

2021 Annual Report

Glendore Public School



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

This year was the first year of the implementation of the 2021-2024 Strategic Improvement Plan, with a new state focus on student growth and attainment. This year also saw the positive impact of our Assistant Principal Instructional Leadership initiative. All Assistant Principals are off-class Instructional Leaders, who provided daily support, mentoring, coaching and development to all staff and students in the areas of instructional leadership, learning support, training and development and wellbeing support. They work specifically with their grade and developed an excellent understanding of the curriculum and wellbeing of their students

A continued focus on teacher professional learning, via whole school and stage-based strategic development enhanced the culture of professional learning communities (PLCs) in the school. Significant professional learning opportunities were also made available for the whole staff, including a large percentage of the teaching staff attending professional learning in either Strong Start or Getting Strong State Numeracy programs. The school continued focused support for all students and staff based upon its vision: where everyone can succeed.

Significant analysis of Aboriginal and Torres Strait student performance and wellbeing showed a significant improvement in both academic and cultural growth. With support from the parents, caregivers and the AECG the school's equity funds continued to be specifically targeted towards the full-time employment of an Aboriginal Education Officer to develop staff, and better engage students and the school's Indigenous families. The school focused on enhancing cultural partnerships, building cultural competencies into all teaching and learning programs.

Glendore has a large variety of second language students who bring a depth of culture and knowledge to Glendore. We support these students through a variety of programs, initiatives and specialty staff. The wellbeing of all students is one of our main priorities and this year we saw the introduction of the school chaplain and the continued employment of Winston, Glendore's Therapy dog.

2021 was a difficult year with many of our community and school programs being cancelled due to COVID -19 and students adapting to remote learning with very little notice. It was during this time that I saw how strong the Glendore community was. Teachers, SLSO, staff, parents, caregivers and families working together to create a positive environment of support and education for the Glendore students to strive and succeed.

Our dedicated staff have ensured the 2021 Strategic Improvement plan was implemented with every student being provided with the extra support they required to cater for their emotional, social and educational well-being. The school continued its focused support for all students and staff based upon its vision: where everyone can succeed.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Simone White

Principal (Rel)

Message from the school community

With the world going online, due to the pandemic, our P&C introduced Zoom meetings in lieu of on-site meetings, and virtual meetings for the Executive to stay in touch and work together during not one, but two lockdowns. Zoom meetings have proven to be very successful and we have continued to use Zoom as a means of attending, even though face to face meetings have now resumed.

The most exciting thing to come from 2020, that continued through to 2021, was the news that we were successful in assisting the Principal Mr Khay in obtaining a \$300,000 grant from the NSW Office of Responsible Gambling, for contribution to the redevelopment of the existing school sports fields. We very much look forward to seeing the continued progress.

In 2021, although we saw our second lockdown, we still managed to hold a few fundraisers in between; Easter Raffle, Second Hand Uniform Stall, Father's Day Stall, McDonalds Nights and Thompsons and Tamburlaine Wine online fundraisers as well as the annual Christmas Raffle.

The P&C are also proud to have been able to gift the school a cheque for \$6,000 to fund the purchase of brand-new stainless-steel fridge/freezer benches for the canteen. The old, recessed bench was removed, and the new items wheeled in to create a much better flow and preparation area. We were happy to have been able to provide our school with something so worthwhile.

Our Uniform Shop continued to bring in revenue, that every year, filters through to our whole school donations.

I would like to thank our entire parent and grandparent team of members for their dedication and hard work.

We look forward to doing great things in 2022 and into the future, with the help of our wonderful school community.

Ann Perrot

P&C President

School vision

We live and learn together in a respectful, caring, learning environment, **Where Everyone Can Succeed.**

School context

Glendore Public School, established 1997, is located on Awabakal Land in the western foothills of Newcastle. The school provides excellent educational programs for students in the rapidly-growing Fletcher and Maryland communities. The school's enrolment is above 650 and has grown exponentially over the past 5 years (+200 students). It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools. The school is planning for growth of another 150-200 students by the end of the 2021-2024 and 2023-2026 School Improvement Plans.

