

# 2021 Annual Report

## Glenbrook Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Glenbrook 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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## School vision

Together, achieving excellence and equity through high expectations and shared responsibility.

## School context

Glenbrook Public School is situated on the village side of Glenbrook; the gateway to the Blue Mountains.

Community employment include a range of occupations including business owners, qualified professionals and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook Public School are from a variety of cultural backgrounds. Personalised Learning Pathways are developed and implemented via an active process to encourage positive learning goals for our Aboriginal students. They are developed through consultation between the student, parents/carers, teachers and the local Aboriginal Educational Consultative Group to identify, organise and apply personal approaches to learning engagement and attendance.

The school community has high expectations which are met by a strong focus on quality curricular and co-curricular education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy as measured by NAPLAN. Glenbrook Public School is host to an Opportunity Class with a new intake occurring every second year.

The school community reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning. Current and specific focus areas include; explicit teaching, high expectations, collaboration, differentiated learning, critical and creative thinking, which includes the implementation of the High Potential and Gifted Education Policy across the curriculum areas.

Through our situational analysis, we have identified the need for further development of the school's teaching models. A correlation between the What Works Best (WWB) document and the School Excellence Framework has identified differentiation in classroom practice, high expectations and utilising data to inform teaching, as focus areas for ongoing improvement.

The school has taken on board many initiatives to further enhance student achievement in literacy and numeracy. The Quality Teaching Coordinator position will continue to work with all teachers to optimise student achievement and teacher professional development.

These identified areas form the focus of our strategic improvement 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 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	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

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To develop high performing learners. Curriculum, assessment and evidence-based teaching and learning are aligned to continuous progress and achievement in Numeracy and Reading.

### Initiatives

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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.

- Reading for Purpose
- Working Mathematically

### Resources allocated to this strategic direction

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**Literacy and numeracy:** \$7,020.00

**Per capita:** \$18,811.32

**Integration funding support:** \$82,529.00

**Professional learning:** \$18,555.00

**QTSS release:** \$54,826.00

**Literacy and numeracy intervention:** \$35,317.00

### Summary of progress

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The school has made significant progress under the initiatives of *Reading for Purpose* and *Working Mathematically* with improved results in reading and working mathematically being noted in school-based data analysis (PAT-M, PAT-R and Check-In assessments). Resources purchased during 2021 included; decodable texts for ES1 and S1, *Reading Eggs/Reading Eggspress* subscription, *Storybox Library* subscription and the purchase new quality texts for Stage 2 and 3. In Reading and Numeracy, the school remains within upper and lower bound target areas, although a slight decrease was noted in reading. Numeracy has shown an incline, due to *Working Mathematically* being the focus area for the Quality Teaching Coordinator in 2021.

Class programs K-6, show evidence of effective resource use, resulting in the use of informed teaching and learning strategies, combined with the development of the new English scope and sequence that incorporates all elements of effective reading. The use of newly purchased decodable texts in K-2 is also evidenced in all class programs. Employment of *School Learning and Support Officers* to support students on *Integration Funding* ensured the best possible academic outcomes via the *MultiLit* program. Professional learning occurred for all staff around the *Effective Reading Kindergarten to Year 2*, guiding evidence-based practice in reading, supporting the importance of phonological and phonemic awareness in reading. Engagement of all staff and completion of online module.

Programming and syllabus implementation was a core focus in 2021. This ensured finalisation and consistent implementation on the updated English Scope and Sequence throughout the school. The process included whole-school collaboration and consistency to aide data tracking across K-6 and also supported curriculum differentiation and lesson delivery to meet student point of need.

Professional learning was tailored to support whole school focus in numeracy. 8 x teaching staff attend 4 hour online professional learning "*What is A Number Talk?*" and "*How to create a learning environment where all students are encouraged to develop and express their mathematical ideas clearly,*" presented by MANSW. The workshop supported teachers in building a whole new perspective on mathematics and engaging students in creative, open mathematical thinking by establishing *Number Talks* in the K-6 classroom.

