2021 Annual Report

Glenfield Public School

2001

Introduction

The Annual Report for 2021 is provided to the community of Glenfield 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.

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Message from the principal

After a challenging 2020 due to the COVID-19 pandemic we were hoping for a better, less disrupted 2021. It started out this way with all students onsite in Term 1 and some activities resuming. We were still impacted by COVID-19 restrictions but students were able to participate in sporting events including all levels of representative swimming. One of our students, Jordan, medalled in all of his multiclass events at the state swimming titles. Jordan won gold in breaststroke and butterfly, silver in backstroke and bronze in freestyle. A tremendous effort by a talented swimmer.

In Term 2 the P&C held a Mother's Day Stall and it was great having our hard working P&C back onsite. The stall was very exciting for the students who didn't get this opportunity in 2020. Unfortunately in Term 3 we were in lockdown and didn't get to have our Father's Day stall run by the P&C. The P&C met via Zoom throughout the year.

At the end of Term 2, we held our first colour run fundraiser which was a huge success and raised over $10 000 for the school thanks to the generous donations of our school community. This money enabled us to buy more technology for the students.

At the end of June, Greater Sydney went into lockdown which meant that we did not return to school after the holidays. The Glenfield LGA became a LGA of concern with tougher restrictions for everyone. As a result, only staff who lived in the LGA were able to come onsite to provide minimal supervision for students who needed to be at school. It was incredible how quickly staff, parents and students adjusted to the new norm of remote learning. Our children were provided with quality lessons in all subjects via the online platforms, SeeSaw (K-6) and Google Classroom (3-6). During this time, staff balanced a delivery of online and paper-based learning for students to continue their learning at home and at school. The Zoom platform also allowed students to make connections with their teacher and peers. Whilst this was a challenging, uncertain period for all schools, the engagement of students, parents, carers and staff at Glenfield was amazing.

In Term 4 we had a staggered return to school and it was great when all students returned to face to face learning mid Term 4.

Although opportunities throughout the year were limited for student involvement in cross-school academic, sporting and creative arts events, we performed well in a number of events. A number of our students represented the school at public speaking competitions with Ivanna D winning the Stage 2 Zone competition and representing at the Multicultural Public Speaking Regional final.

The school community rose to all the challenges faced, providing many opportunities for the children to develop and reach their potential in all areas of school life. Thanks also goes to the dedicated staff at Glenfield Public School for their outstanding work with students and the community. It has been a pleasure to work closely with the Glenfield community and families to collaboratively improve outcomes and opportunities for all and I am looking forward to 2022.

Miss Kirsty Batros - Principal
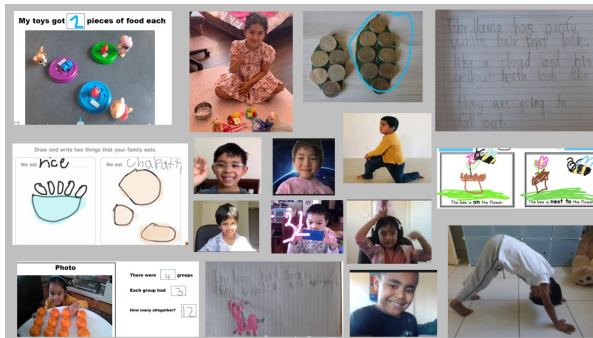
KL during online learning
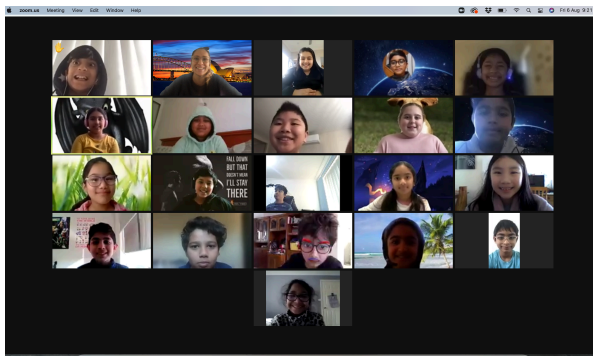
3/4T zoom lesson

Literacy group rotations on Seesaw

School vision

At Glenfield Public School we believe in developing a highly-inclusive community, where everyone belongs. We strive to achieve a learning culture where every student is known, valued, cared for and challenged to reach their full potential. We aim to inspire and empower resilient, self-directed students, teachers and leaders who work in partnership to contribute to our global community.

School context

Glenfield Public School is located in South Western Sydney and serves a school community of 448 students from 43 different nationalities. Approximately 84% of students are from backgrounds other than English and 2.3% of students are Aboriginal. Since establishment in 1882, many generations of families have returned to the school. Our dynamic school community has experienced continuing development with classes growing from 10 in 2010 to 18 in 2020.

Our school motto, *"Strive to Achieve",* encapsulates the ethos of our school. Staff focus on school and individual improvement by catering to the diverse educational needs of all students, through the application of quality teaching principles. Glenfield Public School enjoys an outstanding reputation in the broader community. We have a dedicated staff and enthusiastic students who work alongside a supportive community.

Glenfield Public School is committed to developing the whole child. Many cultural and sporting activities and programs are offered across the year. We provide a variety of extra-curricular activities including the Student Representative Council (SRC), PSSA gala days, drawing club, choir, dance groups, environmental initiatives, debating, gardening club and coding club.

Through our situational analysis, we recognised that data sourcing, analysing and use is a future direction for Glenfield Public School. We need to broaden our collective knowledge and ability to better measure the impact of programs and continue upskilling teachers in the use of, and recording of, data. The evaluation of internal data procedures demonstrated the need to further develop expertise to ensure the triangulation of external and internal data collection practices, in particular, measuring student growth against syllabus outcomes.

Explicit professional learning will be delivered to ensure teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, inclusive of students with high potential. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. A focus on developing quality summative and formative assessment tasks, data collection practices and developing greater consistency of judgement within and across schools is essential.