In a relatively young school, a culture of *Positives and Possibilities* underpins the School's Vision: Where Everyone Can Succeed. This was developed through: active consultation with the entire staff; active listening to every child to embed Student Voice, and through purposeful engagement with a highly-committed and engaged community. In 2020, the School was recognised with an 'Excellence Award' in the Australian Education Awards for Australian Government Primary School of the Year.

All staff strategically focus on improving student outcomes in literacy and numeracy. Research-based teaching practices are a feature of the multiple professional learning communities across the school. All staff utilise high impact practises including Explicit Instruction and Formative Assessment, to instructionally reflect on methodologies to support futures focused and independent learners. Glendore Public School's staff are passionate about supporting Student Wellbeing and enable this through a variety of philosophies and programs, including Choice Theory and the Happier Schools Project.

The school engages students in a broad range of initiatives across; creative and performing arts, technology, culture, sports and leadership. These programs promote experience, enrichment, extension and opportunity: Aboriginal Cultural Groups, Children's University, Choir, Coding, Dance, Drama, Leader Link, Musical Theatre, PSSA, Positive Peer Play, Robotics, Solar Challenge, School Sport, STEM, Student Parliament and Visual Arts.

Glendore Public School, a proud partner of the Muloobinbah LAECG has a strong commitment to enhance learning outcomes for its Aboriginal and Torres Strait Islander students of 25 First Nations. The School identifies and builds upon personal, academic and cultural goals to exceed the Premier's Priorities. Students from fifty world nations are supported by the school's Aboriginal Education Officer, Defence School Mentor, specialist English as Additional Language/Dialect staff and a whole-school wellbeing team to enable individual and collective success.

In 2020, the School undertook an in-depth Situational Analysis. As a result and over 2021-2024, the School has a commitment to continuous improvement in these three Strategic Directions:

1. **To deliver Excellence in Student Growth and Attainment**
2. **To deliver Excellence in Pedagogy and Practice**
3. **To deliver Excellence in Leadership and Wellbeing**

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Delivering high levels of student expectation, growth and achievement in literacy and numeracy, through school-wide practice that embeds: data-driven formative assessment, peer/teacher evaluation and self-reflection.

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.

- Reading Growth and Attainment
- Numeracy Growth and Attainment

Resources allocated to this strategic direction

Per capita: \$26,550.00

Literacy and numeracy: \$29,836.75

Socio-economic background: \$77,450.00

Low level adjustment for disability: \$190,172.30

English language proficiency: \$23,535.73

Literacy and numeracy intervention: \$47,089.56

Aboriginal background: \$68,342.00

Refugee Student Support: \$4,067.54

Professional learning: \$20,000.00

Summary of progress

INITIATIVE: READING GROWTH AND ATTAINMENT

Staff utilised a range of teaching strategies, including Explicit Instruction, daily lesson warm-ups, targeted guided reading and updated reading and comprehension programs and resources to target reading growth, at individual, group and whole school levels.

Staff confidently utilised a range of Formative Assessment strategies to determine student skills and understanding and drive future learning needs in reading across the curriculum. Summative 5-weekly data sprints and 10-weekly Tiered data Reading analysis allowed staff to identify and target interventions strategies and extension strategies in reading and comprehension. The use of Sentral data tracking and ALAN allowed for effective longitudinal tracking and analysis of reading data and trends.

Professional Learning led by the Guided School Support team on Comprehension and Vocabulary saw an improvement in staff understanding in the use of ALAN and Learning Progressions and with differentiated teaching and learning strategies and NESA syllabus and programming requirements. Comprehension and Vocabulary will be a focus in 2022.

Data analysis was interrupted during Term 3, due to COVID Working at Home. Analysis of school-based data indicates a slight decline in against school benchmark targets; however, we achieved our system target in Reading. In 2022, the school will use the same systems to assess and track student growth and attainment in Reading. Guided School Support will continue in 2022, with Comprehension and Vocabulary being a main focus. Focus will include a specific scope and sequence of comprehension strategies K-6 to ensure consistent school-wide delivery.