Inter-school professional learning sessions were arranged to support consistent curriculum delivery, this led to 100% of teaching staff attend 2 hour professional learning session presented by Catherine Attard at Lapstone PS. The focus area - What does an ideal mathematics lesson look like? Professional learning around effective formative assessment strategies for mathematics, included collective and consistent understanding and purpose of formative assessment and professional collaboration around sharing best practice. The school will continue these initiatives and focus areas in 2022 to consolidate learning and application.

### Progress towards achieving improvement measures

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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
<p>Uplift demonstrated in Year 3 and Year 5 achieving in the top 2 band in reading by 6%</p> <p>PAT R, Check-In Assessments and school-based assessments demonstrate growth in Reading from 2020 in Years 2 &amp; 4.</p> <p>90% of students in Year 2 are achieving outcomes appropriate for the end of Stage 1 in reading as measured by PM Benchmark assessment and progression tracking.</p>	<p>62% of students in Years 3 and 5 are achieving in the top two bands in Reading. Although above our Lower Bound Target of 61%, the increase of 6% is still to be achieved in 2022.</p> <p>School-based data in PAT R, class bench-marking and formative assessments show 75% of students in years 2 and 4 have shown demonstrated growth in reading, from 2020.</p> <p>82% of students in Year 2 are achieving outcomes appropriate for the end of Stage 1 as evidenced by student benchmark data and class assessments in reading comprehension.</p>
<p>Effective reading strategies are utilised in class teaching and reflected in 100% of class programs.</p> <p>Parent engagement in Reading Workshop to support reading strategies at home is at 15% attendance. eg 50 parent involvement.</p>	<p>Professional learning around Improving <i>Reading Comprehension Years K-2</i> to identify key student and teacher behaviour that could be incorporated into teaching and learning programs and English scope and sequences, was completed by all staff in 2021. As a result, effective reading strategies are utilised and reflected in all class programs.</p> <p>The pandemic impacted our ability to engage parents in reading workshops as planned; this will be a further focus during 2022. Parent feedback indicated a strong need to engage further in student learning practices at school.</p>
<p>The refinement of and engagement with GPS Assessment schedules is evident in most classrooms.</p> <p>Formative assessment strategies in the area of reading are being incorporated across all stages.</p>	<p>Assessment schedules were developed on a stage basis with the relevant executive member and their team. Schedules were refined at an executive level and referred back to class teachers. This resulted in feedback that indicated clear and concise expectations in the manner in which student learning is assessed across the whole school and within all key learning areas. 100% of staff were involved in this process.</p> <p>Assessment is at the forefront of team meetings, ensuring that consistency in the implementation of the assessment schedule is school-wide and evident in all classrooms, with reading as a focus.</p>
<p>The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Numeracy and Literacy show an uplift of 5%</p>	<p>55% of students in Years 3 and 5 are achieving in the top two bands in numeracy. This is slightly above our Lower Bound target of 54.8%. Since 2019 results indicate an increase of 3.28%, and the school is well-placed to meet desired result by 2024.</p>
<p>100% of teachers are engaged with with QTC initiative; Evaluative and reflective practices, lesson observations and collegial discussions in the area of Working Mathematically.</p>	<p>During 2021 100% of class teachers engaged with the Quality Teaching Coordinator (QTC) initiative, resulting in the following;</p> <ul style="list-style-type: none"> <li>• Anecdotal observations during co-teaching sessions of <i>Working Mathematically</i> being embedded into lessons.</li> <li>• the analysis of tracking and summative assessments to determine increased performance in Working Mathematically.</li> <li>• the analysis of practices to determine level of impact on student learning outcomes.</li> <li>• Continued professional learning through QTC model in the form of: <ul style="list-style-type: none"> <li>• timetabled evaluative and reflective practices;</li> <li>• timetabled lesson observations and collegial discussions;</li> <li>• timetabled collaborative sessions surrounding elements of Working Mathematically and quality teaching practices.</li> </ul> </li> </ul> <p>The school is seeing a steady increase in student results in measurement and working mathematically, which directly correlate to the focus areas of the Quality Teaching Coordinator role. The Quality Teacher Coordinator role and professional learning through collegial discussion, lesson observation and reflective practice, school based as well as system wide assessments have shown steady improvement in this area, with an increase of 7.2% achieving expected growth from Year 3 to Year 5.</p>