After plotting our school against the EAL/D Framework we realised our EAL/D teachers have a strong working knowledge of the framework. As 84% of our students identify as EAL/D, there is a need to further upskill all our class and support teachers in the framework. This will support us in driving programs for our EAL/D students which is imperative to cater for the diverse needs of our students.

An ongoing focus will be strengthening our community partnerships with all stakeholders of our dynamic community. We endeavour to establish a collegial community of schools to further support teacher professional development and networking.

Rob the nest

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Build strong foundations for academic success by refining data-driven teaching practices that are responsive to the learning needs of individual students, in order to maximise student learning outcomes and growth in reading and numeracy.

Initiatives

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

- Data Driven Practices
- School systems and practices in assessment and content delivery

Resources allocated to this strategic direction

Literacy and numeracy: $10,830.00
QTSS release: $73,000.00
Refugee Student Support: $2,966.00
English language proficiency: $333,007.00
Low level adjustment for disability: $163,163.00
Literacy and numeracy intervention: $46,000.00
Integration funding support: $17,196.00
Socio-economic background: $32,000.00
Aboriginal background: $7,500.00
COVID ILSP: $102,000.00
Per capita: $43,789.00

Summary of progress

Next year in this initiative we will work with all staff around student learning outcomes and how they are consistently and effectively tracked through the collection and analysis of assessment data. This will also allow us to establish a process to provide staff with feedback on the implementation of their teaching and learning programs, to address a gap in evidence of implementation. This will support further improvement in teaching practice across the school.

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
NAPLAN **Achievement of 2021 system-negotiated targets:** **Reading:** • 67.5% in reading for Year 5 students achieve expected growth in reading. **Numeracy:** • 67% of Year 5 students achieve expected growth in numeracy.	In 2021 in reading, we achieved expected growth of 71.11%, resulting in us achieving above our upper bound. In 2021 in numeracy, we achieved below expected growth (57.78%) and did not meet our agreed lower bound of 66.30%. This will be our main focus in 2022 with the reintroduction of Years 2 to 6 numeracy groups and teacher professional learning around evidence-based research and explicit practices.
NAPLAN **Reading:** • Between 49.26% and 54.26% of Year 3 and 5 students achieve top two bands in NAPLAN. (System-negotiated target) **Numeracy:** • Between 39.53% and 44.53% of Year	NAPLAN: In reading in Year 3, 57.9% of students achieved in the top 2 bands which is above the negotiated targets of between 49.26% and 54.26%. In reading in Year 5, 43.86% of students achieved in the top 2 bands which is below our negotiated targets of between 49.26% and 54.26%. In numeracy in Year 3, 38.60% of students achieved in the top 2 bands which is just below the negotiated targets of between 39.53% and 44.53%. In numeracy in Year 5,

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3 and 5 students achieve in the top two bands in NAPLAN. (System-negotiated target) **Value Added:** K-3 - Maintain Excelling 3-5 - Delivering 5-7 - Maintain Excelling	31.58% of students achieved in the top 2 bands which was below the negotiated targets of between 39.53% and 44.53%. Overall, 42.98% of students achieved in the top 2 bands in reading and numeracy in Years 3 & 5. This is below the overall percentage of 49.54% in 2019 although it is still above the percentage of students in the top 2 bands in comparison to the years between 2010 and 2018. Value Added: When looking at the valued added progress measures, Glenfield PS has achieved all three areas including maintaining excelling in K - 3, Delivering 3 - 5 and maintaining excelling in 5 - 7 were all achieved.
Progressions: • 85-90 % of students meet expected growth in Literacy (Reading - Understanding Text, Writing - Grammar) and Numeracy (Number and Algebra - Quantifying Numbers) using the literacy and numeracy progressions PLAN2 data and syllabus indicators. **PAT (based on base-line data):** • Expected growth in reading of 65% in 12 months for 1 band and 10% for 2 bands. • In reading, decrease the percentage of students in stanine 3 and below, bump up to band 4 and beyond so that 75% + of the school are achieving Stanine 3 and above. Additional targeted learning support for those students in Stanine 3 (amber students). • Expected growth in numeracy of 65% in 12 months for 1 band and 10% for 2 bands. • in numeracy, decrease the percentage of students in stanine 3 and below, bump up to 4 and beyond so that 80% + are achieving Stanine 3 and above. Additional targeted learning support for those students in Stanine 3. (amber students). **SEF-SaS** Maintaining Sustaining and Growing in Internal and external measures against syllabus standards Maintaining Sustaining and Growing in Feedback Maintaining Sustaining and Growing in Data Use	Progressions: Moving into 2022 with the support of middle leaders and the Assistant Principal of Curriculum and Instruction, staff will continue to build capacity and confidence around entering data in ALAN. ALAN analysis and entry will be added to our monitoring schedule and assessment scope and sequence. This will ensure that expectations are consistent. Teachers will also participate in professional learning on how to interpret and analyse data to ensure their teaching and learning programs are data-driven and differentiated. QTSS time will be allocated again with the support of the Assistant Principal Curriculum and Instruction to ensure consistent teacher judgment and middle leaders are confident with program/class observations feedback. PAT: The analysis of PAT reading data showed 94% of students are achieving Stanine 3 and above indicating that students are achieving age-appropriate skills and processes. In numeracy, 96% of students achieved Stanine 3 and above. Upon reviewing expected growth in bands for students we have acknowledged the need for fine-tuning our targets. The data from PAT shows strong growth of students up the stanine levels across all year groups with minimal students declining. Sef-SaS: Staff determined that we have maintained "Sustaining and Growing" in internal and external measures against syllabus standards, feedback and data use but a new focus in 2022 needs to be data analysis. Progressions: Upon reflection, whole school data collection in ALAN is still evolving. Therefore, continued professional learning in this area is necessary to support teachers in effective data practice. Consistent teacher data entry in ALAN is being added to our monitoring schedule in 2022.