INITIATIVE: NUMERACY GROWTH AND ATTAINMENT

Staff utilised best practice methods, including concepts from Targeting Early Numeracy (TEN), Starting Strong/Working with the Big Ideas, Additive and Multiplicative Strategies and Department 'Number Talk' resources to develop student's skills, understanding and growth in Numeracy.

16 staff trained in Starting Strong/Working with the Big Ideas and implemented explicit strategies to target student understanding in Maths. AP-ILs used knowledge gained from Additive and Multiplicative Strategies PL to lead the implementation of Number Talks across all K-6 classrooms. Teachers employed as part of the COVID ILSP program worked with students working in Tiers 2 and 3, and below National Minimal Standards bands in NAPLAN. Teachers trialed the use of Essential Assessment to replace paper numeracy assessments. Staff required additional PL in the

effective use of Essential Assessment. This will be a focus in 2022.

Students demonstrated improved understanding of flexible numeracy strategies as a result of Number Talk strategies, Kinder saw growth from 65% achieving in Term 1, to 100% achieving numeracy benchmarks in Term 4. Teachers demonstrated improved confidence with Number Talk language, and applied these strategies to learning across the curriculum.

Processes were interrupted and put on hold during Term 3, due to COVID Working at Home. Analysis of school-based data and baseline data indicates system targets were not achieved. In 2022, staff will continue to employ evidence-based effective teaching strategies to optimise learning progress for all students, across the full range of abilities.

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
• A minimum of 42.0% (System Target) of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Baseline 38.5%, Upper-Bound 50.2%).	In Numeracy data indicates, 32% of students are in the top two skill bands indicating a slight decrease against baseline data. This will be addressed through the COVID Intensive Learning Programs.
• A minimum of 31.6% (System Target) of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Baseline 29.1%, Upper-Bound 39.1%).	Data indicates 39% of students are in the top two skill bands for Reading which is an increase against baseline data. This demonstrates exceeding the system target.
• A minimum of 55.8% (System Target) of Year 3 and 5 students achieve expected growth NAPLAN Numeracy (Baseline 51.5%, Upper-Bound 65.0%).	The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy is 54%, indicating a slight increase against baseline data.
• A minimum of 60.9% (System Target) of Year 3 and 5 students achieve expected growth NAPLAN Reading (Baseline 58.7%, Upper-Bound 66.0%).	The proportion of Year 5 students achieving expected growth in NAPLAN Reading is 57% indicating a slight decrease against baseline data.
• Increase % of Aboriginal students maintaining cultural identity and achieving in top 2 NAPLAN bands (Reading/Numeracy) to be above system targets, match peers and exceed state averages.	29% of Aboriginal students have achieved results in the top 2 NAPLAN bands in Reading indicating progress towards the lower bound target (of 31.6%). 17% of Aboriginal students have achieved results in the top 2 NAPLAN bands in Numeracy indicating progress yet to be seen towards the lower bound target (of 42%).

Strategic Direction 2: Excellence in 'Pedagogy and Practice'

Purpose

Delivering quality systems that nurture and enhance the capacity of a rapidly growing staff through: induction, mentoring and grade-based/whole-school professional learning communities..

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.

- Quality Systems for Induction and Mentoring
- Quality Systems for Professional Learning and Development

Resources allocated to this strategic direction

Beginning teacher support: \$29,690.00

Literacy and numeracy: \$3,651.00

English language proficiency: \$67,271.20

New Arrivals Program: \$16,500.00

Professional learning: \$18,167.91

Aboriginal background: \$16,000.49

Summary of progress

INITIATIVE: QUALITY SYSTEMS FOR INDUCTION AND MENTORING

Throughout 2021, Executive staff and aspiring leaders used a range of strategies to support, mentor and strengthen the capabilities of all teachers; and continued to establish professional learning communities which focused on continuous improvement of teaching and learning.

Beginning Teachers received personalised weekly mentoring sessions from an aspiring leader. Sessions were aligned to the Australian Professional Standards for Teachers, the Strong Start, Great Teachers induction framework and targeted Glendore and Department programs, procedures and policies. Aspiring leaders were supported by School Executive to lead a range of initiatives including updating whole school scope and sequences, developing Happier Schools wellbeing powerpoints and leading Formative Assessment Teacher Led Communities to maximise potential of new teaching to positively support and develop students.