<p>100% engagement is evident in professional learning activities on Formative assessment in the area of Working Mathematically.</p> <p>The refinement of and engagement with GPS Assessment schedules is evident in most classrooms.</p> <p>Formative assessment strategies in the area of reading are being incorporated across all stages.</p>	<p>Collaborative sharing of effective formative assessment strategies occurred, whereby each teacher presented to their colleagues ways that formative assessment could be used in classes across the school. Feedback indicated that this collaborative approach was meaningful and effective in developing quality teaching and assessment strategies. 100% of staff engagement is evidenced by quality feedback and exit slips, as well as staff engagement in the development and implementation of whole school assessment schedules in both <i>Reading</i> and <i>Working Mathematically</i>.</p> <p>These <i>formative effective assessment strategies</i> are shared on GPS Mathematics website as a constant point of reference for teachers. Initial observations indicate that the use of this resource is widespread. Ensuring that this remains a constant source of consistent reference will be a focus for 2022.</p>
<p>Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target for all students.</p>	<p>Due to the small size of the cohort, the percentage cannot be recorded. Individual student progress was reported to parents.</p>

### Purpose

To continuously improve professional practice around explicit teaching, high expectations, differentiation, assessment and collaboration, in line with current research and evidence-based initiatives.

### 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.

- Evidence-based Teaching and Learning
- Quality Teaching to Improve Outcomes

### Resources allocated to this strategic direction

### Summary of progress

Evidence-based teaching and learning was a key focus in 2021, this included lesson observations and explicit feedback. During lesson observations with the *Quality Teacher Coordinator (QTC)*; *differentiation, explicit teaching, high expectations, assessment and feedback* were embedded into 100% of lessons to support the teaching and learning of *Working Mathematically* in classrooms across K-6. Documented evidence include; photos of differentiation strategies in action - on the *Mathematics at Glenbrook PS* website; lesson observations and collegial discussions record sheets; evaluative and reflective feedback.

Teachers participated in 1-2 planned sessions with the QTC analysed baseline and ongoing data to identify class and individual student needs. Discussions surround the evidence of impact and effectiveness of current and innovative practices occurred with 100% of staff. Teachers engaged in reciprocal lesson observations with a colleague. Specific and predetermined focus areas related to professional learning goals were highlighted to the observer to target observations. Timetabled sessions, with post observations, provided opportunities for colleagues to engage in structured dialogue to provide feedback based on lesson observations. Teachers co-taught with the QTC for 1 timetabled hour per week during a mathematics lesson with a curriculum focus on *Working Mathematically*. The co-teaching model remained dependent on the needs within the class and teacher's area of their *Performance Development Plan (PDP)* focus area (goal).

The whole-school areas for focus, in 2021 were: Working Mathematically, differentiation, explicit teaching, high expectations, assessment and feedback. *High expectations* is theme within the *School Vision Statement* and linked also to the *High Potential and Gifted Policy*, whereby all staff have been involved in training for the new document. Self-evaluation processes based on documented evidence, placed the school at *Sustaining and Growing* in the area of *Learning and Development*. The school's Executive team developed a robust and dynamic process for the development of *PDP* goals in alignment with department and school strategic directions, professional teaching standards, School Excellence Framework and based on the students needs.

The executive team evaluated teaching and learning programs once per term against school evaluation checklist based on *Education Act, Disability Discrimination Act 1992 and the Disability Standards for Education 2005*, as well as the *NSW Education Standards Authority (NESA)* syllabuses and credentialing requirements, DoE Policy standards, outcomes being addressed, the teaching activities and the assessment strategies. Evaluation sessions are timetabled in for Week 5 of Term 1 and Week 3 for Terms 2-4 between class teachers and supervisors. The executive team collaborated between each other and with stage teachers to develop K-6 assessment schedule to include *Key Learning Area*, assessment type, assessment tool used and data storage information. Further evaluation and refinement will take place in 2022.