Maths group rotations

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Strategic Direction 2: Explicit teaching through evidence-based practices

Purpose

Staff evaluate and refine school learning and teaching programs demonstrating knowledge of evidence informed strategies and embedded evaluative practice which results in differentiation to meet the needs of every student.

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.

- Consistency of Delivery and Expectations
- Informed embedded practice that enables differentiation

Resources allocated to this strategic direction

QTSS release: $9,000.00

Summary of progress

Our focus for 2021 was on the use of highly effective evidence-based teaching practices to improve literacy and numeracy outcomes with an explicit focus on vocabulary across the school. Focusing on High Impact Professional Learning (HIPL), school teams were guided through the process of developing consistent evidence-informed practices across the school and differentiating curriculum delivery from triangulated data sources. Professional dialogue within teacher professional learning in whole-school, stage groups and senior curriculum teams and middle leadership teams settings around evidence-based vocabulary practices were central to our School Improvement Plan in 2021. Differentiated capacity building support across most stages, in the form of coaching and mentoring by middle leaders in our Quality Teaching Successful Students (QTSS) sessions, occurred throughout the year except during home learning. However, consistency across the school in the delivery of QTSS is a focus for 2022. Middle leaders and curriculum teams will undergo coaching around High Impact Professional Learning to ensure continuity and consistency of curriculum delivery and expectations of evidence-informed differentiated practices across the school.

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
Consistent delivery and expectations in Literacy and Numeracy • 90% of staff to review the department's 3 key CESE documents and other research-based evidence on how to literacy, specifically reading and numeracy for improvement, and develop collective reflection and evaluation on practices. • 95% of staff complete the Reading Survey in Term 1 and Term 4 to provide insight into staff confidence, understanding, deployment of teaching assessment strategies, and opinions, with the expectation of a positive trend in growth in confidence, understanding, deployment of teaching assessment strategies and opinions for all staff. • Staff to review, reflect and evaluate practices based on data, evidence-based research and PL on reading and literacy progressions to ensure consistency in delivery and expectations.	According to our evidence, consistent delivery and expectations in literacy and numeracy progressed in 2021. All staff were introduced to the reading and numeracy guides during whole school teacher professional learning sessions. However, further professional learning in stage groups around these documents is planned for 2022 to differentiate learning based on each student's academic needs. Staff need explicit instruction on how these documents can support quality teaching and student growth in stage contexts. A focus will be sourcing evidence-informed teaching and learning resources from the Digital Learning Resource Hub. All staff participated in evidence-based professional learning in 'Focus on Vocabulary Blended Learning' (Terms 1 and 2) and 'Building Blocks Blended Learning' (Terms 2 and 3). The implementation of these professional learning models came from evidence-informed data. Working with specialist teachers, led by stage executive leaders, staff participated in different group settings, with K-6 and stage-based groups. Both professional learning courses involved rich collegial discussions around evidence-informed practices and research. As a result, at the end of 2021, 95.8% of staff felt more confident in teaching mathematics. Staff will continue to undertake training in vocabulary and explicit teaching of reading skills. After completing professional learning, more than 95% of staff reported feeling more confident teaching reading in their class. In 2022, staff will participate in further stage-based professional learning on the progressions

• 90% of staff complete the Numeracy Survey Term 1 and Term 4 to provide insight into staff confidence, understanding, deployment of teaching assessment strategies and opinions with the expectation of a positive trend in growth in confidence, understanding, deployment of teaching assessment strategies and opinions for all staff.

• 85% of staff to review, reflect and evaluate practices based on data, evidence-based research and professional learning to ensure consistent delivery and expectation in number including however not exclusive to TEN and SENA.

Consistent delivery and expectations wellbeing practices

• 85% of staff engage in Professional learning on evidence-based practices to ensure consistency around the use of LISC. Stages review and evaluate our ongoing collective understanding of LISC based on evidence-based research.

• Class teachers undertake professional learning to develop, review and evaluate the Smiling Mind programs and resources to ensure consistent implementation and expectations of Smiling Minds programs.

Consistent delivery and expectations of future focus learning

• 83% of staff communicate confidence after participating in professional learning on digital capabilities and evidence-based practices for K-6

• Staff research, evaluate and develop stage-based systems and processes to ensure consistency around student awareness of their involvement in critical and creative thinking tasks

• The future-focused survey reflects positive growth with 65% of staff communicating confidence in skills and understanding of digital capabilities and the principles of future-focused learning.

Consistent delivery and expectations of EAL/D practices

• 85% of staff are familiar with the EAL/D practices based on evidence-based research including EAL/D Scales and Framework.

• Staff complete an EAL/D survey to reflect 35% positive growth from 2021 baseline data on skills and competencies.

and evidence-informed teaching to ensure consistent delivery and expectations around student learning outcomes. This will be supported by the Assistant Principal of Curriculum and Instruction through coaching of middle leadership in the implementation of high-impact professional learning for their teams, working alongside staff to improve teaching programs and classroom practice and driving the implementation of the K-2 English and Mathematics syllabi.

All staff participated in evidence-based wellbeing professional learning, including Smiling Minds (Term 1). All stages implemented Smiling Minds and other evidence-informed wellbeing practices that supported our PBL program and policy. However, due to home learning, the implementation of consistent wellbeing programs was hindered. In 2022, the whole school is expected to implement well-being practices in their classroom and ensure consistency across classes at a stage level. Ongoing evaluation of these practices needs to be on stage meeting agendas, driven by executives and other team leaders.

Due to circumstances outside of teachers' control this year, our intensive focus on digital capabilities was disrupted. In Term 1, the staff participated in professional learning based on the digital capabilities scope and sequence. The professional learning model was built around expertise within the school as expert teachers ran sessions on the use of animation, 3D virtual reality tools and programming with CoSpaces, Scratch and coding. Using the STEM T4L kit, Stage 2 and 3 ran a Semester Two project with history and science and created virtual learning platforms. Although the presentation day was cancelled, student work samples and teacher feedback highlighted the success of these programs. Kindergarten also successfully implemented animation in their literacy units. In Term 3, all teachers undertook professional learning based on the consistent implementation of Seesaw, google classroom and other home learning platforms. In 2022, staff will be involved in professional learning opportunities to continue building evidence-informed practices and teacher capacity.