Beginning Teacher feedback indicates they felt supported and were guided through their induction at Glendore PS. Staff were aware of their Accreditation requirements and the process. Staff PDP goals and reflections indicate staff goals were aligned to the school's goals and they were committed to embedding best-practice pedagogy and practice across all areas.

In 2022, Glendore will continue to use the same systems and framework to underpin the Beginning Teacher induction and mentoring process and to support new and returning of staff.

INITIATIVE: QUALITY SYSTEMS FOR PROFESSIONAL LEARNING AND DEVELOPMENT

Staff engaged in researched-based Professional Learning and professional discussion to improve teaching and learning in their classes and grades. This occurred in weekly staff Professional Learning meetings, stage meetings and during Professional Learning Communities teams on Staff Development Days. Professional Learning included the continuation of Embedding Formative Assessment Teacher Led Communities, NESA Programming Requirements, PSL Guided School Support Professional Learning and ALAN and the Learning Progressions.

Professional Learning ensured the continual development and growth of teacher expertise in the teaching of literacy and numeracy. Knowledge gained from PL allowed teachers to evaluate the effectiveness of their teaching practice and of teaching and learning programs through reflection, evaluation and analysis of student data. This occurred individually and collaboratively.

As a result, all staff have been supported to build their knowledge and understanding of best-practice methods and effective use of teaching strategies to improve literacy and numeracy outcomes through explicit teaching and learning in

their classes and across their grade/stage. Observations of staff working in collaboratively and engaging in professional dialogue in Professional Learning Community teams and online surveys completed after professional learning indicate an increase of teacher confidence and understanding.

In 2022, Professional Learning will focus on the introduction of online programming curriculum and syllabus requirements and will continue to be supported with Instructional Leadership from AP-ILs to support ongoing, school-wide improvement in teaching practice and student results.

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
Whole school curriculum and assessment documentation is aligned to and meets NSW Education Standards Authority (NESA) Registration and NSW DoE Curriculum Program Monitoring (CPM) requirements.	School assessment shows an improvement in programming and alignment with NESA. Aspects of some teaching and learning programs still need refining.
Delivery of at least one School Excellence Framework: Teaching Measure at <i>Excelling</i> : Effective Classroom Practice, Data Skills and Use, Professional Standards, and Learning and Development.	Self-assessment against the School Excellence framework shows the element of teaching to be Sustaining and Growing, with Data skills and use at Excelling.

Strategic Direction 3: 'Excellence in Leadership and Wellbeing'

Purpose

Enabling students and staff to connect, thrive and succeed by increasing opportunities for potential and aspiration, and support for resilience and wellbeing..

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.

- Staff Leadership and Wellbeing
- Student Aspiration and Wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$33,655.88

Per capita: \$126,536.91

Socio-economic background: \$58,524.84

Aboriginal background: \$19,183.00

QTSS release: \$114,584.60

Integration funding support: \$448,431.00

Summary of progress

INITIATIVE: STAFF LEADERSHIP AND WELLBEING

During 2021, staff were provided with leadership opportunities at grade, stage, extra-curricular and whole school levels. Staff wellbeing was focused around Choice Theory philosophy, which allowed a common framework to enhance resilience and recognition across the school and underpinned a strong foundation for achievement and success. Aspiring leaders led the Professional Learning and delivery of Formative Assessment strategies through vertical Teacher Led Communities (TLC) teams.

All teaching and non-teaching staff participated in a Twilight Staff Development Day focusing on the core concepts of the Choice Theory Philosophy. This framework was referred to regularly throughout the year in staff meetings and development. Twice termly meetings for Aspiring Leaders supported middle school leaders to lead a wide range of initiatives across the school. The delivery of TLC sessions was moved to an online format to support teachers with continuous improvement across all learning and wellbeing areas for the full duration of the year.

An increase in the number of aspiring leaders indicated staff felt supported with middle school leadership. As a result, there was an increase in events and opportunities at grade, stage, extra-curricular and whole school levels. The Working from Home period impacted the delivery of several initiatives; however, aspiring leaders focused on the development of K-6 resources to support staff with the implementation of the Happier Schools program.

