

2020 Annual Report

Glenwood Public School



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Introduction

The Annual Report for 2020 is provided to the community of Glenwood 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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School vision

Engaged learners working together.

School context

Glenwood Public School (enrolment 236, 61% students from a non-English speaking background, 11 Aboriginal and/or Torres Strait Islander students) is located in the suburb of Glenfield, bordering the Liverpool and Campbelltown City Councils. The school currently has 10 mainstream classrooms.

Glenwood Public School has a strong technology focus, utilising Science Technology Engineering Art and Mathematics (STEAM) to enhance student learning and foster critical thinking. Our school was a recent New South Wales Premier's Awards finalist for the collaborative STEAM initiative undertaken with The University of Sydney and a local school community partner.

Glenwood Public School is a Positive Behaviour for Learning (PBL) school placing students at the centre of decision-making. Student wellbeing is a high priority and is embedded within the school's welfare scaffold.

Glenwood Public School has a hardworking and committed staff that work collegially to support students' learning. Through embedded and explicit systems that promote collaboration, professional dialogue and effective practice, staff develop and deliver high-quality learning programs for students.

Glenwood Public School has a small but dedicated Parents and Citizens Federation coupled with a wider community committed to supporting the school. Our school experiences very positive relationships with all school stakeholders. Through these relationships, we were able to gain community input into data collected for our situational analysis with initiatives for the future, focused on continuing to engage with the community to become active partners within student learning. Community feedback was also collected during Parent and Citizens Federation meetings and will be an ongoing process with this interactive, adaptive school plan.

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

Strategic Direction 1

Successful, empowered, engaged learners

Purpose

Students effectively develop their knowledge, understanding and skills. through a school curriculum that delivers high quality differentiated learning. Initiative, self-confidence and resilience in students is developed through innovative, future focused teaching and learning programs.

Improvement Measures

School data shows a refined whole school approach to wellbeing and engagement.

Increased proportion of students achieving expected growth in literacy and numeracy.

Teacher programs include general capabilities.

Progress towards achieving improvement measures

Process 1: Future Focused Project

Evaluation	Funds Expended (Resources)
<p>Our future learning project aims to ensure our students are equipped with 21st Century skills and teachers are confident and competent in developing students as future learners. Students develop their knowledge, understanding and skills through Science, Technology, Engineering, Art and Mathematics (STEAM) projects, technology and innovation, to become successful, empowered and engaged learners.</p> <p>A team of interested staff participated in Minecraft Innovation Project training. Through online training they learnt how to use Minecraft Education and different ways of integrating Minecraft into various Key Learning Areas. The team has trialed lessons that incorporate Minecraft in classrooms and during Library. Expertise and Innovation The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed with teachers being supported to trial innovative or evidence based, future-focused practices. Technology is effectively used to enhance learning and service delivery.</p> <p>Staff completed self-paced professional learning in Seesaw and Google Classroom. Seesaw and Google Classroom were implemented and utilised for remote and classroom learning. To further support staff professional learning, additional iPad sets were purchased to support Seesaw implementation in classes. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.</p> <p>These initiatives were utilised during 'home learning' structures as part of the COVID-19 delivery.</p>	<ul style="list-style-type: none">- Purchase of Seesaw and ClassDojo school licence.- Purchase of iPads to support implementation in classrooms across the school.- Purchase additional technology to facilitate STEM programs.- Provide casual relief to cover professional learning for Seesaw leaders to train staff.

Process 2: Growing Personally and Socially(GPS) Project

Evaluation	Funds Expended (Resources)
<p>Our school-wide matrix was updated to allow for teachers to customise their classroom rules to best suit the needs of their students. All teachers were given time and templates to develop their own classroom rules and these are displayed in each classroom along with the "All Settings" PBL rules. Rules are displayed in each classroom to allow for consistent reinforcement of the behaviour expectations regardless of which teacher is taking the class.</p>	<ul style="list-style-type: none">- Purchase additional signage for PBL.- Professional learning funding to support PBL team leader to engage in external training.

Progress towards achieving improvement measures

PBL check-ins occurred consistently on our professional learning calendar on Wednesday mornings.

