

2021 Annual Report

Glenroi Heights Public School



4020

Introduction

The Annual Report for 2021 is provided to the community of Glenroi Heights 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

At Glenroi Heights Public School we provide a supportive learning environment where all students feel a sense of success and belonging. We foster individual growth and inclusivity where students take pride in their learning and their school. Glenroi Heights Public School fosters a collaborative and respectful setting where all staff constantly strive to improve their practice to support our students and each other. Community connectedness is an important part of our school culture and we seek the voice of students, parents, community partners and our local AECG to ensure we are working together to create positive future stories for our students.

School context

Glenroi Heights Public School is situated in the city of Orange, New South Wales on the land of the Wiradjuri. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. The school population fluctuates between 220 and 250 students, 50% identify as Aboriginal. We have nine mainstream classes and five classes to support students with special needs. We work hard to provide an integrated setting for all students and we promote quality teaching and learning across all key learning areas. The school culture is built on the values of Respect, Responsibility, Cooperation and Safety.

We work hard to ensure our community is connected to all aspects of school life. We work closely with government agencies in a strength-base approach to support our families. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a Live Better Pre-School and a strong transition to school program.

We are recognised for excellence in student wellbeing, our Stronger Smarter philosophy and cultural education, our support structures and research based teaching practices.

Glenroi Heights Public School is an integral part of the Sparke Learning Community of schools who work and plan together to deliver a diverse range of activities and practices to support students and staff.

We have worked with students, parents, community partners and Aboriginal Education Consultative Group (AECG) members to develop a thorough situational analysis and strategic improvement plan. Whilst consultation with community has proven difficult during COVID times, we have worked closely with a well respected member of our local AECG to achieve feedback on what is important to our community.

Transition and more cultural connections between schools was identified as an area to focus on. In addition, through our situational analysis, we have identified a need to focus on the use data driven practices to personalise student learning and maximise student growth. Collaborative planning will continued to be embedded in our school to build teacher capabilities in effectively differentiating teaching and learning for all students.

Wellbeing was identified as an area of focus, in particular the areas of attendance, learning and support and student leadership. As a result we will be focusing on working with our community to build regular and consistent school attendance. Student Leadership will be developed to provide students with increased authentic leadership opportunities. Learning and support will focus on building strong community partnerships to improve the wellbeing outcomes of our students and families.

Evaluation has identified the following focus areas.

1. Explicit Teaching - Literacy and Numeracy
2. Effective Feedback - staff and students.
3. Transition - Kinder and Year 7
4. Student Leadership
5. Learning and Support
6. Student Connection to Country/Cultural Connections

We will regularly monitor the progress of our School Improvement Plan to determine areas of need and success at a class, school and community level. We will continue to involve the whole school community to ensure a collaborative and authentic planning process.



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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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

Strategic Direction 1: Student growth and attainment

Purpose

To provide consistent, explicit teaching and learning to all students to ensure their learning needs are personalised and that growth is achieved.

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.

- Explicit Teaching - Literacy and Numeracy
- Personalised Learning/Differentiation

Resources allocated to this strategic direction

Aboriginal background: \$232,081.12

Socio-economic background: \$250,730.43

Integration funding support: \$34,916.00

Literacy and numeracy intervention: \$47,089.56

Early Action for Success (EaFS): \$137,210.38

QTSS release: \$52,583.34

Literacy and numeracy: \$5,850.74

Professional learning: \$4,001.67

Summary of progress

Explicit Teaching - Literacy and Numeracy

Smaller class sizes were established to ensure students are provided with increased differentiated support and quality feedback by teachers. Teachers in stage teams collaborated together weekly to analyse student data and use this data to inform teaching and learning. In these collaborative sessions, teachers documented their work and in collaboration with the instructional leader, identified professional learning relevant to the needs of the students. Additional instructional leadership support has ensured an increase capacity in teaching staff to use data to design class, group and student learning. Units of work were created collaboratively and evaluated regularly during collaboration. Teachers value this process and report that their confidence in data analysis has improved. In 2022, these systems and processes will continue.

Teachers participated in professional learning in writing and as a result, has led to improved consistency of Creating Text data analysis and recording using ALAN. Analysis of data indicates that staff confidence in use of ALAN has increased and improvement is evident in student outcomes. Collective K-6 examination of student work has supported targeted improvement for selected students. Tracking student learning progress for another 12 months will allow measurement of the long term impact of enhanced writing instruction and achievement. This will support 'point of need' differentiated teaching for cohort, small group and individual students. In 2022, further professional learning in explicit targeted literacy feedback to students will be a focus. Developing a whole school structure and process will ensure targeted individual feedback and the creation of authentic, individual writing goals. which will be included in the students Personalised Learning Pathways.

