

2021 Annual Report

Glenorie Public School



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Introduction

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

The vision for Glenorie Public School is that every student is known, valued, cared for and reaches his or her full potential. Student success will be underpinned by engaging and explicit instruction from committed teachers. High quality teaching and learning is valued and the classroom focus is on challenge, engagement and achievement.

School context

Glenorie Public School is located in Regional North and has a student enrolment of 293. Students come from a wide range of socio-economic backgrounds with 2% of students identifying as Aboriginal and 16% from an English as an Additional Language or Dialect (EAL/D) background. Extra-curricular opportunities in Sport, Science, Italian, STEM, and Creative and Performing Arts, enable our students to excel through a range of different experiences. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students remain a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus on developing whole-school processes to support every student being known, valued and cared for.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop, refine and sustain data driven teaching practices that are responsive to the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Highly effective teaching practices
- Data Driven Practices

Resources allocated to this strategic direction

COVID ILSP: \$112,494.00

Integration funding support: \$57,345.00

Socio-economic background: \$22,243.00

Low level adjustment for disability: \$91,402.00

Location: \$6,714.00

Literacy and numeracy: \$31,116.00

QTSS release: \$29,657.81

: \$12,200.00

Professional learning: \$2,444.00

Summary of progress

The executive team, in collaboration with classroom teachers, analyse literacy and numeracy data during fortnightly analytical stage meetings. This is to identify the specific areas for improvement (point of need) and conduct ongoing data collection and evaluation. Staff engaged in professional learning throughout Terms 1, 2, and 3 on quality practices in teaching literacy and numeracy (Starting Strong/ Big Idea's in Numeracy), synthetic/explicit teaching in phonics (InitialLit Training K - 2), Explicit teaching of spelling (Stage 2 MultiLit Spelling Trial).

Beginning year baseline data was captured through PAT Reading, Numeracy, Spelling, Grammar, and Punctuation, 'Interview for Student Reasoning', SENA 1,2,3 & 4, PM records, Best Start, Phonics testing, Spelling Assessment, and results mapped against the relevant learning progressions. Staff continued across stage teams to develop quality lessons with clearly defined learning intentions and success criteria, linked to student personal goals for learning. Staff participated in a 360-degree evaluation of teaching standards with a particular focus on explicit teaching methods. which improved their teaching practice.

In addition to the planned professional learning, staff re-engaged with the mathematics syllabus through Big Ideas and Starting Strong and mapped the learning progressions for AdS and QuN outcomes from Early Stage 1 to Stage 3. Ongoing analysis of our Numeracy data helped us to plan for strengthened evaluative practice. An ongoing collection, monitoring and analysis of student data-enabled class teachers to quickly respond to the changing needs of students and were supported through this process by the stage team leader / COVID ILSP coordinator. A focus on MuS was identified through NAPLAN R & N guided data package and will be further targeted in 2022.

At the beginning of Term 2, the senior executive reviewed data and identified comprehension as an ongoing focus area for improvement for 2022. Term 1 2022, all teachers will undergo professional learning run by the APC & I to analyse and track student data to identify points of need in reading comprehension. Baseline data will be captured by all teachers on students' comprehension skills, PAT assessments for reading in Term 1 & 4.

Teachers delivered updated teaching and learning programs and captured data to evaluate progress.

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
<ul style="list-style-type: none"> • At least 80% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts elements of the Progressions. • At least 75% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the Progressions. 	<ul style="list-style-type: none"> • At least 85% of Kindergarten students have achieved Level 4 of the sub-element 'Understanding Text' element of the Literacy Learning Progressions. • Only 61% of Year 3 students achieved Level 7 of the Understanding Texts elements of the Progressions. This is an area for improvement for Year 4 in 2022.
<ul style="list-style-type: none"> • Value added data in Scout for K-2 continues to show Excelling • Value added data in Scout for 3-5 continues to show Sustaining and Growing • Value added data in Scout for 5-7 shows improvement towards Sustaining and Growing 	<ul style="list-style-type: none"> • Value-added data in Scout for K-2 continues to show Excelling; • Value-added data in Scout for 3-5 has improved from Delivering to Sustaining and growing. • Value-added data in Scout for 5-7 has declined from sustaining and growing to Delivering. This is an area for improvement in 2023.
<ul style="list-style-type: none"> • More than 67.5% of students achieve expected growth in NAPLAN numeracy (system-negotiated target baseline). • More than 48% of students achieving in the top 2 bands of NAPLAN numeracy (system-negotiated target baseline). 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 79.31% indicating achievement of 11.81% above progress the lower bound target. • The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 49.35% and has exceeded the lower-bound system negotiated target by 1.15%
<ul style="list-style-type: none"> • More than 58% of students achieve expected growth in NAPLAN reading (system-negotiated target baseline). 	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 55.17% indicating achievement of progress toward the lower bound target.
<ul style="list-style-type: none"> • 67.5% of Year 3 and 5 students achieving expected growth in NAPLAN numeracy. • 57% of Year 3 and 5 students achieve expected growth in NAPLAN reading. • At least 50% of students in years 2-6 will demonstrate expected year-specific growth when comparing the start of the year to end of year scale scores in PAT reading. 	<p>Percentage of Yr 3 - 5 students achieving expected growth in NAPLAN numeracy has increased by 8.5%</p> <p>Percentage of Year 3 - 5 students achieve expected growth in NAPLAN reading has maintained status quo.</p> <p>Percentage of students 2 - 6 demonstrating expected growth was unable to be accurately determined due to the COVID lockdown.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning 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.