Some teachers modified their rewards systems after reflection on their previous system. New flowcharts were made and displayed which has resulted in more consistent positive reinforcement and tracking of rewards across the school.

Teachers linked their classroom reward system to online learning to ensure students' behaviour was still being rewarded and PBL targets were being met.

At the conclusion of online learning, all students received a Be a Learner award in recognition of home learning and this helped to stay on track with reward targets to have 80% of students achieve an Admiral Badge by the end of the year.

Stage 3 students made video lessons that were shared across the school to teach term 3 behaviour expectations. This resulted in consistent teaching across all stages and increased student engagement and buy-in. Video lessons from 2018 and 2019 are being reused to teach the weekly rules for Term 4.

Two school ambassadors have completed the Smiling Minds training and all staff have now completed Module A of the training. The Smiling Minds app has been made available for staff to trial with their classes in Term 4.

- Provide casual relief to cover PBL team leader, allowing for the review and updating of PBL policy.

- Purchase of PBL incentives including wrist bands and badges.

- Purchase of Smiling Minds program and professional learning.

Process 3: Numeracy Project

Evaluation	Funds Expended (Resources)
<p>All staff teachers collaborated across faculties/stages/teams to share curriculum knowledge, data, 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.</p> <p>TEAM Time occurred weekly to support inquired learning. The school used an embedded and explicit system that facilitate professional dialogue and collaboration. The school has a professional learning community which is focused on the continuous improvement of teaching and learning.</p> <p>Professional learning on an Introduction to Numeracy progressions is completed. Following careful analysis of school data both internal and external, our collaborative learning through Learning Sprints had a numeracy focus in Semester 1. This continued into Semester 2 due to COVID-19 where a focus was on increasing technology professional learning. As a school, the progression ' Additive Strategies' was used for a whole school data wall. Students were assessed throughout the year using the appropriate SENA assessment. Professional learning and research focused on the teaching of numeracy across the school. The wall allowed us to collaborative analyse classes and use consistent teacher judgement for reporting to parents.</p> <p>Katherin Cartwright, an external specialist was used for professional learning to build our knowledge and understanding of the Mathematics K-6 syllabus. After reflection on our learning, a need to update our current whole school scope and sequence was identified as an area of focus for the next school planning cycle.</p>	<p>- Additional staff are employed to facilitate stage based Learning Sprints in our school's Team Time format.</p> <p>- Additional staff release through Team Time structure to facilitate data talks, collaboration and learning sprints with teachers and the instructional leader. This time is built into the whole school timetable.</p> <p>- Hiring of external academic support engage staff in professional learning to develop syllabus knowledge and implementation.</p> <p>- Purchase of resources to support teaching and learning.</p>

Process 4: Literacy Project

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All staff teachers collaborated across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, to meet the needs of all students.

TEAM Time occurred weekly to support inquiry learning. The school used an embedded and explicit system that facilitated professional dialogue and collaboration. The school has a professional learning community that is focused on continuous improvement of teaching and learning. Informal observations were also utilised to create challenging and achievable lessons for our students to complete at home.

A 'SMART' spelling policy was completed and implemented within 2020. Further plans to review policies in literacy will be linked with the NSW Department of Education Curriculum Review.

Evidence of collaboration to create literacy and numeracy sessions for online learning during 2020 was identified and documented. The processes and understandings of this collaboration were, in-part, derived from previous development of collaboration and teamwork building.

The Deputy Principal Instructional Leader (DPIL) guided TEAM Time, observations, professional learning and the creation of data walls within the school. The DPIL comprehensively analysed student progress and achievement data for insights into student learning and discussed results with the whole staff. All teachers contributed to gathering and analysing data. The DPIL provided formal mentoring or coaching to improve teaching and develop aspiring leaders.

- Additional staff are employed to facilitate stage based Learning Sprints in our school's Team Time format.

- Additional staff release through the Team Time structure to facilitate data talks, collaboration and learning sprints with teachers and the DPIL. This time is built into the whole school timetable.

-Purchase of resources to support teaching and learning.

- Purchase of licences, resources and professional learning for the implementation of the SMART Spelling program.