Underpinning all professional learning courses this year, was our focus on evidence-informed EAL/D practices and research. To support our learning in literacy and numeracy, all staff completed 'Using the EAL/D Progressions Blended Learning' professional development with the guidance of our own specialist EAL/D teachers. All staff reported increased confidence and familiarity with the EAL/D progressions, scales and framework. In 2022, staff will undertake further training in implementing EAL/D strategies in their everyday teaching across the school. This will be monitored through program supervision and support by QTSS and differentiated learning for teachers and stages.

Evidence-based practices based on effective strategies and processes that enable differentiation in Literacy and Numeracy

• 85% of staff utiliseLiteracy and Numeracy progressions in key areas for Reading, Writing (Grammar) and Number and Algebra (Quantifying

Central to our SIP is the importance of evidence-based practices on effective strategies and processes that enable differentiation. This year our focus was on building a collective understanding to ensure that all students were catered for through differentiation. Through our teacher professional learning agenda, staff were involved in "Focus on Vocabulary" and "Building Blocks", blended learning professional development courses. From this, teams were able to build their confidence around the Literacy, Numeracy and EAL/D progressions. 87% of staff utilise Literacy and Numeracy

Numbers). Teachers are entering in ALAN, QTSS time is allocated to consistent teacher judgment and program/class observations feedback.
• Develop cross-stage and stage-based processes to monitor and evaluate ensure consistent differentiation practices.
• The Learning Support team review and begin to use ALAN, Literacy and Numeracy progressions for programming to enable differentiation and ensure responsive curriculum delivery.
• Systems devised to monitor the teaching and learning of Reading through the scope and sequences and program monitoring of class programs.

Evidence-based practices based on effective strategies and processes that enable differentiation for wellbeing
• 75% of staff participate in professional learning on evidence-based practices to ensure differentiation around the use of LISC.
• 50% of students are able to communicate their personalised learning goals in Literacy and Numeracy.

Evidence-based practices based on effective strategies and processes that enable differentiation for Future-Focused Learning
• All staff to develop and implement a scope and sequence of digital capabilities with the expectation that Kindergarten will have assessed data, however, all teachers are implementing.
• The foundations of digital capabilities programs based on evidence-based practices are located on Sentral to ensure consistent delivery.
• 5-6 devices in each room with the expectation that the computer room will still be utilised.
• Implementation of STEM T4L kits and planning for the systematic purchase of school-based resources including film kits, robotics, etc.
• Research, planning, and purchasing of future focus flexible classroom using furniture, layout, and design.

Evidence-based practices based on effective strategies and processes that enable differentiation for EAL/D students
• Develop and implement whole school systems and practices based on providing an individualised focus on the implementation of the EAL/D progressions for students who are Beginning, Emerging, Developing and Consolidating English phases.

progressions in key areas for reading, and number and algebra (Quantifying Numbers). Teachers have entered observations and assessment data in ALAN. However, upon our in-depth analysis and evaluation of ALAN data, we found inconsistencies across the school around expectations and confidence in using the progressions in this online format. Staff felt confident in using the progressions to support class programs. Moving into 2022, our focus will shift into using the progressions to provide small-group tuition within the classroom and ensuring our class programs are differentiated based on student needs identified in our data sets.

Our Learning Support Team undertook COVID ILSP professional learning this year. The success of the program was reflected in positive student growth in the target areas of reading, writing and mathematics. The COVID ILSP teachers used ALAN consistently to record student academic attainment. With the support of middle leadership, they were able to identify student needs and use the progressions to identify 'where to next?'. In 2022 all of the Learning Support Team will undertake professional learning on using the progressions and how to access the Digital Learning Resource Hub. With the support of the Assistant Principal Curriculum and Instruction and middle leaders, learning support teachers will undertake professional learning on evidence-based practices including best practices for small group tuition.

In 2021 all staff participated in professional learning on evidence-based practices to ensure differentiation around the use of Learning Intentions and Success Criteria (LISC). Teachers were provided with opportunities to build their capacity on how to use the progressions to support the development of LISC in their classroom. This was evident in the home learning packages sent home to students that catered for learning support and EAL/D interventions. The area of focus for next year is looking at our classes in a tiered focused program to ensure that all students, not just our intensive and 'amber' (just below expected outcomes) and 'above' (above expected outcomes) have explicit LISC that is reflected in teaching and learning programs K-6. The key to our LISC initiatives is how we are going to collect evidence of students' voices around LISC to ensure we are student-centred in our professional learning opportunities.

During 2021. we developed and implemented the digital capabilities scope and sequence. All staff were provided support and opportunities to build teacher capacity to ensure they were utilising evidence-based practices based on effective strategies and processes that enable differentiation for future-focused learning. Kindergarten used the scope and sequence to design lessons that catered for the range of needs of their students. In 2022, Kindergarten and Stage 1 will be using the scope and sequence to assess their students. Due to the disruptive nature of COVID, we were disadvantaged in providing differentiated learning beyond Term 2.

A major focus in 2021 of Strategic Direction 2 was building the capacity of our staff in using evidence-based practices based on effective strategies and processes that enable differentiation for EAL/D students. This year staff participated in the "Using the EAL/D Progressions" blended learning course. During this course, with the guidance of our EAL/D Education Leader and our specialist EAL/D teachers we reviewed the whole school systems and practices based on the EAL/D School Excellence Framework. In Term 4, staff engaged in evidence-informed research and reviewed effective practices for providing an individualised focus on the implementation of the EAL/D progressions for students who are Beginning English, Emerging English, Developing English and Consolidating English phases in all classes. In early 2022, staff will utilise their professional learning to identify individual student progression on the EAL/D progressions and reengage with evidence based practices in their programs. Inclusion of this in the monitoring schedule and observation lessons is a key initiative.