- Enhancing Teacher Capabilities
- Explicit Teaching
- Effective Feedback

Resources allocated to this strategic direction

English language proficiency: \$7,428.00

Professional learning: \$7,280.00

QTSS release: \$2,800.00

Summary of progress

Formative assessment data was the focus of all team meetings. Teachers were supported to engage in explicit teaching by providing shared concepts and language for the analysis of effective pedagogy. The QTSS model was used to support Stage 2 teachers throughout the year with the collection of data to support improvement in teaching and learning.

All teachers conducted observations on paired colleagues and data was collected for 360 degree feedback which is used to build PDPs for 2022.

Staff collaborated across stage teams to develop lesson plans and participate in lesson observation and feedback sessions with learning buddies.

All staff engaged in professional learning using Dylan Wiliam's formative assessment presentation to revisit whole-school feedback strategies.

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
<ul style="list-style-type: none">• The quality of teaching, collaborative practice and feedback improves lesson planning, improves effective classroom practice and data literacy in line with the Quality Teaching Model (QTM).• All teachers undertake targeted and relevant evidence-informed professional learning, coaching and mentoring driven by teacher and student needs to improve explicit teaching and data analysis.• All teachers engage in professional collaboration through Quality Teaching Rounds (QTR) to collectively and expertly analyse, use and refine teaching and classroom management practice.	<ul style="list-style-type: none">• Delayed initiatives in term 2 have required this work to be postponed to 2023. To date 33% of staff were able to fulfil this progress measure.

Delivery of 2 TPL sessions per term to build an understanding of the QT Model (classroom and assessment practice).	<ul style="list-style-type: none"> • Delayed initiatives in term 2 have required this work to be postponed to 2023. To date 33% of staff were able to fulfil this progress measure.
<p>10- 25% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross-stage and subject areas.</p> <p>10- 25% of teachers collaboratively develop teaching and learning programs incorporating QTM.</p>	<ul style="list-style-type: none"> • Delayed initiatives in term 2 have required this work to be postponed to 2023. To date 33% of staff were able to fulfil this progress measure.

Strategic Direction 3: Wellbeing and High Expectations

Purpose

Wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning.

All students need to be challenged and engaged in order to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

Initiatives

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

- Wellbeing
- High Expectations

Resources allocated to this strategic direction

School support allocation (principal support): \$17,657.00

QTSS release: \$17,300.00

Aboriginal background: \$2,171.00

Summary of progress

As a result of the Term, 3 COVID lockdowns in Greater Sydney, attendance of students above 90% of the time fell slightly below the negotiated target of 85.6% by 4%.

- TTFM survey for staff indicates 80% of staff use challenging and visible learning goals for students.
- 91% of students report via TTFM surveys that they set challenging goals for themselves in their schoolwork and aim to do their best. The NSW Govt norm for this category is 79%.
- 51% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenges. The NSW Govt norm for this category is 53%.
- Mindfulness (Smiling Minds) has been embedded in 100% of classrooms and is contributing positively to the mental well-being of students K - 6.
- Students that engaged in the Rock and Water program (Stage 2) reported higher levels of ability to self-manage conflict, resilience, and anxiety.
- The Rude, Mean and Bullying program continues to be embedded in school culture and contributes to shared language and understanding as well as the promotion of resilience and antibullying.

