relay team. Students were addressed by the NSW PSSA president Barry McColl while at the stadium. The relay team qualified for the final in their Small School Event.