Strategic Direction 2

Dynamic, high performing staff in a collaborative culture

Purpose

In order to improve student outcomes, staff need to engage in best practice that involves utilising current pedagogy and research. Teachers will build professional learning networks that promote collegial dialogue and reflective practices through the achievement of personal and collegial professional goals.

Improvement Measures

The school has moved from evolving to embedded on the Professional Learning Community Maturity Matrix.

There is an increase in collaborative learning goals across teachers' Professional Development Plans.

Increased proportion of teachers identify a collaborative environment related to the Tell Them From Me Survey.

Progress towards achieving improvement measures

Process 1: Social Venture Australia Project

Evaluation	Funds Expended (Resources)
<p>The Social Ventures Australia (SVA) Project was finalised in 2019. The school continued to develop the collaboration initiatives which have now become an embedded component of the school structure. Team Time has continued and has been further enhanced by the ongoing appointment of a Deputy Principal Instructional Leader (DPIL).</p> <p>A strong focus on structuring observational and reflective practices has been embedded across the school, utilising Team Time structures to facilitate further development of teachers' perceptions of collaboration and Professional Learning Communities.</p>	<ul style="list-style-type: none">- DPIL has worked with teams to deliver professional learning and develop systems to differentiate teaching in Team Time setting.

Process 2: Professional Development Project

Evaluation	Funds Expended (Resources)
<p>Ongoing whole-school professional learning on spelling, coupled with the implementation of our school's new spelling program, has demonstrated an increase in delivery of spelling and writing outcomes. A successful trial of the Spelling program has led to a full implementation. Utilising Learning Sprints as a vehicle for monitoring and evaluating the implementation of the program, data and Formative Assessment show the use of 'SMART' spelling approach is a successful resource which is being effectively implemented across the school to support student learning.</p> <p>Ongoing professional learning for School Learning and Support Officers (SLSO) to support the targeted reading program has demonstrated high impact across the school. Data collected and analysed demonstrates growth in student reading levels and comprehension and complements classroom learning.</p> <p>Mentoring and coaching conversations were held, focusing upon Professional Development Plans. The ongoing use of SMART goals - Specific, Measureable, Achievable, Results-driven and Time-bound underpinned the development of specific and focused forward planning and professional learning. The whole school, stage and personal goals were discussed and were included in staff PDPs where they felt it reflected their professional development.</p>	<ul style="list-style-type: none">- SLSO staff engaged in external professional learning and networking to enhance their professional practice.- Purchase of resources to support teaching and learning.- Purchase of licence, resources and professional learning for the implementation of SMART Spelling program.

Strategic Direction 3

Strong, positive, respectful partnerships

Purpose

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Embrace social media and other networks to promote our culture of high expectations and community engagement.

Improvement Measures

Increased parental participation in school events

Increase in parents accessing school information across various platforms (Skoolbag, website, Twitter).

Progress towards achieving improvement measures

Process 1: Project Welcome

Evaluation	Funds Expended (Resources)
<p>Due to COVID-19 restriction, face-to-face and community ventures were not able to proceed in 2020. Reporting to parents was done via ZOOM meetings and phone calls. Despite the restrictions COVID-19 placed on our school, parent engagement was facilitated utilising See-Saw, Google Classroom and ClassDojo.</p> <p>Community engagement was supported using the ZOOM platform, enabling the school to conduct P&C meetings online. Here, technology played a key role in ensuring our school stayed connected with the community. Feedback from the community was positive and appreciative of the efforts made by the school to stay connected with families and students.</p>	<p>- Engage casual staff to release teachers from class and online delivery during COVID-19 to engage in parent meetings via phone and ZOOM respectively.</p>

