

2021 Annual Report

Glenwood Public School



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Introduction

The Annual Report for 2021 is provided to the community of Glenwood Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Glenwood Public School is a community where everyone feels known, valued and cared for.

Known- Learning through collaborative practice

Valued- High learning expectations fostered by student goals

Cared for- Student wellbeing is at the centre of our positive and safe school environment.

School context

Glenwood Public School (enrolment 225, 61% students from a non-English speaking background, 10 Aboriginal and/or Torres Strait Islander students) is located in the suburb of Glenfield, bordering the Liverpool and Campbelltown City Councils. The school currently has 10 mainstream classrooms.

Glenwood Public School has a strong technology focus, utilising Science Technology Engineering Art and Mathematics (STEAM) to enhance student learning and foster critical thinking.

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

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

As part of Glenwood Public School's drive to have continual growth towards excellence, the school has recently completed a situational analysis. This key component of the School Excellence cycle is used to inform the school's improvement journey in learning, teaching and leading. Through analysis of all data collected, Student Growth and Attainment, Collaborative Practice, and, Wellbeing and Engagement have been identified as the three main strategic directions for 2022 to 2025.

Glenwood Public School has a hardworking Parents and Citizens Federation coupled with a wider community committed to supporting the school. The school experiences very positive relationships with all school stakeholders. Through these relationships, Glenwood Public School was able to gain community input into data collected for the situational analysis. This collaboration helped identify initiatives for the future, focused on continuing to engage the community to nurture active partnerships within student learning. Community feedback is also collected during Parent and Citizens Federation meetings and will be part of an ongoing process to support and inform the school plan.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence through enhanced explicit teaching and 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.

- Explicit Teaching
- Differentiation Through High Expectations

Resources allocated to this strategic direction

Socio-economic background: \$53,000.00
Literacy and numeracy intervention: \$46,999.00
Professional learning: \$9,500.00
English language proficiency: \$39,423.00
Low level adjustment for disability: \$165,320.00
Integration funding support: \$60,000.00

Summary of progress

Glenwood Public School has completed a rigorous external validation process that included a situational analysis that has given a comprehensive understanding of where the school is now. Barring a 0.4% increase needed in numeracy top 2 bands, the school has successfully achieved all literacy and numeracy progress measures. In growth for numeracy, the school was higher than state and similar schools. A focus on explicit teaching through TEAM Time, supported by the Deputy Principal Instructional Leader (DPIL), has been seen as contributing to the success of the achievement of the progress measures.

In 2021, Glenwood Public School continued to employ a DPIL to lead the collecting and analysis of data regarding literacy and numeracy. This position involved the development and ongoing implementation of explicit teaching. Key components for student learning involved student recognition of why they are learning something (the focus) and how it connects to what they already know. The DPIL also led professional learning on reading and home learning. High potential students and the new department policy were also a focus for 2021. In addition to professional learning, the DPIL led the Learning and Support Team (LST) to ensure the LST was an integral component of a whole-school approach to literacy and numeracy.

Changes that evolved from the plan included professional learning, which still contained a reading element, but, with a stronger focus on learning from home due to COVID-19 restrictions. This allowed individual professional learning to support teachers to change the delivery of learning. These changes become an important and significant change in professional learning plans and staff Performance and Development Plans (PDPs).

High potential students were still supported through small withdrawal groups and research was undertaken on developing a school policy to ensure consistency in assessment and a clear understanding of the high potential students.

The DPIL, staff and LST worked well together to ensure students had access to the explicit teaching of literacy and numeracy at their appropriate level. The employment of staff enabled coordination of professional learning and LST to ensure the best learning was occurring across each classroom.

COVID-19 was a barrier that impacted professional learning opportunities and did change the focus of teaching and learning to accommodate the various student levels that teachers were able to access and communicate to during home learning. The DPIL and the LST were utilised in a more organisational capacity throughout 2021.

Data collected from staff and community surveys all indicated that the change in our processes due to COVID-19 still enabled home learning to be explicit and focused on literacy and numeracy learning. Use of the reflect and reset tools throughout the process by the executive team helped guide and redirect future plans.