The numeracy team completed research into *Working Deeply with practices 5+2 in Mathematics*, Early Action for Success evidence based practices and *Broadening Knowledge of Mathematics language and literacy* in their classrooms. Stage Two have begun to implement rich learning tasks after professional learning was delivered by numeracy team members. The Instructional Leader has modelled lessons and co taught to support understanding of classroom teachers. The numeracy team analysed data and identified areas of student need, completing a Teaching Sprint focused on Newman's Analysis. The numeracy team will now implement the Newman's Analysis process developed through the Teaching Sprint process in Year 1-6 2022. This will enhance consistency of instruction and improve student problem solving skills, especially in regards to comprehension of mathematical problems. Number Talks to be continued in 2022 as part of K-6 Maths programs. This will be led by 2022 Maths Team members to enhance collaborative distributive instructional leadership.

Professional learning was delivered by the instructional leader to build teacher capacity in understanding differentiation in reading. As a result, improved differentiation in reading instruction has been observed in K-2. Additional professional learning sessions will allow staff to share findings and to reflect and improve interventions for identified students.

Personalised Learning/Differentiation

Staff has participated in professional learning in co-teaching including a focus on inclusive education. As a result, staff now has a deeper understanding of what co-teaching is and what it means in our context.

The executive leadership team has developed process and procedures which support consistent programming and differentiation across the school. As a result, high quality teaching and learning programs have been delivered to all students. Professional learning in explicit Numeracy differentiation, Learning disabilities and evidence-based teaching strategies to support a diverse classroom of learners will be a focus in 2022.

The Learning and Support team have implemented purposeful changes to Personalised Learning Plans which include Individual Education Plans and Personalised Learning Pathways. Each student at Glenroi Heights PS has a personalised learning plan which intends to engage the student in their learning and build family connection to school life. Staff participated in professional learning in understanding NCCD foundations and built on existing knowledge, examined levels of adjustment, and explored authentic SMART goals for students. These plans were enhanced and streamlined for all stakeholder by reducing the amount of goals expected and focusing on one data informed Literacy goal, one data informed Numeracy goal and one personal goal. This resulted in explicit and meaningful literacy, numeracy and personal goals with evidence-based and informed teaching strategies, assessments, and interventions. As a result, each student is known, valued and cared for, student engagement improved and an increased percentage of students achieved identified goals through these plans was observed.

Our focus in 2022 will be staff professional learning in evidence based teaching strategies supporting differentiation for all students inclusive of students with learning disabilities. Personalised learning plans will continue to be developed in genuine partnership with teachers, students and families.

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 proportion of students achieving in the top 2 NAPLAN numeracy bands by 5%	• 6.67% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress towards the lower bound target of 9.94%.
Increase the # of students achieving expected growth in NAPLAN numeracy by 5% from system-negotiated target baseline.	• The percentage of students achieving expected growth in numeracy is 33.33% indicating progress towards the lower bound target of 49.10%.
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 3%	• 19.35% of students are now in the top two skill bands (NAPLAN) for reading indicating achievement of the lower bound target of 18.34%.
Increase the # of students achieving expected growth in NAPLAN reading by 7% from system-negotiated target baseline.	• The percentage of students achieving expected growth in reading is 42.86% indicating progress toward the lower bound target of 49.10%.

Strategic Direction 2: Building Belonging Becoming

Purpose

To create a school environment of positive wellbeing with a proactive and community approach to enhancing student learning and wellbeing outcomes.

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.

- Collaboration for Learning and Support
- High Expectations Culture for Students, Staff and Community

Resources allocated to this strategic direction

Professional learning: \$25,520.82

Socio-economic background: \$446,935.01

Low level adjustment for disability: \$179,879.85

Aboriginal background: \$77,661.00

School support allocation (principal support): \$14,625.09

Per capita: \$62,743.46

Location: \$1,686.44

Summary of progress

The Wellbeing Coordinator and Learning and Support Expert provided Tier 2 and 3 interventions to identified students to support student wellbeing, behaviour and leadership initiatives. Rigorous data analysis ensured students were being identified as requiring additional supportive measures and they received targeted interventions specific to their needs. As a result, a decline in student incidents was observed and recorded. Students developed their leadership skills through the SRC and Breaktime Buddies. The SRC students were elected from Stages 1, 2 and 3. Meetings were held fortnightly. As a result, students planned whole school events, leadership skills have improved and this will continue to be a focus in 2022.

