

# 2022 Annual Report

## Glenbrook Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Glenbrook 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.

## School contact details

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## School vision

Together, achieving excellence and equity through high expectations and shared responsibility.

## School context

Glenbrook Public School is situated on the village side of Glenbrook; the gateway to the Blue Mountains.

Community employment include a range of occupations including business owners, qualified professionals and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook Public School are from a variety of cultural backgrounds. Personalised Learning Pathways are developed and implemented via an active process to encourage positive learning goals for our Aboriginal students. They are developed through consultation between the student, parents/carers, teachers and the local Aboriginal Educational Consultative Group to identify, organise and apply personal approaches to learning engagement and attendance.

The school community has high expectations which are met by a strong focus on quality curricular and co-curricular education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy as measured by NAPLAN. Glenbrook Public School is host to an Opportunity Class with a new intake occurring every second year.

The school community reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning. Current and specific focus areas include; explicit teaching, high expectations, collaboration, differentiated learning, critical and creative thinking, which includes the implementation of the High Potential and Gifted Education Policy across the curriculum areas.

Through our situational analysis, we have identified the need for further development of the school's teaching models. A correlation between the What Works Best (WWB) document and the School Excellence Framework has identified differentiation in classroom practice, high expectations and utilising data to inform teaching, as focus areas for ongoing improvement.

The school has taken on board many initiatives to further enhance student achievement in literacy and numeracy. The Quality Teaching Coordinator position will continue to work with all teachers to optimise student achievement and teacher professional development.

These identified areas form the focus of our strategic improvement 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. 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	2022 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	Excelling
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	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Working towards Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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To develop high performing learners through effective implementation of curriculum, assessment and evidence-based teaching and learning practices aligned to continuous progress and achievement in Numeracy and Reading.

### Initiatives

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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.

- Evidence-based reading practices K-6
- Working Mathematically

### Resources allocated to this strategic direction

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**Professional learning:** \$23,000.00  
**6101 Consolidated Fund Carry Forward:** \$67,000.00  
**Literacy and numeracy:** \$13,020.00  
**English language proficiency:** \$12,098.00  
**Per capita:** \$10,000.00  
**Literacy and numeracy intervention:** \$36,000.00  
**Socio-economic background:** \$10,311.00  
**QTSS release:** \$50,000.00

### Summary of progress

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#### Evidence-based reading practices K-6

In 2022 the school focus was on building teacher knowledge, skills and understanding of the research that underpins the teaching of reading and the implications this has on teaching practice. The school employed an above centrally identified teacher to allow an Assistant Principal to be released from class to implement a quality teaching program. This involved shoulder-to-shoulder support, including collaborative planning and programming using school-based data to identify gaps in learning. This initiative was supplemented with self-paced professional learning modules for all staff in terms 3 and 4 on evidence-based reading practices K-6. These modules, included Department of Education professional learning activities, professional reading, podcasts and videos, on best practices in teaching reading. This provided staff with the opportunity to engage with research and recontextualise that into classroom practice. Stage planning days were introduced in terms 3 and 4 to allow teachers the time for effective collaboration.

The employment of an above centrally identified teacher to allow an Assistant Principal to be released from class to implement a quality teaching program was impacted by the need to restructure class teachers part way through term 2. As a result, the school was unable to proceed with the shoulder-to-shoulder support however, planning and programming support was successfully maintained. One of the main barriers to the initiative was time constraints and access to casual staff to allow teachers time for collaborative planning and for completing professional learning modules. As a solution to this barrier, the self-paced professional learning modules for all staff were introduced in terms 3 and 4.

Programming and planning support around the effective teaching of reading was successfully implemented through the Quality Teaching Successful Student (QTSS) funding model. This enabled an Assistant Principal to be off class two days a week to provide teachers with feedback, resources and collaborative discussions and to oversee the Bump Up The Middle program. The Bump Up The Middle (BUTM) program was established to support student movement into the top two bands in reading in NAPLAN. 100% of staff surveyed indicated that this model provided valuable opportunities for them to build their capability in using data to inform practice and to identify gaps in learning. Analysis of NAPLAN Reading data showed 82 % of Year 3 students in who participated in the BUTM program scored in the top 2 bands and 38% of Year 5 students in the BUTM program scored in the top 2 bands.