All teachers improved their understanding of explicitly teaching literacy and numeracy to students of all levels of achievement. The LST supported teachers and were, and will continue to be, an integral component of whole-school approaches to literacy and numeracy. All students are working towards being able to articulate, understand and achieve their literacy and numeracy goals.

All teachers improved understanding and delivery of explicitly teaching literacy and numeracy to students of all levels of achievement. The LST are supporting teachers and are an integral component of whole-school approaches to literacy and numeracy. Data gathered through TEAM Time conversations, PDP conversations, program reviews and class observations all showed teachers improved personal understanding and teaching of literacy and numeracy. Improvement measures targets across the board were reached.

In the next phase of this work, the school will have a strong focus on high potential. This will include professional learning on how to develop strategies to identify and differentiate for these students within the classroom setting. Visible learning professional learning will continue to improve staff and student understanding of learning intentions and success criteria (LISC) as school data and research indicates this will improve individual student learning across all classes.

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
Greater than 22.9% of students achieve top 2 bands in NAPLAN Reading.	23.3% of students achieved top 2 bands in NAPLAN Reading. This is a 0.4% increase from 2019.
Greater than 23.7% of students achieve top 2 bands in NAPLAN Numeracy.	22.4% of students achieved top 2 bands in NAPLAN Numeracy. We require an uplift of 1.3% in order to reach our lower bound target.
Greater than 41.2% of students achieve Expected Growth in NAPLAN Reading.	Greater than 41.2% of students achieved Expected Growth in NAPLAN Reading. 53.13% of students achieved the progress measure which is an increase of 11.93%.
Greater than 54.6% of students achieve Expected Growth in NAPLAN Numeracy.	More than 54.6% of students achieved Expected Growth in NAPLAN Numeracy. 74.19% of students achieved the progress measure which places the school in excess of the upper bound target.
<ul style="list-style-type: none"> Establish tool to measure Reading across the school. Collect to establish baseline. 	PLAN2 is being established as a consistent tool for measuring reading across the school. Trialling of TEAMs reading progression assessment is also beginning in Term 4 2021. PLAN2 linked reading reviews being utilised by the assessment team in Term 4 2021. Internal collection on excel was maintained until new data collection systems were established.

Strategic Direction 2: Collaborative Practice

Purpose

Collaborative targeted professional learning provides educators with the opportunity for professional discourse, interaction, practice, reflection and analysis. This supports the notion of knowing our students and improving their learning outcomes through enhanced collegiality and informed data practices.

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.

- Collaborative Practices
- Data Skills and Use

Resources allocated to this strategic direction

English language proficiency: \$20,000.00

Professional learning: \$6,000.00

Literacy and numeracy: \$4,280.00

QTSS release: \$39,000.00

: \$2,500.00

Summary of progress

In 2021, Release from Face-to-Face (RFF) teaching was organised and stage meetings were allocated to ensure more frequent and ongoing effective collaborative practices that enable the building of relational trust we utilised. The school continued to use TEAM Time, a funded collaboration time that enables stage groups to gather for an extra hour release each week. This supports professional development through using an embedded and explicit system that facilitates professional dialogue, collaboration, classroom observation, and the modelling of effective practice. The Deputy Principal Instructional Leader (DPIL) worked across all stages to guide discussions around data, teaching strategies and support of all students within each classroom. A school survey showed a strong collective belief that teachers together can improve all students learning. Reflection and teacher comments indicated the need to continue to build on these structures to facilitate further collaboration across programming and assessment.

Staff have implemented within TEAM Time and during professional learning with the Learning and Support Team, the use of PLAN2 and linked assessments as the centralised system that enables teachers to store and receive reliable assessment information. Team Time's future goals are to ensure that teachers are able to use data effectively to program and plan for 'point-of-need' for all students. Learning goals will be a focus of professional learning in 2022 to improve students' understanding of 'where they are' and 'where they need to be'.

TEAM time was trialled for non-teaching staff and survey feedback indicated this would be beneficial in future planning.

Internal and external surveys and students' academic results indicate that the DPIL was an enabler who was effective in maintaining distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement. A barrier to collaboration and TEAM Time was COVID-19 as a frequent lack of staffing did not only impact the timetable for TEAM Time, but also created an inability to continue having teachers released from Face to Face teaching (RFF) in stage groups. It was not possible to support further collaboration within each stage during this period.