In 2022, staff will continue to embed the Choice Theory philosophy to their own practice and across the curriculum. Glendore will continue to provide a wide range of leadership opportunities for staff at all levels.

INITIATIVE: STUDENT ASPIRATION AND WELLBEING

Throughout 2021, staff utilised Choice Theory practices and embedded the Happier Schools program concepts to promote student wellbeing and attendance. The Executive team and aspiring leaders led a range of school wide initiatives, which facilitated whole school improvement and promoted wellbeing and engagement.

All staff fostered a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Continuous improvement was led by AP-ILs and focused on the development of wellbeing strategies and programs for our; Beginning Teachers, School Chaplain, Defence School Mentor, School Learning Support Officers and Aboriginal Education Officer (AEO). Our Aboriginal Education Officer worked with all First Nations students and focused on a range of literacy, numeracy and cultural PLP goals. A wide range of extra-curricular activities were offered from a variety of staff during lunch and recess breaks to promote student wellbeing in all aspects of school.

Our 2021 student Tell Them From Me survey exceeded state expectation by 3% in 'Sense of Belonging', exceeded state expectation by 16% in 'Advocacy' and exceeded state expectation by 11% in 'Expectations for Success'. Our staff 2021 Self-assessment against the School Excellence Framework shows the element of Learning to be Sustaining and Growing, with Educational Leadership at Excelling.

In 2022, staff will continue to embed Choice Theory practices and will implement student engagement and attendance strategies to meet attendance system targets.

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"> A minimum of 79.2% (System Target) of all students will attend school more than 90% of the time (Baseline 74.5%, Upper-Bound 85.0%). 	71.3% of all students attended school more than 90% of the time which is progressing towards the system target of 79.2%.
<ul style="list-style-type: none"> A minimum of 85.3% (System Target) of Year 4-6 students will report in Tell Them From Me (TTFM) positive Wellbeing measures (Baseline 85.3%, Upper-Bound 90.3%). 	86% of all students in years 4-6 reported in TTFM positive wellbeing measures which has achieved the system target of 85.3%.
<ul style="list-style-type: none"> Delivery of at least two School Excellence Framework Measures at <i>Excelling</i>: Leading: Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes; and Learning: Learning Culture and Wellbeing. 	Self-assessment against the School Excellence Framework shows the element of Learning to be Sustaining and Growing, with Educational Leadership at Excelling.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,067.54</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Numeracy Growth and Attainment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in: Identified growth in students in Numeracy and Mathematical skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: To allocate additional funding in 2022 to allow the specialised groups to continue.</p>
<p>New Arrivals Program</p> <p>\$16,500.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Glendore 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"> • Quality Systems for Professional Learning and Development <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Extra support being allocated to support students who have recently arrived in Australia and are on the EALD beginning scales.</p> <p>After evaluation, the next steps to support our students with this funding will be: To apply annually for the school to provide this important program.</p>
<p>Integration funding support</p> <p>\$448,431.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glendore 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"> • Student Aspiration and Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • consultation with external providers for the implementation of strategies. • additional staffing to assist students with additional learning needs