### 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
The theme of ' <i>High Expectations</i> ' is evident in classrooms, as measured by collegial discussions and data analysis by 100% of teachers K-6	100% of classroom teachers participated in High Potential Gifted Education training during Term 1. The Professional Learning was delivered by our <i>Opportunity Class</i> teacher and Assistant Principal (Stage 3). 2022 will have a focus on ' <i>identification</i> '

<p>The theme of '<i>High Expectations</i>' is evident in classrooms, as measured by collegial discussions and data analysis by 100% of teachers K-6</p>	<p>Teacher feedback via graphical exit slips on the domains of: Intellectual, Creative, Social-emotional and Physical demonstrated a sophisticated level of appreciation and understanding by all staff.</p> <p><i>High expectations</i> for all learners and staff has been identified and reflected in the school vision statement, which is continuously and widely shared; in emails, to begin staff meetings and with parent communication.</p>
<p>Formative assessment strategies within Working Mathematically are planned for and utilised in all classroom observations within the QTC Framework.</p>	<p>100% of teachers participated and contributed in formative assessment professional learning in which classroom strategies for shared resources were collated into a website of resources around Working Mathematically. These practices were observed in 100% of classroom mathematics lessons with a working mathematically focus. Evidence has been noted with regards to photographic and anecdotal records, particularly in the area of "Number Talks."</p> <p><i>Differentiation, Formative assessment - number talks - resources and professional learning - Mathematics at Glenbrook PS, WM</i></p>
<p>The school will be assessed as Sustaining and Growing as measured by SEF SaS under the domain of <i>Teaching</i> and within the element of <i>Learning and Development</i>.</p>	<p>In 2021, the school self-assessed <i>Learning and Development</i> at <i>Excelling</i>;</p> <p><i>The evidence reflected upon included;</i></p> <p>100% staff engagement in High Impact professional learning covered under the QTC framework.</p> <p>A successful Penrith Network Professional Learning on the QTC model, presented by Glenbrook Public School, which resulted in positive feedback and consequent engagement in the components that underpin the initiative.</p> <p>100% of staff Performance Development Plans link to the School Improvement Plan, particularly in the focus area of <i>Working Mathematically</i>. Cyclical review of evidence and half yearly and yearly reviews of professional growth are clear in most plans.</p>

## Strategic Direction 3: Wellbeing for All

### Purpose

To develop inclusivity and equity, within a school culture that is kind and supportive. Participation and opportunity engages learners. Staff value shared responsibility, and feel supported and empowered.

### 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.

- Equity and Inclusivity
- Community

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$19,239.00

**Low level adjustment for disability:** \$29,460.00

**Socio-economic background:** \$6,936.00

**Aboriginal background:** \$7,105.00

**English language proficiency:** \$3,731.00

**Professional learning:** \$640.00

: \$80,000.00

### Summary of progress

Wellbeing has been a core focus in 2021, student and community partnerships was a high priority with significant progress being made in all areas except attendance monitoring. Data monitoring in attendance is inconclusive due to the effects of learning from home in 2021. A revision of the school's processes for attendance monitoring will be reviewed again in 2022.

During 2021 there was a focus on developing an understanding of why we need a focus on a whole school planned approach to wellbeing. A shared understanding around the common elements of wellbeing are to be re-visited and modified during 2022 as a result of the effects of the pandemic on families and student performance.

A whole school approach to well-being continued to be a priority with inclusive practices forming part of the School Vision Statement. Our inclusive PlayScape project is underway, with plan development nearing completion, following delays due to effects of the pandemic. Consultation with Parents, via TTFM Survey and the P & C consultation group was undertaken. 100% of students were also involved in the design process. Student and parent voice have been supportive in decision making and resulted in final programs and projects that illustrated authentic and collaborative partnerships in learning.