Successful engagement with the self-paced professional learning modules showed that the curated resources utilised for professional learning were in line with the evidence base and science of reading, and aligned with the Department of Education's Reading K-2 Guide and Improving Comprehension 3-6 Guide provided opportunities for teachers to strengthen their knowledge of practice. Teachers reflected that the professional learning modules allowed them to engage with research and evidence and improved their capabilities to align this with classroom practice. Through guided discussion groups staff shared the aspects of research that aligned with their current teaching practice and took relevant elements to trial in classrooms. Peer observation in classrooms identified staff modifying practice in line with evidence-based research. 100% of staff completed the *Self-paced Professional Learning Survey*. The results indicated the curation of research provided time-effective, on-topic resources that were relevant to the needs of the staff. It was

agreed that the process effectively built teacher knowledge, skills and understanding of the teaching of reading and provided further strategies to implement in the classroom. 100% of staff agreed that the allocated planning days with their stage teams were a valuable use of time and allowed them the opportunity to reflect on current practices and develop future directions for their stages based on evidence and data on student performance.

Analysis of our 2022 NAPLAN data shows our upper bound targets for percentage of students in the top 2 bands across reading Years 3 and 5 have been exceeded by 4.67%. 73% of Year 3 students scored in the top 2 bands for reading. This is 2.5% above SSSG and 20% above state. 74% of Year 5 students scored in the top 2 bands for reading. This is 18% above SSSG and 34% above state.

In 2023, we will continue with self-paced PL modules to bridge the gap between research and classroom practice. Class reading programs will be reviewed and monitored to evaluate the effective implementation of the new K-2 English syllabus and preparation for the new 3-6 English syllabus will take place. Tracking and monitoring the impact of professional learning on student results will remain a focus. We will continue with our Bump Up The Middle Program and track the achievement data of students participating in the program to establish a correlation and causation between these results and the teaching methods used in the program.

## Working Mathematically

The QTSS program promoted numeracy improvement as a shared responsibility of all staff and students, to use consistent mathematical metalanguage, strengthen teacher's understanding of key mathematical concepts, ensure explicit teaching, exploration, investigation, consolidation, and differentiation in lessons, and develop a consistent approach to assessment, data analysis, and student progress monitoring. A Bump Up The Middle (BUTM) program was established to support student movement into the top two bands in NAPLAN.

To support these activities, staff members were employed under the QTSS funding to team-teach, model lessons and support programming, planning, and assessment of numeracy across the school. Sets of equipment for teaching were purchased for each classroom, and a resource hub was set up on Google Drive for access to curated numeracy resources. Aspects of the QTSS model were unable to be completed as the QTSS teacher was put on class 3 days a week due to a vacancy that was unable to be filled. The Bump Up The Middle program was successfully implemented across the year.

To evaluate the quality of the process, the school used NAPLAN data, class programs, Check-in assessments, Progressive Achievement Tests Mathematics (PAT M), and cohort summaries. The results were analysed and compared with SSSG and state targets. The analysis revealed that in years 3 and 5, 64% of students scored in the top two bands in numeracy, exceeding the upper bound targets by 1.19%. Specifically, 63% of year 3 students and 66% of year 5 students scored in the top two bands in numeracy. These scores were significantly above SSSG and state targets. Our analysis of NAPLAN Numeracy data showed 87% of Year 3 students participating in the BUTM program scored in the Top 2 bands and 15% of Year 5 students participating in the BUTM program scored in the Top 2 bands.

Assessment data has been used effectively to inform numeracy teaching, leading to a significant impact on student learning outcomes. Our evaluation indicates that we should maintain a focus on numeracy through the BUTM program in 2023 and continue to use one-page cohort summaries during stage meetings to identify student needs in numeracy. By continuing with our Bump Up The Middle program we will be able to track the achievement data of students participating in the program to establish a correlation and causation between these results and the teaching methods used in the program.

In 2023, we will continue to focus on teaching and assessment practices that provide opportunities to deepen critical aspects of number sense through targeted teaching.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two reading bands towards the upper bound of 69.5%	74% of students achieved in the top two band in NAPLAN reading indicating achievement beyond the upper bound system negotiated target of 69.5%.
Increase the proportion of Year 3 and Year 5 students, as measured by	Expected growth in reading cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not

NAPLAN Reading, towards the system negotiated upper bound target of 73.9%.	available for 2022. However, performance measures including PAT and Check-in data show positive expected growth in this area.
The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Numeracy towards the upper bound target of 63%.	64.91% of students achieved in the top two bands in NAPLAN numeracy indicating achievement which exceeds our upper bound target by 1.91% which was 63%.
The proportion of Year 3 and Year 5 students, as measured by NAPLAN Numeracy, demonstrate expected growth towards the upper bound system negotiated target of 68.1%.	Expected growth in numeracy cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. However, performance measures including PAT and Check-in data show positive expected growth in this area.
Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target for all students.	Due to the small size of the cohort, the percentage cannot be recorded. However, performance measures including PAT and Check-in data show the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system-negotiated target for all students. Individual student progress was reported to parents during Personalised Learning Plans (PLP) meetings.
Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target for all students.	Due to the small size of the cohort, the percentage cannot be recorded. However, performance measures including PAT and Check-in data show the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target for all students. Individual student progress was reported to parents during PLP meetings.