<p>Integration funding support</p> <p>\$448,431.00</p>	<p>The allocation of this funding has resulted in: School Learning Support Officers support students with Integration Support Funding to assist with their personalised learning and support programs in their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Apply for Integration Support Funding for identified students who meet the Department's criteria.</p>
<p>Socio-economic background</p> <p>\$135,974.84</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glendore 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"> • Staff Leadership and Wellbeing • Student Aspiration and Wellbeing • Reading Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through AP-IL program to support student learning • employment of additional office staff to support commendations and Celebration day program implementation. • resourcing to increase equitability of resources and services • employment of additional office staff to support school operations . <p>The allocation of this funding has resulted in: Teachers being supported and provided Professional Learning in the classroom by the AP-IL weekly. Office staff have been employed to increase equitability of resources and services.</p> <p>After evaluation, the next steps to support our students with this funding will be: The AP-IL Professional Learning strategy has had outstanding results. This program will be improved for 2022.</p>
<p>Aboriginal background</p> <p>\$103,525.49</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glendore 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"> • Student Aspiration and Wellbeing • Quality Systems for Professional Learning and Development • Numeracy Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to release the Assistant Principals from class to run LAST groups in Literacy and Numeracy for students performing below the expected stage level. • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$103,525.49</p>	<p>The allocation of this funding has resulted in: The employment of an Aboriginal Education Officer. The AEO supports Aboriginal and Torres Strait Islander students academically as well as connecting culturally. The school with the support of the AEO run intensive LAST groups and welcomes community onsite for PLP afternoon celebrations and planning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employment in 2022 of an AEO to support students both academically and culturally.</p>
<p>English language proficiency</p> <p>\$90,806.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glendore 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"> • Quality Systems for Professional Learning and Development • Numeracy Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: The employment of an EALD teacher four days a week to provide intensive support for EAL/D students. To employ staff to release AP to support EALD students through implementing co-teaching programs and LaST for students from EAL/D.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ an EALD teacher in 2022 from the allocated funds.</p>
<p>Low level adjustment for disability</p> <p>\$190,172.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Glendore 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"> • Numeracy Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging Assistant Principals to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students • engaging an AP- LAST to work with individual students and in a case management role within the classroom/whole school setting • employment of AP-LAST to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The employment of Assistant Principals to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students and becoming the case manager in complex student and wellbeing matters.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$190,172.30</p>	<p>funding will be: The employment of the Assistant Principal was extremely successful. The program will be evaluated and an improved version will be implemented in 2022.</p>
<p>Professional learning</p> <p>\$38,167.91</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 Glendore 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"> • Numeracy Growth and Attainment • Quality Systems for Professional Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participating in teacher state numeracy training: Strong Start K-2 and Getting Stronger 3-6. • Allow staff to attend Professional Learning as reflected in their PDP's <p>The allocation of this funding has resulted in: Sixteen staff being trained in an eighteen hour course throughout the year. Staff provided with a variety of Professional Learning as reflected in their PDP's.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 staff PDP's will be discussed with supervisors and funding allocated to Professional Learning goals.</p>
<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Glendore Public School during their induction period.</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"> • Quality Systems for Induction and Mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employ staff to provide cover for a beginning teacher mentor and additional two hours RFF a week for beginning teachers. <p>The allocation of this funding has resulted in: Beginning teacher time was allocated every three weeks for a whole day. The Beginning teachers were supported by an experienced mentor during this beginning teacher time.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 to assist with consistency each Beginning teacher will have an extra two hours beginning teacher time a week and will be supported for one hour during this time by an experienced mentor.</p>
<p>Literacy and numeracy</p> <p>\$33,487.75</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glendore 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"> • Reading Growth and Attainment • Quality Systems for Induction and Mentoring <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$33,487.75</p>	<p>funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy through the AP Instructional Leader. • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The employment of staff to release Assistant Principals to provide extra mentor time and Instructional leadership in Literacy and Numeracy. The purchase of guided reading and Literacy resources as well as Numeracy resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: Releasing Assistant Principals for Instructional Leadership demonstrated outstanding improvement in teacher quality. This program will be reviewed and implemented in 2022.</p>
<p>QTSS release</p> <p>\$114,584.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glendore 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"> • Student Aspiration and Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • assistant principals provided with additional release time to support student wellbeing. <p>The allocation of this funding has resulted in: Release for Assistant Principals to support student wellbeing and classroom programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program has been extremely successful and will be implemented again in 2022.</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 Glendore 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"> • Numeracy Growth and Attainment <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 Assistant principal LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: The release of the Assistant Principals to implement a targeted LAST program for identified students in Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>Implementation of the Assistant principal LAST programs in 2022.</p>
<p>COVID ILSP</p> <p>\$229,607.88</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 specialised teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor 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 <p>The allocation of this funding has resulted in: Employ a total of two full time teachers to run explicit targeted programs to 3-4 student three times a week for 30 minutes per session.</p> <p>After evaluation, the next steps to support our students with this funding will be: The success of this program was shown by the improvement in the identified students Literacy and Numeracy growth. This program will be implemented again in 2022.</p>
<p>Per capita</p> <p>\$153,086.91</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Glendore 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"> • Reading Growth and Attainment • Staff Leadership and Wellbeing • Student Aspiration and Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Funds are used to purchase resources to support student learning in all KLA's • Funds were transferred to Infrastructure for office and library build <p>The allocation of this funding has resulted in: Resources being purchased to support students and community. Funds were also transferred to build new office and library spaces.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this funding will be used to support a variety of programs that support students and the community.</p>
<p>School support allocation (principal support)</p> <p>\$33,655.88</p>	<p>School support allocation funding is provided to support the principal at Glendore Public School with administrative duties and reduce the administrative workload.</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"> • Staff Leadership and Wellbeing