Process 2: #connectionsproject

Evaluation	Funds Expended (Resources)
<p>Parents and caregivers of students are given the opportunity to engage with the school through a range of social media outlets such as ClassDojo, Seesaw, Facebook, Twitter and Skoolbag.</p> <p>School information and all notes can be viewed on Skoolbag. Reminders, information and photos from school events and classroom learning are posted regularly on ClassDojo, Seesaw, Facebook and Twitter.</p> <p>On ClassDojo and Seesaw, parents and caregivers can communicate with their child's teacher by commenting on posts or through messaging. Statistical data harvested from the various platforms' monitoring systems indicates large numbers of use and views. There have been more than 800 downloads of the app since it was made available in 2017.</p> <p>During COVID-19 home learning, parents were sent a survey allowing them to provide feedback on the learning grids that students were completing. The school addressed this feedback by sharing responses with the teachers and allowing them to adjust their learning grids based upon the suggested improvements. This enabled parents and carers to support their children's learning further and assisted with creating a cohesive educational community.</p>	<p>- Seesaw, SkoolBag and ClassDojo subscriptions.</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>- PLP meetings were catered for to enhance student and family engagement.</p> <p>- Purchase of resources to enhance Aboriginal curriculum delivery.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal Background loading (\$8 147.00) 	<p>In the early weeks of Term 1, our school's Indigenous Committee was formed to liaise with our local Aboriginal Education Consultative Group (AECG). Due to COVID-19 and its impact on schools and the wider community, an abridged ILP process was utilised with Seesaw and ClassDojo check-ins being utilised to connect with our Indigenous families. Planning at a classroom level still integrated the 8 Ways learning framework for Indigenous students. NAIDOC Week was celebrated within the school, however, we were not able to invite external visitors and guests due to COVID-19 restrictions. Resources were purchased to support these events and in assisting teachers with the programming of the Aboriginal perspectives for classrooms.</p>
<p>English language proficiency</p>	<p>EAL/D teachers engaged in external professional learning and networking to enhance their professional practice. The EAL/D program provided students with explicit learning experiences in collaboration with classroom teachers to broaden their knowledge and strengthen their use of the English language proficiency.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English Language Proficiency loading (\$48 441. 00) • FTE 0.600 staffing allocation 	<p>Employment of an EAL/D teacher to work with teachers and students to ensure all students requiring adjustments and accommodations are catered for within the school. Resources and professional learning were utilised throughout 2020 to support classroom teaching of EAL/D students. This was further utilised during the 'Home Learning' period of 2020 due to COVID-19.</p>
<p>Low level adjustment for disability</p>	<p>- Additional School Learning Support Officers were engaged to provide a high level of support in learning and wellbeing of targeted students.</p> <p>- Teachers were released from class to collaborate with the Learning and Support Teachers and develop effective Individual Education Plans, Personalised Learning Pathways and Behaviour Support Plans.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low Level Adjustment for Disability loading (\$46 808. 00) • FTE 1.100 staffing allocation 	<p>The Learning Support Team (LST) continued to meet weekly, in consultation with the school counsellor, to ensure teachers are supported in making adjustments and accommodations within their classrooms. School Learning and Support Officers (SLSOs) are given professional development along with teachers in Autism, reading and spelling skills and strategies. A targeted reading program ran by the SLSOs throughout K-6 led to improved student outcomes.</p>
<p>Quality Teaching, Successful</p>	<p>- Additional staff were</p>	<p>As in 2019, this funding is utilised to ensure</p>

<p>Students (QTSS)</p>	<p>employed to release teachers from class to work with the Instructional Leader.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching Successful Students (QTSS) (\$42 332. 00) 	<p>executive and teachers are able to work collaboratively each week in TEAM Time. This allows stages to use an inquiry-based method of professional learning to upskill in focus areas and impact student outcomes.</p>
<p>Socio-economic background</p>	<p>- Additional School Learning and Support Officers were engaged to support student learning needs.</p> <p>- Creation of Deputy Principal Instructional Leader (DPIL) role.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic Background loading (\$55 164. 00) 	<p>Socio-economic background funding was utilised to employ a Deputy Principal Instructional Leader (DPIL) to facilitate data-driven pedagogy and to guide TEAM Time, observations, professional learning and the creation of data walls within the school. The Deputy Principal Instructional Leader comprehensively analysed student progress and achievement data for insights into student learning and discussed results with the whole staff. All teachers contributed to gathering and analysing data. The DPIL provided formal mentoring or coaching to improve teaching and develop aspiring leaders.</p> <p>Staff surveys demonstrate a strong advocacy for the role and its impact on their professional growth and ability to further support the needs of their students.</p>
<p>Support for beginning teachers</p>		<p>No funding was required for beginning teachers. One temporary engagement completed their accreditation in 2020.</p>
<p>Targeted student support for refugees and new arrivals</p>		<p>No Targeted student support for refugees and new arrivals was budgeted for our school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	144	129	130	125
Girls	109	99	105	111