Staff collaborating during PL

Strategic Direction 3: Connections with community

Purpose

Establish collaborative relationships within our learning ecosystem by expanding professional networks and collegial learning opportunities. Reduce barriers for parental participation in student learning and build opportunities for parental involvement. Promote student voice to enhance student outcomes and engagement.

Initiatives

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

- Student Voice Through Engagement
- Professional Networks
- Crafting Community

Resources allocated to this strategic direction

Professional learning: $4,500.00
Literacy and numeracy: $1,621.00
Per capita: $3,828.59

Summary of progress

In 2021, our focus was on community connections with our students, with teachers and with our wider community including parents. We successfully applied to be part of the Learning Ecosystem program with a focus on developing reading programs designed to encourage and instruct parent participation in home reading. This included programs in both Kindergarten and Year 3, utiising the expertise of reading consultant, John Walters. Reflecting parental feedback, we continued to develop our transition programs for both Kindergarten and the Year 6 to 7 transition, while working within the departmental guidelines. Staff involved in the attendance sprint to take place in Term 1, 2022 received training and familiarisation with the Attendance Matters resource site. This sprint aims to increase the percentage of students attending school at least 95% of the time. In preparation for our peer observation program in 2022, 4 teachers participated in the pre - Quality Teaching Rounds program, to act as facilitators for all teaching staff in 2022. The resulting protocols will guide the teacher observation program in 2022. By connecting with other local schools, our strategic direction team collated report samples to analyse for future changes to our student reports to make them more user friendly for all parents, particularly our EAL/D community. Due to COVID, unfortunately the majority of our onsite parental involvement was put on hold and events were published and shared via digital platforms.

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
Attendance and Wellbeing Attendance • Increased percentage of students attending school 90% of the time by 2% • Implement attendance sprint across the whole school to encourage an increase in attendance "Attend today, achieve tomorrow"" • Systems devised to monitor the attendance and wellbeing of students of concern. This includes the implementation of mandatory attendance discussions at the commencement of each weekly stage meeting. Staff reflect on patterns of absenteeism and discuss strategies to close the attendance gap and meet	**Attendance** Our attendance focus in 2021 was to improve the percentage of students attending school for a minimum of 90% of the time to increase the amount of time receiving face-to-face learning. Concentrating specifically on students attending between 85-90%, stage teachers discussed these target students each week analysing patterns of absenteeism and communicating with parents to encourage attendance. A planned sprint on attendance intended for Term 4 was postponed until Term 1 2022 due to COVID lockdown. Next year in this initiative, we will be launching our new attendance slogan 'Attend Today, Achieve Tomorrow', with a subtext of 'We Depend on you to Attend', marketing it through the school using signage and including it in our communications with parents. A reward system will be established, rewarding those students whose attendance is over 90% or who show growth in attendance of 5%. The importance of attendance will be explicitly taught in the classroom and students will be shown how even one day a

negotiated targets.
Student Wellbeing
 • Continue to explicitly teach PBL focuses each week in the classroom to encourage positive behaviour in the classroom and on the playground.
 • All staff continue to monitor and reflect on student behaviour and monitor through wellbeing tracking on Sentral.
 • Increased percentage of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success by 3%.

fortnight away from school impacts on their learning.
 • The number of students attending greater than 90% of the time or more has decreased by 6.2 %. from 2020. This year every stage has incorporated attendance review in their stage meetings and an analysis of patterns of absenteeism. The planned attendance sprint was postponed to Term 1, 2022 due to COVID lockdown. The planned sprint focuses on increases determined by the systems negotiated targets.

Student Wellbeing
 • Tell Them From Me data shows a 3% increase in positive relationships at school, a 5% decrease in interest and motivation and 7% increase in victims of bullying. Inclusion of an anti-bullying initiative will be included in the Positive Behaviour for Learning program in 2022. Motivation of students will be promoted through a targeted sprint focused on LISC to drive student voice and Project Based Learning to increase student engagement. We believe lockdown negatively impacted on student wellbeing so this will continue to be a focus in 2022.

Student Voice

Transition Programs
 • Determine the base line data for feedback on transition programs from students, parents and Year 7 teachers.
 • Increase of 50% in positive feedback from students, parents and Year 7 teachers.
 • Systems devised to accommodate for COVID safe transition programs.
 • Revise and reflect on COVID safe transition programs that are accessible by all students beginning Kindergarten and all students transitioning to High School.
 • 85% attendance at kindergarten orientation program
 • Analyse data to assess the needs of students from K-6 on their wellbeing at school.
Anti-Bullying - PBL Focus
 • Identify the need for a 'No Bullying' focus in 2022 to increase the wellbeing of students by 10%.

Transitions Year 7
 • 70.6% of students felt prepared for high school after the GPS Transition program. 100% of students saw value in the program. The largest percentage of students, 41.2% thought the program should commence in Term 3. 11.8% of students felt the program should begin in Year 5.
Transitions Kindergarten
 • 94.1% of students enjoyed Kindergarten Orientation. 56.9% of parents attended the Zoom Q & A session, with 76.5% finding the session useful. 74.5% of parents said they would prefer a return to face-to-face Kindergarten Orientation delivery which wasn't possible due to COVID-19 guidelines.
 • This year, over the 2021/22 Christmas break, we introduced a pre-Kindergarten Seesaw for parent communication and to allocate activities for the students to do. This allowed parents to be familiar with the Seesaw platform and provided a line of communication over the holiday period to address any concerns. This was received favourably by parents and students.