The school-developed *Procedural Fairness Guide* is followed by all teachers and ensures consistency in the management of challenging behaviours within the school. The guide has enabled the executive team to support both positive and negative behaviours in a consistent manner. Professional learning for staff and strong partnerships with the Learning and Wellbeing team have ensured all students are known, valued and cared for at school and that they are supported to meet their potential.

Professional learning on the *High Performance and Gifted Education* (HPGE) policy was conducted with additional HPGE professional learning via face to face instruction and group discussions, combined with online learning, completed by all staff. Staff engagement in this professional learning ensured all students are engaged and challenged at school to achieve their potential. Teacher programs are reflective of the application of the professional learning where elements of the HPGE policy are embedded. The school will continue to implement the HPGE policy in 2022.

### 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
100% of staff present for procedural update with Processes for Monitoring	School Learning and Support Officers conduct Social and emotional play programs aimed at supporting children with varying levels of anxiety and

<p>Attendance.</p> <p>Wellbeing of individual students is paramount when attendance becomes a concern; referrals 100% of the time are made to the LaS Team, HLSO and ASLO where necessary.</p>	<p>difficulties with developing and maintaining friendships. As a direct result attendance data for identified students is improving, although consistent data collection in this area, was impacted with <i>learning from home</i>. Anecdotal evidence and feedback from parents is positive around the success of the program with 100% of families indicating an increased willingness for students to attend school as a result. All staff are consistently referring to the <i>Learning and Support Team</i>, where attendance is a concern.</p> <p>The Learning and Support Team have developed consistent practices around attendance concerns and the social and emotionally impacted students at our school. 100% of staff had input into the newly developed procedures for attendance monitoring and were present for the procedural update. Learning from Home due to the pandemic, meant that these procedures were reviewed constantly with all teachers identifying students who were struggling with attendance during this time. A review will also be necessary in 2022.</p>
<p>Wellbeing practices are examined with Sentral data analysed.</p> <p>Begin processes around inclusivity in the playground to address anxiety and ASD children with 100% student, parent and staff voice.</p>	<p>100% of staff understand and utilise the referral system and monitor progress of well-being in documented evidence in Sentral data collection. Data collection and analysis was inconsistent in 2021 due to <i>Learning From Home</i> and the decline of office referrals and well-being notifications.</p> <p>Plans were developed following extensive consultation and input from 100% of staff and students and a core group of parents from the P &amp; C for the inclusive PlayScape. Construction will begin in 2022 with the view that a whole school approach to well-being will aid attendance data.</p>
<p>Procedural Fairness Guide (Flowchart) is utilised by all teachers, with all children understanding the implications for appropriate and inappropriate behaviours.</p> <p>Office referrals are being made consistently by 100% of staff, with clear understanding being evident around 'major' and 'minor.'</p>	<p>Sentral administration data indicates that all teachers are following the <i>Procedural Fairness Guide</i> with 100% of teachers consistently reporting inappropriate behaviours. The PFG will require revisiting in 2022 to gain further understanding to differentiate between 'major' and 'minor.'</p> <p>Consistent Sentral data is evident under 'wellbeing - notes' with all teachers recording minor concerns for monitoring and follow-up by the <i>Learning and Support Team</i>.</p>
<p>The school will be assessed as <i>Sustaining and Growing</i> according to SEF SaS in the domain of <i>Learning</i> and within the element of <i>Wellbeing</i>., within the themes of '<i>A planned approach to wellbeing and 'behaviour.'</i></p>	<p>The school self-assessment process, placed the school at <i>Sustaining and Growing</i>, under the theme of <i>A Planned Approach to Wellbeing</i>, with the school systematically collecting, analysing and using data including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement. Students actively participate in decision making at school on initiatives that shape their educational experiences. The SRC has an increased profile within the school, with student voice advocating for well-being practices that are inclusive.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$82,529.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenbrook Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading for Purpose</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• MacqLit Reading Program for identified students</li> <li>• Social Play and Motor - School developed program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Integration Funding Support employed four School Learning and Support Officers in 2021, to engage students in the Making up Lost Time in Literacy program across the school. 100% of funded students had their needs identified via Individualised Learning Plans and were supported with their learning either by Social, Play and Motor program, reading and numeracy support, or behavioural support and emotional well-being.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps will be to review IEPs and adjust programs accordingly. 2022 will require further professional development in the Making up For Lost Time in Literacy focus.</p>
<p>Socio-economic background</p> <p>\$6,936.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenbrook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Support for students identified for the Social Plan and Motor skills program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Student participation in this program has resulted in skill and emotional development for students who have been identified as having difficulties socialising or participating in the playground successfully. Sentral well-being data and school-based classroom anecdotal evidence indicates 100% of students who participate in the program receive positive outcomes as identified by their individual learning goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The school Learning and Support Team will expand the program to include students who may be at risk, following the impact of the pandemic of 2020-2021.</p>
<p>Aboriginal background</p> <p>\$7,105.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenbrook Public School. Funds under 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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$7,105.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency - Personal Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Each Aboriginal student has a Personal Learning Pathway that has been consulted, collaborated and celebrated with students, parents, teacher and an Aboriginal elder. This has increased well-being (social and emotional, as well as academic) outcomes for our Aboriginal students as evidenced by school-wide data collection.</p> <p>Aboriginal background funding supports the employment of School Learning and Support Officers to support with the literacy and numeracy outcomes of our Aboriginal students. School based data indicates improved educational outcomes for our identified students. Specific data is not available due to the low number of identified Aboriginal students in the school.</p> <p>100% of executive staff and 85% of teaching and admin staff attended the Aboriginal Histories and Cultures professional learning during 2021, with the view to authentically increase Aboriginal perspectives across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  2022 will see an increased focus in Aboriginal histories and culture across the school, with the development of a jointly constructed Acknowledgement of Country, between the AECG, Student Representative Council and our indigenous students.</p>
<p>English language proficiency</p> <p>\$3,731.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenbrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Improved outcomes for all identified students in the areas of social and emotional competencies as well as academic achievement, as evidenced by PAT-M, PAT-R, MacqLit, data analysis as well as classroom anecdotal evidence.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The school continues to receive very limited funding in this area. As such, English Language Proficiency funding will combine with other flexible funding to support the employment of School Learning and Support Officers for targeted initiatives.</p>
<p>Low level adjustment for disability</p> <p>\$29,460.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenbrook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community</li> </ul>