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
* Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 85.6%.	The number of students attending greater than 90% of the time or more has decreased to 81.05%. due to flow on effect of COVID lockdown.
* TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 89%	TTFM Wellbeing data (advocacy, belonging, expectations) has increased to above the system-negotiated baseline of 91.9 by 3.5%.
<ul style="list-style-type: none">• Smiling Minds program embedded from K-6 to increase resilience and maintain management strategies for stress and anxiety.• Decreased incidents of school refusal	Smiling Minds program has been implemented and embedded in 100% classrooms K - 6. Qualitative evidence suggests children's ability to self manage stress, school attendance and anxiety has been enhanced through participation in mindfulness activities

by 5%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,345.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenorie Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Funded students • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: All students supported met expected targets from internal data sources. No students performed in the bottom 2 bands for NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: Full-time SLSO will be employed to support the implementation of ILPs for students. Students with identified disabilities continue to be supported holistically along with evidence-based teaching practice that allows students to work toward their identified PLASP goals in literacy, numeracy, and wellbeing. Collaboration and effective feedback between Learning Support staff, COVID ILSP team, ACPI, and stage teams will continue to allow rich and purposeful data analysis that ensures students' specific learning needs are targeted.</p>
<p>Socio-economic background</p> <p>\$22,243.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenorie Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Based on data analysis of student needs, Glenorie Public School supports student wellbeing through the employment of additional classroom Teachers and School Learning and Support Officers (SLSOs). • SLSOs participate in differentiated professional learning in areas relevant to the needs of students. The COVID -19 pandemic reflected the SLSO's commitment to supporting students by conducting daily lessons to assist students in learning from home. • Additional classroom teachers relieved the Assistant Principals/Mentors for individual teacher support. AP/Mentors continued to provide individualised, professional learning for staff in Literacy, Numeracy, Learning and Wellbeing practices. Goals were based on student data and teacher-identified areas of development. Action plans were executed and learning was reflected on. • During Covid-19 Learning from home, the school was able to connect and assist each students' learning from home through emails, Seesaw, ZOOM and wellbeing phone calls. Staff commitment and dedication through COVID-19 pandemic ensured our most vulnerable students and their families felt supported. <p>The allocation of this funding has resulted in: The comprehensive Learning and Support program along with the COVID ILSP has led to considerable student improvement for the 71 students involved in Tier 2 reading and numeracy intervention sessions and 101 students involved in COVID ILSP programs. LST staff collaborated with</p>

<p>Socio-economic background</p> <p>\$22,243.00</p>	<p>classroom teachers to plan, design, and evaluate learning experiences that accommodated individual and diverse learning needs. As a result, there was an increased opportunity to monitor individual student performance and engagement in reading and mathematics, ensuring students received quality teaching and learning at their point of need.</p> <p>Tell Them From Me data shows an improvement of 12% of reported positive wellbeing, including a 12% increase in advocacy at school, a 10% increase in sense of belonging, and an 8% increase in expectations of success.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding will continue to be combined with low-level adjustments for disability funding to provide additional SLSO support in the classrooms and playground in 2022. LST will continue to collaborate with staff to gain further insight into student learning needs and collectively implement evidence-based strategies to further support students learning back through quality classroom teaching and multi-tiered levels of support</p>
<p>Aboriginal background</p> <p>\$2,171.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenorie 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • During 2021 Glenorie Public School has continued to promote and value Aboriginal Histories and culture in the school environment. The Metropolitan North Aboriginal Education Consultancy group has continued to be a valuable organisation for seeking cultural advice and understanding, accessing information and resources to embed Aboriginal histories and cultural awareness across all Stages at Glenorie Public School. Teachers continue to access information through both the website and consultants. Staff engaged with PD in late Term 4. <p>The allocation of this funding has resulted in:</p> <p>Teacher capacity has been built through engagement in the Aboriginal Histories and Cultures course allowing for improved outcomes for students that identify as ATSI and further allowing for Aboriginal content and perspectives embedded K-6. PLPs continue to be developed and teacher programming adjusted to cater for support for Aboriginal students to achieve their aspirational goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of collaborative PLP development and evaluation and teacher programming adjusted to cater for support for Aboriginal students to achieve their aspirational goals. Continue to improve and value Aboriginal culture in our school environment.</p>
<p>English language proficiency</p> <p>\$7,428.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenorie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Teacher Capabilities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives