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	93.5	91	89.6
1	91.8	93.7	90.1	85.8
2	95.6	93.5	94.2	84.5
3	93.5	93.9	93	89.4
4	92.7	91.7	95.4	86.5
5	94.8	93.3	90.2	87.7
6	92	91.8	91.7	83.8
All Years	93.4	93	92.4	87
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)	8.21
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	579,040
Revenue	2,497,979
Appropriation	2,477,781
Sale of Goods and Services	655
Grants and contributions	18,478
Investment income	1,065
Expenses	-2,416,956
Employee related	-2,241,228
Operating expenses	-175,728
Surplus / deficit for the year	81,023
Closing Balance	660,063

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	13,081
Equity Total	344,512
Equity - Aboriginal	8,147
Equity - Socio-economic	55,164
Equity - Language	114,071
Equity - Disability	167,131
Base Total	1,916,472
Base - Per Capita	56,518
Base - Location	0
Base - Other	1,859,953
Other Total	140,823
Grand Total	2,414,888

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

The Tell Them From Me (TTFM) Student, Parent and Teacher Surveys were utilised to give our school insight into how our senior students and our community felt about a range of school activities. This data will be used to reflect upon and celebrate our successful initiatives and evaluate where our school can improve moving forward.

Student Feedback

- 88% of our students surveyed participate in school sports.
- 73% of our students surveyed have a positive sense of belonging to the school.
- 78% of our students surveyed have positive relationships.
- 91% of students surveyed value schooling outcomes.
- 80% of our students surveyed feel they demonstrate positive behaviour at school.
- 77% of our students are interested and motivated in their learning.
- 84% of our students try hard to succeed in their learning.

Analysis of this data has been used to inform the next planning cycle for our school. Student feedback is an area that our school is committed to growing.

Teacher Feedback

Survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement: 10 indicates strong agreement: 5 is a neutral position (neither agree nor disagree)

- Teachers surveyed felt supported by the leadership at the school, scoring 6.9.
- Teachers surveyed collaborate to improve student learning outcomes, scoring 7.1.
- Teachers surveyed create a positive learning culture in their classroom. The school score of 8.1 shows that teachers give quality feedback, talk with their students about learning, discuss learning goals and monitor progress of individual students.
- Teachers surveyed use data to inform their practice. The school scored 7.5.
- Teachers surveyed utilise effective teaching strategies to improve student learning. The school score of 8.0 is greater than the NSW Government Norm of 7.9.

Teachers felt they help students set challenging learning goals and present new concepts by trying to link it to previously mastered skills and knowledge. Students receive written feedback on their work at least once every week. Teachers use two or more teaching strategies in most class periods while also ensuring that students receive feedback on their work. Teachers also feel they discuss with students ways of seeking help that will increase learning, while also setting high expectations for student learning.

Teachers felt that school leaders have helped them improve their teaching and work with school leaders to create a safe and orderly school environment.

Teachers talk with other teachers about strategies that increase student engagement and use assessments to help understand where students are having difficulty.

Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. They also use computers or other interactive technology to analyse, organise, and present subject matter. Teachers help students use computers or other interactive technology to undertake research.

Teachers felt they establish clear expectations for classroom behaviour and strive to understand the learning needs of students with special learning needs.

Teachers felt they work with parents to help solve problems interfering with their child's progress and use strategies to engage parents in their child's learning. They felt that parents understand the expectations for students in each class and were regularly informed about their child's progress.

Parents

Survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement: 10 indicates strong agreement: 5 is a neutral position (neither agree nor disagree)

- Parents surveyed felt welcome at Glenwood Public School. The school scored 7.2.
- Parents surveyed felt informed at Glenwood Public School. The school scored 6.7.
- Parents at Glenwood Public School support learning at home. The school scored 7.3.

- Parents surveyed feel that the school supports learning. The school scored of 6.9.
- Parents surveyed feel that the school supports positive behaviour. The school scored of 7.4.
- Parents surveyed feel that their child is safe at school. The school scored 7.5.
- Parents surveyed feel that the school is inclusive. The school scored 6.9.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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