In 2022, The employment of an Assistant Principal, Curriculum Instruction (APCI) will be used to support TEAM Time, working with teachers shoulder-to-shoulder in the classroom. Additionally, this will enable the increase of professional development for Assistant Principals (AP). The school will also require the establishment and development of a resource tool that can identify growth and areas of need, such as collaboration. The DPIL will be employed within a Deputy Principal (DP) role to support the transition of the APCI and to support the Principal with the school plan targets and vision.

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"> • Establish tool to measure staff capacity to collaborate to improve teacher quality. • Collect data to establish baseline. 	<p>Continue to use LEED survey in 2022 and compare to baseline data already gathered in 2021. Identify and implement a data collating system that empowers the school to synthesise contextually and relieves the dependency on the LEED team to return results to the school.</p>
<ul style="list-style-type: none"> • Establish tool to measure staff capacity to analyse and use data to inform teaching. • Collect data to establish baseline. 	<p>Continue to use LEED survey in 2022 and compare to baseline data already gathered in 2021. Identify and implement a data collating system that empowers the school to synthesise contextually and relieves the dependency on the LEED team to return results to the school.</p>

Purpose

There is a school-wide, collective responsibility for student engagement, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

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.

- Caring For Our Students
- Engaging Our Community

Resources allocated to this strategic direction

QTSS release: \$5,000.00

Aboriginal background: \$10,300.00

Professional learning: \$2,000.00

Socio-economic background: \$6,000.00

Low level adjustment for disability: \$4,000.00

Summary of progress

A school attendance committee was formed to review the current school policy and implement strategies from 'Every Day Counts' and 'Attendance Matters' initiatives. Staff received professional learning in using EBS and Scout to effectively track and monitor student attendance. Parents were supported in registering attendance during remote learning online. Resources and incentive programs have been developed for the 2022 school launch of 'Attendance Matters'. Attendance goals for the year were met and teachers are confidently using the tools to monitor attendance and follow up on attendance concerns.

Teachers who identified Aboriginal Education as a goal in their PDP formed a group to complete self-directed professional learning. Staff attended Aboriginal Education Consultative Group (AECG) meetings and networked with The Fields schools to further implement Aboriginal Torres Strait Islander (ATSI) perspectives in their teaching. Teachers of ASTI students met with parents and students to write and review Personalised Learning Pathways (PLP). School events were organised to acknowledge NAIDOC Week, Sorry Day and Reconciliation Week. This gave students across the school an opportunity to experience and engage in indigenous culture and participate in cultural activities which highlight the contributions of Aboriginal and Torres Strait Islander Peoples.

Staff were trained in the LITE FOR SCHOOLS system for creating student reports. This was utilised for Semester 1 and used in conjunction with the school's pre-established Learning Conversations. A community survey was conducted to supply feedback about the new reporting system and an overwhelmingly positive response to the new report system and three-way learning conversations was received. Remote learning impacted teachers' capacity to assess the Key Learning Areas (KLAs) appropriately for the Semester 2 reports. As a result, the Semester 2 report was more general, focusing on student wellbeing and social skills. The 2022 reports will reflect academic achievement, particularly English and Mathematics, and include attendance data, as trialled in Semester 1, 2021.

Project Welcome initiatives have been a vital part of communication to families particularly during remote learning and changes to Covid-19 restrictions. Glenwood Public School will continue to engage families in our various social media platforms, in order to increase positive engagement, sharing of learning and initiatives and communication of information.

Positive Behaviour for Learning (PBL) has continued to be implemented across the school to support student behaviour and rewards systems. With a return to school in 2022, PBL strategies will continue to underpin the whole school behaviour and rewards systems.

The Smiling Mind program was implemented in a modified scope and sequence due to COVID-19 learning from home structures in Term 3. The timeline of topics was condensed in order to support student and family welfare. During 2022, Smiling Mind will continue with the 2 week cycle of explicit teaching and learning of concepts across the school. The topics covered each fortnight will be communicated to the community through the school newsletter.