<p>English language proficiency</p> <p>\$7,428.00</p>	<p>The allocation of this funding has resulted in: Assessment of students to ensure all areas are covered and share this information with classroom teachers; EAL/D students are covered by SLSOs who share strategies at communication meetings. This supported teachers in planning for extra EAL/D strategies in their teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional intensive support for students with EAL/D identified needs, particularly in beginning and emerging phases.</p>
<p>Low level adjustment for disability</p> <p>\$91,402.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenorie Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: The LaST program successfully catered for identified students assessing and supporting these students with their learning goals, particularly in relation to their literacy and numeracy goals. SLSOs were timetabled and worked closely with the LaST to deliver explicit instruction through our effective system of both classroom differentiation and tiered level of support system. The focus was on improving literacy and numeracy outcomes and this was achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will move to 2 full-time SLSOs. This will ensure stability for the students and a sense of belonging for the team. Professional learning will continue for all staff in terms of differentiation and explicit 'point of need' teaching allowing students with a disability or additional learning needs to make improvements in learning and engagement. In collaboration with the ACPI, AP's, COVID ILSP, and Learning Support team, classroom teachers will continue to be able to identify, through data analysis of PLAN2 SCOUT and class-based data, the specific literacy and numeracy learning needs of students thus allowing for more effective classroom differentiation as well as effective tiered intervention.</p>
<p>Location</p> <p>\$6,714.00</p>	<p>The location funding allocation is provided to Glenorie Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Devices including laptops and STEM resources are updated to meet the ongoing needs of the school. All students are catered for with 1-to-1 devices (laptops or tablets), facilitating school-wide growth in technology and STEM outcomes. ACER PAT assessments are paid for, allowing for continual and effective data tracking across all year groups.</p>

<p>Location</p> <p>\$6,714.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Devices will continue to be updated in 2022, along with the allocation of portable interactive whiteboards to support teacher implementation of all KLAs.</p>
<p>Professional learning</p> <p>\$19,725.00</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 Glenorie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Enhancing Teacher Capabilities • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School has updated training for CPR, Asthma and Anaphylaxis for all staff on SDD. • Stage 2 teachers attend Professional learning in the Quality Teaching model and upskill Stage 1 and 2 teachers. Professional Learning Communities are established and teachers engage in four initial rounds of QTR from the beginning of Term 2 2021. • All staff participated in a 12-month DoE online Mathematics course. K-2 Starting Strong and 3-6 Big Ideas. • Implement Educator Impact to gather evidence through 360-degree feedback as the basis of goal-setting. Staff will work together on development goals to increase collaboration and plan activities towards meeting goals (PDP) for 2022. <p>The allocation of this funding has resulted in:</p> <p>A review of professional learning at Glenorie Public School showed how teachers analyse classroom data as evidence of the learning progress of their students and use this to plan their own development and research. They use a variety of data including formative assessments, classroom observations, and work samples, and work together in teams to develop a common language of their student's current progress and what the students need to learn next.</p> <p>Stage and school leadership teams use a range of data to better understand their students' progress and achievement, including formative assessment and work samples, classroom observations, literacy progressions and NAPLAN data, EALD progressions, and student report outcomes. Teachers then work together in teams to analyse strengths and needs analysis by Stage. This data - primarily observations, work samples, student feedback, and formative assessment - is what guides teachers to make informed decisions about the most relevant professional learning they should undertake, and what they will need to measure to evaluate the impact of their own learning on student progress and achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuation of training staff who have not yet completed InitialLit training. APC&I will lead professional learning for all staff on how to effectively analyse student data to identify areas of need in reading comprehension and writing. Professional Development of the new English and Mathematics curriculum will be the focus in 2022.</p>
<p>Literacy and numeracy</p> <p>\$31,116.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenorie Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$31,116.00</p>	<ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Targets being met in student literacy and numeracy across all data collection areas in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: No funding will be supplied in 2022 - as APC&I has been appointed to implement new strategies in literacy and numeracy along with the new curriculum requirements.</p>
<p>QTSS release</p> <p>\$53,877.81</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenorie Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Data Driven Practices • Explicit Teaching • High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Executive staff facilitate collaborative teaching practices, provide mentoring and coaching to strengthen quality teaching practices, and analyse student data to drive improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Executive staff will continue to coach and mentor a range of teachers from beginning teachers to experienced practitioners to further school-wide improvement, data analysis, evidence-based teaching practice and achievement of SIP targets.</p>
<p>COVID ILSP</p> <p>\$112,494.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • collaborative analysis of school and student data to [identify students for small group tuition groups/monitor progress of student groups]

<p>COVID ILSP</p> <p>\$112,494.00</p>	<p>The allocation of this funding has resulted in: 2021 COVID-ILSP has delivered point of need tuition for over 100 students impacted by COVID-19. Data indicates 90% of students in the program have shown improvement in areas of literacy and/or numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 COVID-ILSP will continue to provide targeted, small-group tuition to identified students whose learning has been impacted by COVID-19. Comprehension, number and multiplicative strategies will be our focus.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	143	155	153	154
Girls	130	140	139	137