Professional Networks

Community of Schools
 • 80% of staff indicate an interest in participating in a community of schools to expand professional learning opportunities, engage in research and provide quality opportunities for teachers.
 • Evaluation of school needs for COS. Investigation into possible COS member schools which have a similar vision for collaboration.
Reciprocal Mentoring
 • 4 staff members participate in QTR training and reciprocal mentoring pilot program
 • Internal measures indicate that 80% of staff are positive about the reciprocal mentoring program.
 • Development of program guidelines for peer mentoring that reflect PDP goals. (Term 1) Implement the program (Term 2). Review and adjust. Second visit (Semester 2).

Community of Schools
 • Put on hold this year due to COVID restrictions. Carried forward to the 2022 School Plan.
Peer Mentoring
 • Delay due to COVID restrictions on cohort mixing.
 • In Term 2, 4 staff participated in the Pre-QTR (Quality Teaching Rounds) as a pilot for the peer mentoring process at the school.
 • Guidelines were developed for whole school implementation for 2022.
 • PL planned for SDD in Term 1 includes an introduction to the peer mentoring procedures and some team-building exercises.

Crafting Communities	Parental Involvement
Parental Involvement • Future-focused learning projects, initially planned as the learning ecosystems program have since been reimaged and will now be directed by the APC&I. In 2022, this will be referred to in student wellbeing. • A selection of staff to participate in the Learning Ecosystems training to assist in embedding a collaborative partnership with parents and carers through a comprehensive home reading program. • Learning ecosystems program to launch with 80% positive feedback from parents and carers. Implementation of a pilot program for increased parental and student engagement in home reading. Report Modification • Parental survey and evaluation of report formats displaying different layouts.	The focus for 2021 was to increase and embed collaborative partnerships with parents and carers to support effective engagement with student learning outcomes. The analysis of a range of data sources indicated that students' home reading patterns significantly decreased during Stage 2. Additional data indicated that only 3 Kindergarten parents and carers were confident in supporting their child/ren with comprehension strategies. This data informed the identification of the 2021 focus groups and the implementation of a comprehensive home reading program, in collaboration with families, was launched for Year 3 and Kindergarten students. This program focused on improving student outcomes in comprehension and vocabulary, whilst working in collaboration with families. Through the intensive training conducted as part of the learning ecosystems initiative, the executive staff utilised associated evaluative tools and platforms to drive whole school initiatives. In Term 2, the learning ecosystems team, an external reading specialist, along with the ES1 and S2 staff launched the pilot home reading program. 100% of ES1 and S2 teachers participated in the launch program with 80% positive feedback from Year 3 parents and carers and 100% positive feedback from Kindergarten parents and carers. Next year, in this initiative, we will continue to work with staff to confidently implement the launch of Kindergarten and Stage 2 home reading programs across all classes in conjunction with the 'meet the teacher' information evening at the beginning of Term 1. This will support families and carers in implementing effective shared reading experiences with their children in the home environment. **Report Modifications** • Collation of different reports which will be taken to the executive team to reduce to three possibilities. • Three reports will be presented to staff for analysis and feedback to narrow down the selection and possibly refine remaining samples. • Three reports will be presented to a parent focus group for analysis and feedback to further narrow down the selection and refine remaining samples ready to use in Semester 1 2022. **Kindergarten Home Reading Program** • Introduction of PAIR (Parent Assisted Immersive Reading) program by John Walters attended by 93% of Kindergarten parents • 97% of students participated in the PAIR Reading Program before it was interrupted by COVID lockdown. • Before the information night, only 3 parents signified that they could confidently enhance their child's comprehension learning during home reading. Post the PAIR reading program, 80% of parents surveyed reported feeling more confident in teaching comprehension skills to their child. • 100% of the parents surveyed reported that the information provided in the program helped them to understand how to help their child with comprehension. • The intention is to continue this program in 2022 starting in Term 1 prior to the introduction of guided home reading. **Year 3 Home Reading Program (pilot program)** • Introduction of PPPP (Parents, Pages, Pizza and Popcorn) by John Walters attended by 15 parents. • 13 families completed the PPPP program. • 100% of families reported an increase in home reading engagement during the program with some losing momentum towards the end. • Program to be continued in a modified format to all of Stage 2 in Term 1 2022.

Our wonderful P and C volunteers at the Mother's Day stall.

Funding sources	Impact achieved this year
Refugee Student Support $2,966.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School systems and practices in assessment and content delivery **Overview of activities partially or fully funded with this targeted funding include:** • release time for staff to provide targeted support to students, including mentoring and tutoring • purchase of uniforms and supplies for these students **The allocation of this funding has resulted in:** - an intensive focus on our refugee students in literacy and numeracy **After evaluation, the next steps to support our students with this funding will be:** - continue with in class EAL/D support and withdrawal where needed for these students. - continue to provide uniforms and supplies to ensure their basic needs are met - allow students opportunities to go on excursions - to sustain relationships with culturally and linguistically diverse parents, the need to further embed the use of interpreters within all home-school communication processes has been identified.
Integration funding support $17,196.00	Integration funding support (IFS) allocations support eligible students at Glenfield Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School systems and practices in assessment and content delivery **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLASPs) • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in:** - all eligible students demonstrating progress towards their personalised learning goals - all PLASPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms **After evaluation, the next steps to support our students with this funding will be:** - to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed - the use of integration funding will be adjusted throughout the year in response to student PLASPs reviews to ensure funding is used to specifically address each student's support needs - increased professional learning and dialogue for SLSOs, including a PDP focus on capacity building
Socio-economic background	Socio-economic background equity loading is used to meet the additional