<p>School support allocation (principal support)</p> <p>\$33,655.88</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Business Manager provides additional support to Principal. • Business Manager provides additional support to School Administrative Manager. <p>The allocation of this funding has resulted in: Improved functioning of school systems and extra support for the Principal in administrative tasks.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employ the Business Manager in 2022</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	293	317	327	344
Girls	290	292	294	317

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	93	83.4	93.1
1	94.5	93.6	84.2	91
2	92.7	93.6	87.2	92.3
3	92.8	91.7	79	91.3
4	93.1	91.2	82.2	92.7
5	91.8	92.8	82.4	91.3
6	93.1	92.1	83.5	89.8
All Years	93.4	92.6	83.4	91.7
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.3
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	0.4
School Administration and Support Staff	4.26

*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	440,329
Revenue	6,448,215
Appropriation	6,220,955
Sale of Goods and Services	95,722
Grants and contributions	129,087
Investment income	361
Other revenue	2,090
Expenses	-6,832,428
Employee related	-5,778,868
Operating expenses	-1,053,560
Surplus / deficit for the year	-384,213
Closing Balance	56,115

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	406,659
Equity Total	520,480
Equity - Aboriginal	103,525
Equity - Socio-economic	135,975
Equity - Language	90,807
Equity - Disability	190,172
Base Total	4,598,666
Base - Per Capita	153,087
Base - Location	0
Base - Other	4,445,579
Other Total	311,852
Grand Total	5,837,656

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

Students

Students in Years 4, 5 and 6 participated in the survey in 2021. The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness.

In the area of ***Social Emotional Outcomes*** results indicated

80% of students indicated they have positive relationships at school - level with NSW Govt Norm

85% of students indicated they value school outcomes compared to 96% NSW Govt Norm

84% of students indicated behaviour at school was positive - level with NSW Govt Norm

Level of effort indicated by GPS students was level with NSW Govt Norm

In the area of ***Students Perception of Classrooms*** results indicated

80% of GPS students agreed or strongly agreed that classrooms can fit everyone

Parents/ Caregivers

The 2021 survey results showed a small rise in parents feeling welcome from 2020. There was an increase in the number of parents reporting they feel well informed by the school. Parents agreed that the school supports learning with results almost equal to the NSW Govt Norm. Parents reported that school supports positive behaviour had remained steady as compared to 2021 and that Glendore Public School was an inclusive school, scoring just above the NSW Govt Norm. Parents reports resulted in a slight increase in the safety at school category in 2021 from the 2020 survey.

In the 'Experiences of Learning from Home' measures results indicated

93% of parents agreed or strongly agreed that resources for Learning From Home were appropriate

In the 'Useful Communication Types at School' measures results indicated

90% of parents indicated that formal interviews were useful or very useful

83% of parents indicated that informal meetings were useful or very useful

89% of parents indicated that emails were useful or very useful

92% of parents indicated that phone calls were useful or very useful

Teachers

School Context

The school is a welcoming and culturally safe place for all students

97% of GPS teachers agree or strongly agree that the school is a welcoming and culturally safe place for all students.

Classroom Context

97% of GPS Teachers agreed or strongly agreed that teachers share and implement ideas about ways to help students retain what they are learning.

Other Measures

88% of teachers agreed or strongly agreed the school was well maintained

94% of GPS teachers agreed or strongly agreed school support was adequate during learning from home

86% of GPS teachers agreed or strongly agreed resources were adequate during learning from home

94% of GPS Teachers agreed or strongly agreed they felt prepared for Learning from home in 2021

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.