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	95.1	94.9	95.3
1	94	94	96	94.2
2	93.2	93.9	95.9	94.3
3	95.3	94.1	95.2	94.7
4	94.2	91.5	95	92
5	94.1	92.7	94.1	92.8
6	95.1	93.4	95.2	91.5
All Years	94.5	93.5	95.2	93.5
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.49
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52
Other Positions	0.4

*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	312,891
Revenue	2,875,791
Appropriation	2,773,293
Sale of Goods and Services	26,926
Grants and contributions	75,395
Investment income	177
Expenses	-2,830,699
Employee related	-2,461,655
Operating expenses	-369,044
Surplus / deficit for the year	45,092
Closing Balance	357,983

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	57,345
Equity Total	123,245
Equity - Aboriginal	2,172
Equity - Socio-economic	22,243
Equity - Language	7,428
Equity - Disability	91,402
Base Total	2,277,292
Base - Per Capita	71,983
Base - Location	6,714
Base - Other	2,198,595
Other Total	170,440
Grand Total	2,628,322

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.

Parents

The Tell Them From Me Parent Survey is based on a comprehensive questionnaire covering parents' perceptions of their child's experiences at home and at school. Insights into parent and staff communication, activities and practices at home, and parent voice on the school's support of learning and behaviour all build an accurate and timely picture that schools can use for practical improvements. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by a question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). This report provides results based on data from 23 respondents in this school who completed the parent survey between 02 Sep 2021 and 19 Nov 2021.

*Parents feel welcome at Glenorie Public School **8.1** (NSW Govt Norm 7.4)

*Parents are informed at Glenorie Public School **7.1** (NSW Govt Norm 6.6)

*Parents at Glenorie Public School support learning at home **7.4** (NSW Govt Norm 6.3)

*School support of learning at Glenorie Public School **7.9** (NSW Govt Norm 7.3)

*Support for positive behaviour at Glenorie Public School **8.6** (NSW Govt Norm 7.7)

* Safety at Glenorie Public School **8.0** (NSW Govt Norm 7.4)

*Inclusion at Glenorie Public School **7.3** (NSW Govt Norm 6.7)

Students

The students at Glenorie Public School in Years 4-6 completed the Tell Them From Me (TTFM) survey in 2021 on School Climate. (...) indicates the NSW Govt Norm. The key findings included: Social-Emotional Outcomes.

*Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class **95%**(83%)

*Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school **74%**(55%)

*Students feel accepted and valued by their peers and by others at their school **89%** (81%)

*Students have friends at school they can trust and who encourage them to make positive choices **96%** (85%)

*Students believe that schooling is useful in their everyday life and will have a strong bearing on their future **96%** (96%)

*Students do homework for their classes with a positive attitude and in a timely manner **59%**(63%)

*Students that do not get in trouble at school for disruptive or inappropriate behaviour **94%** (83%)

*Students are interested and motivated in their learning **82%** (78%)

*Students try hard to succeed in their learning **97%**(88%)

Drivers of Student Outcomes

*Important concepts are taught well, class time issued efficiently, and homework and evaluations support class objectives **9.1** (8.2)

*Students find classroom instruction relevant to their everyday lives **8.8** (7.9)

*Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn **8.6** (8.2)

*Students are subjected to physical, social, or verbal bullying, or are bullied over the internet **12%** (36%)

*Students feel they have someone at school who consistently provides encouragement and can be turned to for advice **9.0** (7.7)

*Students feel teachers are responsive to their needs and encourage independence with a democratic approach **9.2** (8.4)

*Students understand there are clear rules and expectations for classroom behaviour **8.5** (7.2)

*The school staff emphasises academic skills and hold high expectations for all students to succeed **9.4** (8.7)

Teacher

This report provides results based on data from 20 respondents in this school who completed the Teacher Survey between 06 Sep 2021 and 14 Sep 2021.

* Teachers at Glenorie Public School feel there is good leadership at the school. **8.2** (NSW Govt Norm 7.1)

* Teachers at Glenorie Public School work collaboratively. **8.5** (NSW Govt Norm 7.8)

* Teachers at Glenorie Public School feel there is a learning culture within the school. **8.4** (NSW Govt Norm 8.0)

* Teachers at Glenorie Public School feel their practices are data-informed. **8.1** (NSW Govt Norm 7.8)

* Teachers at Glenorie Public School feel they use good teaching strategies. **8.3** (NSW Govt Norm 7.9)

* Teachers at Glenorie Public School feel they set challenging and visible goals. **8.0** (NSW Govt Norm 7.5)

* Teachers at Glenorie Public School feel they give quality feedback to students. **8.0** (NSW Govt Norm 7.3)

* Teachers at Glenorie Public School feel they overcome obstacles to learning. **8.1** (NSW Govt Norm 7.7)

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.