<p>Low level adjustment for disability</p> <p>\$29,460.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention Social and Motor Play program to increase learning outcomes</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>100% of students identified under the Learning and Support Team framework are supported via their Individualised Learning Plans and classroom learning adjustments. Social, emotional and academic gains are evident in school-based assessments and learning review meetings. ILPs and Learning Adjustments are fully supported and developed in consultation with 100% of the families of identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Due to the changing dynamics of student needs within the school, rigorous examination and reallocation of support will take place to ensure support for teachers in the management of challenging student behaviour. This will be achieved in consultation with the Department behavioural specialist, the student support services team, parents and the school.</p>
<p>Professional learning</p> <p>\$19,195.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Glenbrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Working Mathematically</li> <li>• Community</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher (Quality Teaching Coordinator) to unpack evidence-based approaches to teaching Working Mathematically</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Professional Learning funds were combined with Quality Teaching Successful Students and Literacy and Numeracy Intervention funds to create the Quality Teaching Coordinator (QTC) role within the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>See below for QTSS funding.</p>
<p>School support allocation (principal support)</p> <p>\$19,239.00</p>	<p>School support allocation funding is provided to support the principal at Glenbrook Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of support for mandatory training compliance monitoring.</li> <li>• employment of support for attendance monitoring.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The Principal support allocation assisted with the administrative tasks in staff compliance training and monitoring, health and safety compliance</p>