## Strategic Direction 2: Evidence-based Practice

### Purpose

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To continuously improve professional practice around explicit teaching, high expectations, differentiation, assessment and collaboration, in line with current research and evidence-based initiatives.

### Initiatives

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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.

- Evidence-based Teaching and Learning
- Putting policy into action

### Resources allocated to this strategic direction

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**Professional learning:** \$4,000.00

**Per capita:** \$10,000.00

**Literacy and numeracy:** \$2,000.00

### Summary of progress

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#### Evidence-based Teaching and Learning

This initiative focused on implementing the What Works Best themes of Explicit Teaching, High Expectations, and Assessment across all stages of the school. These themes have been identified by the Centre for Education Statistics and Evaluation (CESE) as crucial components of effective teaching and learning. The school's successful engagement was achieved through a range of strategies, including professional learning for teachers, the development of explicit teaching resources, and the establishment of clear expectations for both learning and learning behaviours. The initiative was implemented in 2022, and ongoing monitoring and refinement throughout the year have helped inform directions for 2023.

This initiative was successful due to a number of enablers. There was a clear commitment from the school executive team to implement the 'What Works Best', themes, which was communicated effectively to all staff and took into account the need for change management at a stage level. Professional learning opportunities were provided to support teachers in implementing the themes effectively. Explicit teaching resources were developed in collaboration with teachers. These resources were aligned with the evidence base that underpins explicit teaching. Anecdotal evidence shows the resources developed were useful in developing teacher capability, especially in the area of numeracy teaching. The establishment of clear expectations for both learning and learning behaviours, using learning intentions and success criteria, ensured that there was a consistent approach across the school. One of the main barriers to the initiative was time constraints and access to casual staff to allow teachers time for collaborative planning and for completing professional learning modules. These challenges have been considered and will be addressed by including a strategic plan for accessing additional casual staff and by providing additional release from face-to-face teaching in 2023.

The school has placed a strong emphasis on explicit teaching through the use of explicit instruction in phonics, reading and spelling, and by explicitly teaching problem-solving strategies in mathematics. This has helped students to better understand the content being taught and has led to the improved achievement of outcomes as demonstrated in our NAPLAN results in reading and numeracy which showed the school achieving above the upper bound system negotiated targets.

Assessment has also been a key area of focus and evidence of teachers using the data from assessments to differentiate instruction is strong, this has enabled students to receive targeted support and challenge.

In 2023, in this initiative, the school will continue to focus on the implementation of the What Works Best themes Use of Data to Inform Practice and Collaboration, with a particular emphasis on embedding these practices across the school. This will involve ongoing professional learning opportunities for teachers, as well as the development of additional resources to support effective implementation. Additionally, the school will continue to monitor and evaluate the impact of the initiative, with a view to further refining and improving evidence-based practice over time.

#### Putting policy into action

The practice of shared ownership and distributive leadership around the High Potential and Gifted Education (HPGE) policy has been successfully approached and used to identify how the school can provide high-quality education for high potential and gifted students. By developing the capability of a HPGE leadership team in evidence-based practices,



research, expertise, and innovation, members of the leadership team are now well equipped with the necessary skills and knowledge to implement the HPGE policy. Developing a consistent understanding across the HPGE leadership team has been an enabler in turning the HPGE policy into practice.

The engagement in the HPGE professional learning suite has strengthened leaders' knowledge of the HPGE policy. One of the main barriers to this initiative was time constraints and access to casual staff to allow leaders time for collaborative planning and for completing professional learning modules. Evaluation of this initiative shows that the school needs to deepen its understanding of the implications of the policy and further develop its capability to effectively integrate it into our procedures and practices. Analysis of the school's current HPGE practices shows that the identification of HPGE students is an area that will require further investment of time in 2023.