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 percentage of students that identify positive social-emotional outcomes in the TTFM student survey from 2020.	On reflection of student feedback, there were changes across the survey results, due to the impact of COVID-19. This included a 3% drop in student's sense of belonging and a 4% drop in positive relationships. Students surveyed an 8% increase in positive behaviour at school from the previous year.
Uplift of parents completing the TTFM survey, with an increase in parent perception that the school supports learning and two-way communication.	<p>There was a minimal increase in parents in the community that completed the survey.</p> <p>From the 'Partners in Learning' Parent survey report the areas below were indicated as being close to or above the government norm by our school community.</p> <p>Parents feedback on the school's two-way communication:</p> <ul style="list-style-type: none"> • 71% of parents and carers felt they could easily speak with the school principal. • 69% of parents and carers felt reports on their child's progress were written in terms they could understand. • 73% of parents and carers felt written information from the school was in clear, plain language.
Greater than 90% of students attending 90% of the time.	<p>At the end of Semester 1, the whole school's attendance rate was 92.1% with 73.8% of students attending 90% of the time. 217 students out of 240 (just over 90%) attended 90% of the time which met our attendance target.</p> <p>Attendance levels were impacted by remote learning during Term 3 and early Term 4. Many parents did not engage regularly in registering attendance during this time, with the data not accurately portraying student engagement with online and offline learning. 171 out of 234 students (73%) were registered by their parents as engaging 90% of the time.</p> <p>Data from Term 4, Week 6 shows an increase in attendance to 202 students out of 231 (87%) attending 90% of the time. Attendance levels have been impacted by Covid-19 restrictions and students being encouraged to stay home when exhibiting flu-like symptoms.</p>
<ul style="list-style-type: none"> • Establish tools to measure community engagement and satisfaction across the school. • Collect to establish baseline. 	<p>During COVID-19 home learning, survey data was compiled from families to measure the home school learning experience. Data obtained from these tools determined:</p> <ul style="list-style-type: none"> • 28.6% of students completed work online • 14.3% of students completed work offline (collected hard copies from school) • 57.1% of students completed work utilising a combination of online and offline resources. <p>Families provided feedback on improvements of school engagement during home learning. Using a multiple answer survey, families identified several areas of development. These included:</p> <ul style="list-style-type: none"> • 33% of parents requested more activities • 66% of parents requested training to support their child's learning • 44% of parents requesting extension activities. <p>Using a multiple answer survey, families identified several areas where the school excelled. These included:</p> <ul style="list-style-type: none"> • 71% of families felt the school was well-organised • 86% of families felt there were a variety of activities to support student learning

<ul style="list-style-type: none"> • Establish tools to measure community engagement and satisfaction across the school. • Collect to establish baseline. 	<ul style="list-style-type: none"> • 86% of families felt detailed instructions were supplied • 93% of families felt teacher feedback was appropriate and effective.
<ul style="list-style-type: none"> • Establish and refine tools that measure student well being across the school. • Collect and analyse to establish a baseline. 	<p>Utilising school systems and department systems, data has been recorded to identify data trends in playground and classroom behaviour. Data shows that incidents of playground misbehaviour has significantly decreased from 2019 to 2021. It must be noted COVID-19 has impacted 2020 and 2021 data collections, however, when average term incidents are added, incident totals are still significantly decreasing over the 3 years measured. Data shows:</p> <p>Number of Negative Incidents</p> <p>2019 - 497 incidents</p> <p>2020 - 292 incidents</p> <p>2021 - 91 incidents</p> <p>Additionally, 2021 Tell Them From Me (TTFM) data states:</p> <ul style="list-style-type: none"> • 74% of students have positive relationships • 89% of students value school and believe it is useful in their everyday life • 79% of students believe they have someone at school who advocates for them • 82% feel teachers are responsive to their needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$60,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenwood 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"> • Differentiation Through High Expectations <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 • Staffing release for targeted professional learning around behaviour and classroom management • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Employment of staff to provide additional support for students who have high-level learning needs • Intensive learning and behaviour support for funded students • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in: All students at Glenwood Public School have had Average Scaled Growth and at or above expected growth in numeracy, reading, writing, spelling, grammar and punctuation. These results are above Statistically Similar School Group (SSSG) and state data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to have a focused and efficient Learning Support Team (LST) that ensures that all procedures are clear and consistent. That communication to the community is also consistent and enables families to have an active role in the creation of Individual Education Plans (IEP). Additionally, to ensure the Assistant Principal Curriculum Instruction (APCI) has access to quality data to ensure impact across support groups.</p>
<p>Socio-economic background</p> <p>\$59,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenwood 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"> • Explicit Teaching • Caring For Our Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement focus literacy and numeracy professional development to support identified students with additional needs • Equitable access to specialist resources • Resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: In 2021, 22.4% of students achieved top 2 bands in NAPLAN Numeracy. The school requires an uplift of 1.3% in order to reach the lower bound target for Top 2 Band achievement. Greater than 41.2% of students achieved Expected Growth in NAPLAN Reading. Furthermore, 53.13% of students achieved the progress measure which is an increase of 11.93%. More than 54.6% of students achieved Expected Growth in NAPLAN Numeracy. 74.19% of students achieved the progress measure which places the school in excess of the upper bound target. Therefore, with the</p>