$32,900.00	learning needs of students at Glenfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School systems and practices in assessment and content delivery • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to support identified students with additional needs • resourcing to increase equitability of resources and services • devices and routers loaned during online learning **The allocation of this funding has resulted in:** - all students requiring uniforms, supplies and student assistance for activities receiving the necessary support - improved communication between families and the school during home learning - development of individualised learning programs - additional support groups created catering for more students - additional time for assessments and reconnection with students upon return from home learning in Term 4 **After evaluation, the next steps to support our students with this funding will be:** - continue to remind the community that financial assistance is available if required - liaise with the P&C to ensure community members requiring support are targeted - continue creating additional support groups to cater for more students
Aboriginal background $7,500.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenfield 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School systems and practices in assessment and content delivery **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Pathways • employment of specialist additional staff (SLSO) to support Aboriginal students • Koori club resourcing • transition programs for pre-school to kindergarten and Year 6 to Year 7 including mentors for our Year 6 students **The allocation of this funding has resulted in:** - an increase in Aboriginal students and their families engaging in the PLP process and all Aboriginal students achieving their PLP goals **After evaluation, the next steps to support our students with this funding will be:** - continue to engage families in the PLP process and ongoing evaluation of the plan - opportunities to meet and participate in projects of their interest with our Aboriginal education officer - all staff to participate in Aboriginal culture education training - an incursion with a focus on Aboriginal culture

| English language proficiency

$333,007.00 | English language proficiency equity loading provides support for students at all four phases of English language learning at Glenfield Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • School systems and practices in assessment and content delivery

Overview of activities partially or fully funded with this equity loading include:
 • employment of additional staff to support delivery of targeted initiatives
 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives
 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds
 • additional staffing to provide intensive support for students identified in beginning and emerging phases
 • additional teacher time to provide targeted support for EAL/D students and for development of programs
 • withdrawal lessons for small group (developing) and individual (emerging) support
 • establish a core practice for supporting students learning English as an Additional Language or Dialect
 • provide EAL/D Progression levelling PL to staff
 • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms

The allocation of this funding has resulted in:
- all staff participated in Using the EAL/D Learning Progressions PL facilitated by our specialist EAL/D teachers
- teachers looked at student data, including student English language proficiency using the EAL/D learning progressions, and analysed reading, writing and speaking and listening samples
- all staff feeling more confident placing their students on the EAL/D progressions
- team teaching in numerous classrooms across the school
- EAL/D students in Years 3 to 6 in check-in assessments performed above state in reading and numeracy
- 58% of EAL/D students in Year 3 in the top two bands for reading in NAPLAN
- 47% of EAL/D students in Year 5 in the top two bands for reading in NAPLAN
- 36% of EAL/D students in Year 3 in the top two bands for numeracy in NAPLAN
- 37% of EAL/D students in Year 5 in the top two bands for numeracy in NAPLAN

After evaluation, the next steps to support our students with this funding will be:
- continue with additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds
- continue to utilise the expertise of our specialist EAL/D teachers in upskilling other staff
- to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners in vocabulary
- ongoing professional learning will identify language and cultural demands across the curriculum
- personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning
- revisit the plan created with our EAL/D consultant to ensure best practice and improvement in the EAL/D framework
- all EAL/D students overall EAL/D phase included in reports
- separate NAP reports |
| Low level adjustment for disability

$163,163.00 | Low level adjustment for disability equity loading provides support for students at Glenfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to |

Low level adjustment for disability $163,163.00	their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School systems and practices in assessment and content delivery **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of individualised programs for home learning **The allocation of this funding has resulted in:** - the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities, particularly during home learning - increased support setting placements for diagnosed students - professional learning for staff in disability adjustments - all targeted students showed positive growth in reading and numeracy, as demonstrated in internal and external assessments **After evaluation, the next steps to support our students with this funding will be:** - further expand the impact of the learning support team through looking at processes and external providers, including PL from external providers, possibly OT and ST - the school will provide additional support for identified students through the employment and PL of trained SLSOs - revisit Multi-Lit as a program for students - utilise the counsellor as a resource and work more closely with families - purchase resources including sensory toys for students with disabilities
Literacy and numeracy $12,451.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenfield Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • School systems and practices in assessment and content delivery • Student Voice Through Engagement **Overview of activities partially or fully funded with this initiative funding include:** • implementation of literacy and numeracy strategies to support targeted intervention for students at the point of need, in line with identified targets outlined in the School Improvement Plan • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • maths groups once a week in Semester 1 then planned twice weekly in Semester 2 (didn't happen because of COVID lockdown). • targeted professional learning to improve literacy and numeracy • paired reading program in kindergarten for parents • PPPP (Parents, pages, pizza, popcorn) program for Stage 2 students and parents **The allocation of this funding has resulted in:** - successful implementation of the Paired Reading and PPPP reading

Literacy and numeracy $12,451.00	programs with surveyed parents expressing a positive partnership experience with the school and increased confidence in supporting their children with reading at home. - Years 3 to 6 using the purchased Interconnectors resources - Stage 3 implementation of readtheory.org resource - Kindergarten implementation of the Wushka reading program - Years 2 to 6 implementation of mathematics number groups to support student achievement in the numeracy progression of quantifying numbers **After evaluation, the next steps to support our students with this funding will be:** - teacher release to present home reading workshops for Early Stage 1/Stage 1 parents to increase participation in the home reading program - implementation of cross-stage resources to support more students in reading, for example, Years 1 and 2 utilising Wushka, Years 3 and 4 readtheory.org - further teacher professional development in effective reading (learning sprints for phonological awareness and NESA K-2 syllabus and number talks numeracy) - mathematics groups to be data-driven and evidence informed
QTSS release $82,000.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenfield Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • School systems and practices in assessment and content delivery • Consistency of Delivery and Expectations • Informed embedded practice that enables differentiation **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in:** - improved staff confidence and teaching practice - teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. - consistent teacher judgement **After evaluation, the next steps to support our students with this funding will be:** - working closely with the APC&I when appointed - building middle leadership capability - working closely with the LST to improve their understanding of data collection and analysis - professional learning on identified areas - continue with CTJ focus in Terms 2 and 4 in preparation for reports
Literacy and numeracy intervention $46,000.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenfield Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School systems and practices in assessment and content delivery **Overview of activities partially or fully funded with this initiative funding include:**