The Learning and Support team (LST) sought and acted upon feedback from staff, students and families to ensure students were identified using internal and external data as needing learning support. The Learning and Support expert (L&S) developed streamlined and refined referral processes, defined L&S data rules and provided complex case support. As a result, processes and procedures are now more efficient, meaningful and valuable. During each referral student data is analysed. Inclusive of data in behaviour, attendance, health, student learning goals, and PLAN to ensure the student's needs are understood before recommending any L&S actions. Earlier interventions for identified students ensures student needs are identified with learning tasks, targeted interventions or Individual plans actioned in a more timely manner. As a result of students receiving earlier targeted interventions, student engagement increased, relevant skills were targeted and achievement of positive wellbeing outcomes for students increased.

In 2022, professional learning for all staff and targeted interventions will be a priority.

Specific processes were developed to ensure all staff were aware of the procedures that supported increased student attendance.

The community engagement team identified and delivered high impact, evidence based research and practice in supporting increased student attendance. Processes to identify and analyse student attendance data have been developed with attendance tracked through multiple data sources and communicated with all involved stakeholders. Teachers used data daily to inform them of trends and patterns in student absences with the focus shifting to ensuring consistent use of data is implemented school wide.

In 2022, staff will participate in professional learning in administration procedures, data analysis and supporting students to get to school on time.

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
Increased (uplift) percentage of students attending school more than 90% of the time by 5% or above.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 4%.
TTFM wellbeing data (advocacy, belonging, expectations) improves in an upward trend towards lower bound system-negotiated target.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 77.72% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$5,850.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenroi Heights 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> <ul style="list-style-type: none"> • Explicit Teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Contribution towards top up of funds to employ of Instructional Leader for additional day. <p>The allocation of this funding has resulted in: an increase in Year 3 students attaining higher than similar school groups in all elements of NAPLAN.</p> <p>After evaluation, the next steps to support our students with this funding will be: used to design and create resources for mathematics interventions to be used by support staff across the school.</p>
<p>Integration funding support</p> <p>\$34,916.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenroi Heights 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"> • Explicit Teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLPs were updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to use integration funding to support students to access learning. The use of integration funding will be adjusted throughout the year in response to student reviews and learning and support team input, to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$697,665.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenroi Heights 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"> • High Expectations Culture for Students, Staff and Community • Explicit Teaching - Literacy and Numeracy • Collaboration for Learning and Support • Personalised Learning/Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities

<p>Socio-economic background</p> <p>\$697,665.44</p>	<ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • additional staffing to implement transition to Kinder program to support identified students with additional needs • professional development of staff through PLNtS Pilot program to support school learning support officer's increase knowledge and understanding of student learning needs • providing students without economic support for educational materials, uniform, equipment and other items • equitable access to specialist resources <p>The allocation of this funding has resulted in: employment of staff to create a collaborative learning model where all teachers plan together and work to target individual student needs. Data is analysed on a regular basis to identify students' needs and programming is completed to address whole stage trends as well as individual student needs. Professional learning during staff meetings has been established to monitor student progress in writing, literacy and numeracy which has built capacity of teachers to map student work samples to the PLAN data and also build consistent teacher judgement. The implementation of strong systems and processes to monitor and deal with attendance concerns.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to engage the instructional leaders to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of a position towards engaging an attendance officer to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$309,742.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenroi Heights 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 Culture for Students, Staff and Community • Explicit Teaching - Literacy and Numeracy <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 the release of classroom teachers to undertake collaborative planning in stage teams every week. This has built capacity for staff to identify needs of students, deliver teaching and learning programs that target personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • employment of additional instructional leader to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of consultant to improve community connections, improve community perception and create a space that community feel welcomed and safe. <p>The allocation of this funding has resulted in: the school reaching targets for increased number of Aboriginal students in the top two bands in Year 3. Tell Them From Me data indicated 83% of Aboriginal students feel like their culture is valued at school. 74% of Aboriginal students believe that their teachers understand their culture. Transition to school program has been enhanced by utilising our Aboriginal Education Officer to connect with families and assist with support to engage students and families with early intervention and support.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Aboriginal background</p> <p>\$309,742.12</p>	<p>funding will be: engaging additional teachers to support the collaborative planning model which has impacted positively on student learning outcomes. We will also engage additional support staff to deliver Wiradjuri language and cultural lessons as well as work with our Indigenous choir group Wula Gurray.</p>
<p>Low level adjustment for disability</p> <p>\$179,879.85</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenroi Heights 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"> • Collaboration for Learning and Support • High Expectations Culture for Students, Staff and Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Clinical Psychologist to provide intervention programs that support student needs • employment of an Occupational Therapist to provide intervention programs that support student needs • engaging specialist staff - SWAY Program - to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase of Year 3 students achieving in the top two bands in NAPLAN as well as achieving higher than similar school groups in both NAPLAN and check-in data. 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.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the continued employment specialist practitioners and programs to support families and students to access health resources.</p>
<p>Location</p> <p>\$1,686.44</p>	<p>The location funding allocation is provided to Glenroi Heights 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"> • High Expectations Culture for Students, Staff and Community <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>Location</p> <p>\$1,686.44</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in: increased extra curricular opportunities and support for students. As well as increased access to technology for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to support student access to experiences they would not otherwise access as well as equitable access to technology, learning and wellbeing resources.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Glenroi Heights Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Explicit Teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • lead professional learning to build capacity of teachers to lift students in writing, numeracy and literacy • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy <p>The allocation of this funding has resulted in: professional development of staff in data analysis to provide interventions and learning that targets student needs. Building of understanding of progression data, check in data and resources available to support the development of teaching and learning programs. Our school NAPLAN results show that our Year 3 students have significantly exceeded the data of similarly significant schools.</p> <p>After evaluation, the next steps to support our students with this funding will be: implementation of an APC&I role that focuses on upskilling staff in personalised learning, use of flexible learning spaces and co-teaching to improve the outcomes of our students in literacy and numeracy. We will continue with our staff meetings that focus on lifting students in numeracy and literacy as well as building capacity of teachers to use assessment to inform teaching and learning programs..</p>
<p>QTSS release</p> <p>\$52,583.34</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenroi Heights 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"> • Explicit Teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: an embedded process of using student work samples and data to identify student needs and how to move them up along progressions and NAPLAN bands. Literacy interventions have been embedded for students who are working below stage level.</p>