<p>Socio-economic background</p> <p>\$59,000.00</p>	<p>exception of the required 1.3% lift to achieve our Top 2 Band lower bound target, the school has achieved its literacy and numeracy targets for 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ a Deputy Principal to support new Assistant Principal Curriculum Instruction and principal to continue to ensure our school reaches its literacy and numeracy targets.</p>
<p>Aboriginal background</p> <p>\$10,300.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenwood 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"> • Caring For Our Students • Engaging Our Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Personalised Learning Pathways meetings with teacher, parent and students • Staffing release to support development and implementation of Personalised Learning Plans • Committee members attend AECG meetings • Professional learning for committee members - "Wingaru" ('Aboriginal Students and Their Communities' and 'Including Aboriginal Perspectives in the Classroom') • Review Nelson resources "Our Land, Our Stories" • Committee plans activities and experiences for NAIDOC activities, Sorry Day and Reconciliation Week <p>The allocation of this funding has resulted in: Glenwood Public School observed an increase in teachers who identified Aboriginal Education as a goal in their PDP. Teachers formed a Professional Learning Community (PLC). This led to increased attendance at the Aboriginal Education Consultative Group (AECG) and facilitated a greater understanding of the role and purpose of the organisation in supporting Aboriginal students., their Personal Learning Pathways (PLP) development and an authentic inclusion across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build a culturally inclusive and responsive learning environment that supports all stakeholders to ensure the school is recognised as responsive and culturally inclusive. Relationships are established with the Aboriginal Education Consultative Group (AECG) to ensure every Aboriginal and Torres Strait Islander (ATSI) child can achieve their potential through education. As a school look to develop a Reconciliation Action Plan (RAP).</p>
<p>English language proficiency</p> <p>\$59,423.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenwood 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"> • Differentiation Through High Expectations • Collaborative Practices • Explicit Teaching <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>\$59,423.00</p>	<ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • Additional staffing intensive support for students identified in beginning and emerging phase • Additional teacher time to provide targeted support for EAL/D students and for development of programs • Provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in: A significant movement of students from the beginning and emerging progressions within the school's internal collection data. NAPLAN School Level Growth data shows EAL/D students from the Emerging to Consolidating progression scale areas have shown well above Statistically Similar School Group (SSSG) and State in averages scale growth. In the At or Above Expected Growth, with the exception of Reading, the aggregate of Emerging, Developing and Consolidating results is again above SSSG and state averages.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support teachers to identify EAL/D progressions within their classroom programs through professional development and the purchases of relevant resources to ensure students above beginning or low emerging have access to targeted explicit learning. A clear and transparent budget process will be implemented with staff to ensure the most effective English language support for students at all four phases of English language learning at Glenwood Public School.</p>
<p>Low level adjustment for disability</p> <p>\$169,320.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenwood 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"> • Differentiation Through High Expectations • Engaging Our 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 <p>The allocation of this funding has resulted in: All students at Glenwood Public School have had Average Scaled Growth and at or above expected growth in numeracy, reading, writing, spelling, grammar and punctuation. These results are above Statistically Similar School Group (SSSG) and state data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue a targeted learning support program that identifies areas of support while also identifying and supporting high potential students to increase students in the top two NAPLAN bands in literacy and numeracy. A school professional learning focus on differentiation and explicit teaching in literacy and numeracy classroom programs.</p>
<p>Professional learning</p> <p>\$17,500.00</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 Glenwood 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>