Literacy and numeracy intervention $46,000.00	• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • professional development around literacy and numeracy progressions and entering and analysing PLAN2 **The allocation of this funding has resulted in:** - LST staff professional learning on utilising PLAN2 and literacy and numeracy progressions to develop learning goals and support IEPs - the development of personal learning goals for LST supported students and the creation of focused support groups **After evaluation, the next steps to support our students with this funding will be:** - revision of PLAN2 goal and schedule for all staff and LST to enter PLAN2 data to support the implementation of individualised learning goals and differentiated programs - professional development around data-driven practices and evidence-informed practices when developing support allocations and grouping - time allocation for collaboration between classroom teachers and LST to develop consistency across the school - additional early intervention support for Kindergarten to Year 2
COVID ILSP $102,001.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • School systems and practices in assessment and content delivery • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - (Reading: Comprehension) • development of resources and planning of small group tuition • providing targeted, explicit instruction for student groups in numeracy - (Mathematics - Quantifying numbers) • releasing staff to participate in professional learning **The allocation of this funding has resulted in:** - all LST and COVID ILSP employed staff undertaking professional development implementation of COVID group for small group tuition. - targeted and focused programs that are developed in collaboration with stage groups - improvement and positive growth for targeted students in target areas of reading comprehension (literal comprehension) in check-in assessment data from Term 2 to Term 4 and PAT-R (Term 1 to Term 4). However, COVID ILSP cohorts performed below the school cohort. - improvement and positive growth for targeted students in target areas of number sense (quantifying numbers and multiplication and division) in check-in assessment data from Term 2 to Term 4 and PAT-R (Term 1 to Term 4). However, COVID ILSP cohorts performed below school cohort. **After evaluation, the next steps to support our students with this funding will be:** - continued collaborative approach with stage teams and the LST/COVID ILSP employed staff to implement programs driven by internal and external data sources - further professional learning in small group tuition focused on the individualised needs of staff through the Universal Resource Hub and Microsoft teams - staff to engage with COVID ILSP networks and other schools to develop consistently high-quality COVID ILSP programs

Literacy group rotations

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	226	230	226	231
Girls	192	202	213	222

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	90.4	93.7	94.1	94.5
1	91.9	91.8	91.4	93.5
2	94.3	91.7	92.5	92.8
3	91.7	91.3	90.6	93.8
4	93.2	91.4	93.5	94.2
5	91.8	92	89.7	93.8
6	88.9	91.2	89.1	92.4
All Years	91.9	92	91.8	93.6
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

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

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

Management of non-attendance

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

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

Glenfield Public School 2001 (2021)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.29
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	2.6
School Administration and Support Staff	3.07

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

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

Financial information

Financial summary

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

	2021 **Actual** ($)
Opening Balance	456,024
Revenue	4,231,924
Appropriation	4,143,645
Sale of Goods and Services	5,473
Grants and contributions	82,177
Investment income	529
Other revenue	100
Expenses	-4,411,571
Employee related	-3,811,484
Operating expenses	-600,086
Surplus / deficit for the year	-179,647
Closing Balance	276,377

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 **SBAR Adjustments** ($)
Targeted Total	20,162
Equity Total	537,121
Equity - Aboriginal	7,670
Equity - Socio-economic	32,949
Equity - Language	333,339
Equity - Disability	163,163
Base Total	3,180,153
Base - Per Capita	108,221
Base - Location	0
Base - Other	3,071,932
Other Total	246,907
Grand Total	3,984,343

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.

Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of parents, students, and teachers about the school. The positive school culture and success of school initiatives are acknowledged by the high satisfaction of our whole school community in many areas across the school. Information surrounding this was captured through informal and formal parent, student and teacher satisfaction surveys, linked to school focus areas.

Parents were surveyed this year on our Kindergarten and Stage 2 Paired Reading Program and Parents, Pages, Pizza, Popcorn (PPPP).

Parents completed transition surveys to assist us in supporting Kindergarten and Year 6 through their transitions. Due to COVID, our transition programs were modified and this was reflected in our survey results. Feedback highlighted the importance of our high school visits and onsite parent information sessions. Kindergarten parents were invited to ask questions that were then answered during a Q and A session. which they appreciated.

The student survey "Tell Them From Me" was completed by 161 students in Years 4-6. Compared to NSW Government Norms they reported higher levels of participation in sports, positive homework behaviour and positive behaviour at school. The results of the drivers of student outcomes aspects of the survey were also extremely positive, with students at Glenfield reporting similar results to other NSW students in the quality of instruction, positive relationship with teachers, positive learning environments and high expectations. Areas resulting in lower performance compared to NSW students were the positive sense of belonging, students' motivation and interest, student effort and students valuing school outcomes. The prevalence of student disengagement in Years 5 and 6 compared lower to the NSW average, showing a positive trend in student engagement. The prevalence of disengagement in Year 4 is the same as reported in other NSW students.

Teachers were surveyed throughout 2021 as a part of our SIP around teacher confidence and capacity. All staff participated in evidence-based professional learning; working with specialist teachers, led by stage executive leaders, and staff participated in different group settings, with K-6 and stage-based groups. As result, 95.8% of staff at the end of 2021 felt more confident in teaching mathematics. More than 95% of staff reported feeling more confident teaching reading in their class. All staff reported increased confidence and familiarity with the EAL/D Progressions, Scales and Framework.

Differentiated capacity building support across most stages, in the form of coaching and mentoring by middle leaders in our Quality Teaching Successful Students (QTSS) sessions, occurred throughout the year, except during home learning. Staff felt that QTSS was successful. However, consistency across the school in the delivery of QTSS is a focus for 2022. Middle leaders and curriculum teams will undergo coaching around High Impact Professional Learning, to ensure continuity and consistency of curriculum delivery and expectations of evidence-informed differentiated practices across the school. This will be supported by the Assistant Principal of Curriculum and Instruction through coaching of middle leadership in the implementation of high impact professional learning for their teams, working along staff to improve teaching programs and classroom practice and driving the implementation of the K-2 English and Mathematics syllabi.

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

Multicultural Education Policy

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