<p>School support allocation (principal support)</p> <p>\$19,239.00</p>	<p>administration with the employment of an additional School Administrative Officer for 2 hours per week. This allowed the Principal additional time to review, implement and monitor attendance in the school. Data to determine impact is inconsistent due to the pandemic and subsequent learning from home.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Evaluation of the effective use of Principal Support Funding indicates that a continuation of attendance monitoring procedures will be necessary in 2022. To allow the Principal time to focus on this initiative, SAO support in the areas of compliance and health and safety will be necessary.</p>
<p>Literacy and numeracy</p> <p>\$7,020.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenbrook Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading for Purpose</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The equitable access to online resources to support the teaching and learning of Literacy and Numeracy for 100% of the students in the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Equity in access to online platforms is a priority within our school community and as such the quality and evaluative aspects of Reading Eggs, Reading Eggspress, Mathematics Online, Inquisitive, PM online reading and World Book online will be reviewed for effectiveness in improving student outcomes.</p>
<p>QTSS release</p> <p>\$54,826.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenbrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Working Mathematically</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• creation of a specialised role to support teacher professional learning in the area of Working Mathematically.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  The school is seeing a steady increase in student results in measurement and working mathematically, which directly correlate to the focus areas of the Quality Teaching Coordinator role. The Quality Teacher Coordinator role and professional learning through collegial discussion, lesson observation and reflective practice, school based as well as system wide assessments have shown steady improvement in this area, with an increase of 7.2% achieving expected growth from Year 3 to Year 5.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Following the evaluation of school-based and non-school-based data for student performance, the Quality Teaching Coordinator role will incorporate Literacy for 2022 with the view to further develop results and achieve set targets in Reading.</p>

<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenbrook Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Working Mathematically</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based numeracy programs in Working Mathematically and data driven practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> See QTSS funding and impact.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> See QTSS evaluation.</p>
<p>COVID ILSP</p> <p>\$24,583.29</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher support for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Analysis of the attached data indicates that the tuition is having a positive impact on the literacy of all students targeted by the tuition. Impact 60% of students have increased their benchmarking level of 4 levels or more. 67% of students have increased their sight word bank of 60 words or more. 83% of students have moved up at least 2 levels in the RTP word attack skills program indicating in increase in the area of phonics knowledge. 67% of students have made overall expected progress, however all students will continue to require additional support, to achieve expected benchmarks across identified areas of literacy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> All identified students in 2021 will continue to require additional support in 2022, to achieve expected benchmarks across identified areas of literacy.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	148	151	157	163
Girls	137	145	150	162

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	95.9	96.3	94.8
1	95.9	95.2	95.5	94.8
2	96.3	95.3	94.9	93.2
3	96.5	95	95.6	94.3
4	95.6	94.1	94.9	94.1
5	95.1	91.5	95.9	94.9
6	96.6	92.3	94.9	93.2
All Years	95.9	94.1	95.5	94.1
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

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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)	11.54
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	362,810
<b>Revenue</b>	2,845,493
Appropriation	2,779,116
Sale of Goods and Services	1,688
Grants and contributions	64,373
Investment income	317
<b>Expenses</b>	-2,857,376
Employee related	-2,592,113
Operating expenses	-265,263
<b>Surplus / deficit for the year</b>	-11,883
<b>Closing Balance</b>	350,927

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	82,529
<b>Equity Total</b>	98,291
Equity - Aboriginal	7,105
Equity - Socio-economic	6,936
Equity - Language	3,731
Equity - Disability	80,519
<b>Base Total</b>	2,391,395
Base - Per Capita	75,681
Base - Location	0
Base - Other	2,315,715
<b>Other Total</b>	167,933
<b>Grand Total</b>	2,740,148

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Community voice

These results are from 75 respondents between 11th Nov - 26th Nov 2021.

Parent feedback through Tell Them From Me (TTFM), surveys and feedback from parent information sessions highlights the following:

TTFM 2021 identified that out of the 7 aspects in the 'Parents in Learning' Survey report, our school ranked above the state mean in 4 areas of the survey; *Parents feel welcome*; *School supports positive behaviour*; *Safety at school*; *Inclusive school* and the same in 2 areas; *Parents are informed*; *Parents support learning from home*. In the area of *School supports learning*, the school ranked slightly below the state norm of 7.1.