<p>Professional learning</p> <p>\$17,500.00</p>	<ul style="list-style-type: none"> • Explicit Teaching • Collaborative Practices • Caring For Our Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • TEAM Time and whole school professional learning linked to PDPs and the school plan weekly. Stage meetings also weekly to encourage collaborative culture. <p>The allocation of this funding has resulted in:</p> <p>All staff engaging in targeted professional learning that has led to changes in programming, teaching as evident through programs, observations, professional dialogue and PDPs self assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To enable professional learning to be clear, explicit and linked directly to the school plan. Key Learning Area leaders will be undergoing professional learning in budgeting and resourcing to ensure all funds allocate to professional learning targets our school initiatives and supports our school vision.</p>
<p>Literacy and numeracy</p> <p>\$4,280.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenwood 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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Targeted professional learning to improve literacy and numeracy • Resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in:</p> <p>In 2021, 22.4% of students achieved top 2 bands in NAPLAN Numeracy. The school requires an uplift of 1.3% in order to reach the lower bound target for Top 2 Band achievement. Greater than 41.2% of students achieved Expected Growth in NAPLAN Reading. Furthermore, 53.13% of students achieved the progress measure which is an increase of 11.93%. More than 54.6% of students achieved Expected Growth in NAPLAN Numeracy. 74.19% of students achieved the progress measure which places the school in excess of the upper bound target. Therefore, with the exception of the required 1.3% lift to achieve our Top 2 Band lower bound target, the school has achieved its literacy and numeracy targets for 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to utilise established procedures with TEAM Time to allow targeted literacy and numeracy development for students and teachers.</p>
<p>QTSS release</p> <p>\$44,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenwood 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"> • Collaborative Practices • Caring For Our Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals are provided with additional release time to support

<p>QTSS release</p> <p>\$44,000.00</p>	<p>classroom programs</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Staff and executive being released from classroom teaching to improve teacher quality and enhance professional practice. It has been indicated through internal staff surveys and Leading Evidence, Evaluation and Data (LEED) surveys, that staff teaching techniques and strategies have grown and improved through teacher observation and that the TEAM Time created through this funding supports teachers to break down skills and strategies collaboratively with their stage colleagues. In turn, Team Time accommodates Learning Sprint process to strengthen teaching practice.</p> <p>One of the key outcome of this allocation is teachers engaging in professional discussion and collaboration to improve teaching and learning in their classes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to release executive staff to build leadership capability and ensure professional development is High Impact Professional Learning (HIPL).</p>
<p>Literacy and numeracy intervention</p> <p>\$46,999.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenwood 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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • 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: In 2021, 22.4% of students achieved top 2 bands in NAPLAN Numeracy. The school requires an uplift of 1.3% in order to reach the lower bound target for Top 2 Band achievement. Greater than 41.2% of students achieved Expected Growth in NAPLAN Reading. Furthermore, 53.13% of students achieved the progress measure which is an increase of 11.93%. More than 54.6% of students achieved Expected Growth in NAPLAN Numeracy. 74.19% of students achieved the progress measure which places the school in excess of the upper bound target. Therefore, with the exception of the required 1.3% lift to achieve our Top 2 Band lower bound target, the school has achieved its literacy and numeracy targets for 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ a Deputy Principal to support the new Assistant Principal Curriculum Instruction and principal in continuing to ensure the school reaches its literacy and numeracy targets across K-2.. Additionally, the coordination of professional learning and the implementation of the new K-2 English and Mathematics syllabus.</p>
<p>COVID ILSP</p> <p>\$120,000.00</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</p>