<p>QTSS release</p> <p>\$52,583.34</p>	<p>After evaluation, the next steps to support our students with this funding will be: continue to fund instructional leadership to support the professional development of staff to build on explicit teaching strategies and personalise learning to improve student learning outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenroi Heights Public School who may be at risk of not meeting minimum standards.</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"> • Explicit Teaching - Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: smaller class sizes to enable more intensive literacy and numeracy support for all students across the school. Funding of additional instructional leadership to embedded process of using student work samples and data to identify student needs and how to move them up along progressions and NAPLAN bands. Literacy interventions have been embedded for students who are working below stage level.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to include to continue to refine our reading intervention programs to support students literacy levels. We will develop interventions for numeracy to support identified students in Year 1-6.</p>
<p>COVID ILSP</p> <p>\$226,166.22</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"> • 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 • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals .</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	122	118	117	119
Girls	103	114	110	116

Student attendance profile

School				
Year	2018	2019	2020	2021
K	88.2	87	86.5	84.2
1	84.5	86.9	90.1	87
2	83.4	85.9	88	87.4
3	87.2	86.8	85	85.2
4	86.9	90.4	90.1	84
5	87	87.5	88	82
6	88.1	82.6	87.6	83.4
All Years	86.4	86.9	87.9	84.8
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)	4
Classroom Teacher(s)	11.97
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	8.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

Staff type	Benchmark 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	515,766
Revenue	5,122,641
Appropriation	5,067,786
Sale of Goods and Services	27,650
Grants and contributions	26,966
Investment income	239
Expenses	-4,995,491
Employee related	-4,273,846
Operating expenses	-721,645
Surplus / deficit for the year	127,150
Closing Balance	642,916

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	0
Equity Total	1,187,287
Equity - Aboriginal	309,742
Equity - Socio-economic	697,665
Equity - Language	0
Equity - Disability	179,880
Base Total	2,900,824
Base - Per Capita	62,743
Base - Location	1,686
Base - Other	2,836,394
Other Total	560,722
Grand Total	4,648,833

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

In 2021, Glenroi Heights Public School consulted with our school community and gained valuable feedback. Student feedback indicated that the structural change to the day had positive wellbeing and student engagement increased. We will continue to seek student feedback.

Feedback received from parents and carers, indicated our focus on student wellbeing and community communication endorsed our planned approach to wellbeing and learning support for students. We will continue to seek community input. Connections built between school and home through regular communication during the learning from home period has continued to be priorities. Feedback from students indicated social connectedness was a priority for them.



Stronger Smarter groups are run by year 6 students for the whole school

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.