Analysis of the results indicated that:

- parents value face to face communication, with 93% of parents finding informal meetings useful or very useful and 90% finding formal interviews useful or very useful.
- the school scored 2 points below school mean in the aspect of 'Schools supports positive behaviour' in terms of teachers devoting their time to extra-curricular activities. It is anticipated that the effects of the pandemic of 2020-2021 could have an affect on these results.
- the school scored 0.9 points below school mean and 0.3 the state mean in the aspect of 'Safety at school' in terms of how the school prevents bullying.
- Once again, parents identified a need for a passive area in the playground to allow for an inclusive, quiet space. Common themes for consideration were: quiet areas, areas for imaginative play, free play with natural components, sand play, musical playground equipment, water play element, tactile activities, flowers and sensory plants, a cubby or teepee structure, native plants, widening footpaths leading to smaller quieter spaces, a mural inspired by nature. This will be a focus for 2022.

## Teacher Voice

Teacher feedback through TTFM, focus groups and targeted surveys highlight the following as areas for improvement:

TTFM 2020 identified that out of the 8 drivers of student learning in the 'Focus on Learning' our school mean ranked higher in 7 of the drivers compared the state mean and equal in the 7th driver.

Analysis of the results indicated:

- the school scored .1% above the state norm when asked to examine their teaching strategies. Teachers ranked; *linking a new concept to previous taught skills*; *discussion with students in ways to seek help to improve outcomes and variation of teaching strategies* as the highest.
- overwhelmingly, 80% of teachers believe that students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.
- the school scored 1 point below the school mean and .3 below the state mean in the driver of 'Parent involvement' within the area of sharing learning goals with their parents.
- the school scored 8.1 out of a possible 10 when asked about working with parents to help solve problems that may interfere with their child's progress.

Analysis of the 4 dimensions of classroom and school practices indicated that:

- the school scored 7.5 points, which is equal to the state mean in the dimension of *Challenging and visible goals*. Clear expectations for child behaviour, ranked the highest at 9.1, with the sharing of *learning goals with parents* as a definite area for improvement.
- the school scored above the state mean of 7.3 with a score of 7.5 in the area of quality feedback. The school scored highest in the *monitoring of individual student progress with asking for parents to comment on student work* as an area for improvement.

TTFM results indicated that teacher's supported the idea of a passive play area in the school, as well as incorporating structures to allow for the engagement in imaginative play. It was noted that if the old equipment was to be removed, similar items that encouraged physical, motor and imaginative play should replace it. Structures that compliment the natural environment such as a fort, timber boat, slides, climbing components, a yarning circle, sensory paths and gardens, smaller passive areas, rock and water play were suggested.

Targeted responses for teachers asked; *How could you be further supported in the workforce?* Results indicated the following;

- More time allocated for professional learning opportunities and collaborative planning.
- More consistency around stage-based organisation.
- Induction procedures to be tightened for beginning teachers or teachers new to the school.

## Student Voice

Student feedback through TTFM and individual suggestions have highlighted the following as areas for improvement:

TTFM 2021 identified that within the 3 surveyed areas of social/emotional outcomes, the following was noted:

- 60% of students felt accepted and valued by their peers and by others at their school. This is 21% below state average and an area of concern for the school. It is undetermined as to the effect of the pandemic on this result as it indicates a decline in *sense of belonging* from 2020.
- 86% of students have friends at school that they can trust and who encourage them to make positive choices. This is 1% higher than the state norm.
- 98% of students felt they did not get into trouble at school for disruptive or inappropriate behaviour. This is 15% above state average and an improvement from 2020 data.
- 81% of students felt they were interested and motivated in their learning. This is 7% below state average;

TTFM 2021 drivers of student outcomes indicate that:

- 16% of students feel they are subjected to bullying. This is 20% below state average which is an improvement from 2020.
- 80% of students feel they have someone at school that consistently provides encouragement and they can turn to for advice. This is 2.3% above state norm.
- 85% of students feel that school staff emphasises academic skills and hold high expectations for all students to succeed.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.