<p>COVID ILSP</p> <p>\$120,000.00</p>	<p>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 • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor the progress of student groups • Providing targeted, explicit instruction for student groups in literacy/numeracy • Employing/releasing teaching staff to support the administration of the program • Development of resources and planning of small group tuition • Employment of additional staff to support the monitoring of COVID ILSP funding. <p>The allocation of this funding has resulted in:</p> <p>Through a school-wide focus on reading, all targeted COVID-19 intensive support groups across Years 1-6 demonstrated progress towards literacy and, to a lesser extent, numeracy learning goals and closely aligned with cohort averages. From these groups, 96% of supported students demonstrated, through the use of internal reading data progress goals, growth in learning progressions and reading levels. An increase in staff accessing and entering data on PLAN2 COVID ILSP supported the consistent tracking of student progress. Identified students that did not make the targeted progress goals were referred to the Learning and Support Team (LST) and was given further extensive support in reading and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Further Student Learning Support Officers (SLSO) training in creating and updating COVID-19 intensive support groups on PLAN2. Furthermore, the Learning Support Team will continue to train and professionally develop teachers within TEAM Time structure. Targeted assessments will also be used by SLSOs and teachers that link directly to PLAN2 and give explicit data. Additionally, teachers will undergo training in accessing Check-in and NAPLAN assessment data on Scout.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	129	130	125	121
Girls	99	105	111	114

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.5	91	89.6	91.8
1	93.7	90.1	85.8	92.2
2	93.5	94.2	84.5	94
3	93.9	93	89.4	90.3
4	91.7	95.4	86.5	93.9
5	93.3	90.2	87.7	91.9
6	91.8	91.7	83.8	92.9
All Years	93	92.4	87	92.5
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)	8.22
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	2.47

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	660,063
Revenue	2,669,319
Appropriation	2,652,468
Sale of Goods and Services	305
Grants and contributions	16,081
Investment income	465
Expenses	-2,596,623
Employee related	-2,439,855
Operating expenses	-156,767
Surplus / deficit for the year	72,696
Closing Balance	732,759

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	48,503
Equity Total	314,538
Equity - Aboriginal	10,363
Equity - Socio-economic	59,617
Equity - Language	74,420
Equity - Disability	170,138
Base Total	1,936,939
Base - Per Capita	58,178
Base - Location	0
Base - Other	1,878,761
Other Total	159,113
Grand Total	2,459,093

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

Parent/Community Feedback

From the 'Partners in Learning' Parent survey report completed by a small group of parents, the noted areas below were indicated as being close to or above NST government norm.

Parent feedback on the school's two-way communication :

- 71% of parents and carers could easily speak with the school principal.
- 69% of parents and carers believed reports on their child's progress were written in terms parents understood.
- 73% of parents and carers felt written information from the school was in clear and plain language.

Parent feedback on how they supported learning at home:

- 69% of parents and carers discussed how well their child was doing in their class.
- 67% of parents and carers talked about the importance of school work.
- 71% of parents and carers asked about any challenges their child might have at school.
- 81% of parents and carers encouraged their child to do well at school.
- 82% of parents and carers praised their child for doing well at school.
- 71% of parents and carers talked with their child about feelings towards other children at school.
- 71% of parents and carers took an interest in their child's school assignments.

Parent feedback on the school supporting learning:

- 71% of parents and carers believe their child's teachers expected them to work hard.
- 81% of parents and carers believe their child is clear about the rules and expectations of school behaviour.
- 71% of parents and carers believe their child's teacher expect their child to pay attention in class.
- 69% of parents and carers believe their child is encouraged to do their best work.

Parent feedback on how the school supports their child's behaviour:

- 73% of parents and carers believe their child feels safe at school.
- 77% of parents and carers believe their child feels safe going to and from school.
- 73% of parents and carers believe the school helps students who need extra support.
- 62% of parents and carers believe the school helps students develop positive friendships.

Due to parent data, high expectations and increased communication are still targets for the future school plan.

The school is also investigating ways to increase parent participation with surveys to gather a broader range of views as a school.

Finally, the school is also exploring ways to use current social media and communication pathways to consistently gather the community's ongoing feedback across a range of areas within the school.

An open-ended question highlighted an area of focus for the future school plan: to continue brightening the school and the physical environment with more equipment and shelter for students. These ideas have been supported by the Student Representative Council (SRC) and have been presented to the parents and community through the previous school plan. In addition, fundraising has occurred to help support these school environment plans. Future school plans will continue to maintain these as a focus moving forward.

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.