In 2023, in this initiative, the school will continue to focus on the practice of shared ownership and distributive leadership through the implementation of the HPGE policy. Anecdotal evidence shows that starting with building capability within the leadership team on policy implementation has been an effective approach. In 2023, all members of the executive team and a leader from each stage team will complete the HPGE suite of professional learning. Their role will be to coach and mentor classroom teachers on the identification of HPGE students across the 4 domains. The HPGE leadership team will provide professional learning on differentiation and how aspects of the policy can be implemented at a classroom level. Qualitative data from surveys and focus groups will be used to inform the direction of this initiative.

### Progress towards achieving improvement measures

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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
Evidence of the <i>What Works Best</i> themes Explicit Teaching, High Expectations and Assessment being implemented in all stages.	Through classroom observation notes, stage meeting minutes and teaching and learning programs evidence shows 100% of teachers are able to demonstrate examples of the effective implementation of explicit teaching, high expectations and assessment that align with the principles within these themes in the <i>What Works Best</i> documents.
Shared ownership and distributive leadership practices on High Potential and Gifted Education will be demonstrated through all executive staff sharing evidence-based practice, research, expertise and innovation through professional learning opportunities.	Completion of professional learning, surveys and document analysis indicates that the school has not achieved its target of 100% of executive staff completing the HPGE professional learning to deepen their knowledge of and share expertise on the High Potential and Gifted Education Policy. 66% of the executive team have successfully completed the HPGE suite of professional learning align with the HPGE policy.

## Strategic Direction 3: Wellbeing for All

### Purpose

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To strengthen inclusivity and equity within a collaborative school culture that supports all learners.

### Initiatives

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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.

- Equity and Inclusivity
- Community

### Resources allocated to this strategic direction

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**Per capita:** \$50,000.00

**Low level adjustment for disability:** \$10,000.00

### Summary of progress

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#### Equity, inclusivity and community collaboration

The school's wellbeing focus for 2022 was to improve equity and inclusivity, within targeted wellbeing programs that ensured our school fostered a learning environment where students feel safe, valued, and included. This initiative included a focus on increasing attendance and implementing strategies to support expectations for success, advocacy, and a sense of belonging at school.

The school has continued with the Smiling Minds Program which has been successfully implemented over the past 2 years, and a focus on social emotional learning (SEL) in Stage 2 through our Middle Years SEL program. The employment of School Learning Support Officers (SLSO) to implement the Positive Playground Initiative has demonstrated how this targeted approach to equity and inclusivity can create a positive effect across the school. All three of these focus areas have been implemented to target a whole school wellbeing approach that goes beyond the welfare needs of a few individual students and aims for all students to be healthy, happy, successful and productive individuals. This aligns with the NSW Department of Education Wellbeing Framework and demonstrates the school's commitment to creating an equitable and inclusive environment for all children.

The school has continued to implement the School-Developed Procedural Fairness Guide, which was developed in 2020 and is now adhered to by all teaching staff. This comprehensive framework has fostered a consistent approach to managing challenging behaviors, promoting a harmonious and productive learning environment. By following the guide, the executive team has effectively supported students exhibiting both positive and negative behaviors, ensuring fairness and uniformity in their responses.

The SLSO team has reflected on and refined how they support positive playground interactions and reports from parents have indicated that students with identified social needs are feeling better engaged with their peers as a result of the 'Positive Playground Initiative.' Qualitative data from teachers across the school indicate that teachers value the Positive Playground Initiative and 100% have indicated they would like to see this continue into 2023.

Providing ongoing professional learning to support the Positive Playground Initiative for the SLSO team has ensured effective and consistent activities and approaches are used to support students who require additional support with social interactions and also students who demonstrate challenging behaviours within the playground and classroom setting. One of the barriers to this initiative was time constraints and access to casual staff to allow leaders time to engage in further professional learning to help them lead wellbeing, equity, and inclusivity professional learning across the school. Plans for 2023 include allocated funds and staff to support professional learning in this area.

The school's focus on attendance has seen the number of students attending greater than 90% of the time or more decreased by 26%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19. Tell Them From Me data indicates 75% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). Indicating progress towards the lower bound system negotiated target of 86%.

The impact of this initiative has been significant in developing and strengthening the school's wellbeing culture which aims to reflect responsible and respectful relationships across all areas of the school. An area for future focus will be community collaboration which will see the leadership team providing opportunities for community voice to be reflected in decision making.

In 2023, the implementation of new processes and the maintenance of existing structures, such as the SRC will be included to build student leadership capacity and provide meaningful leadership and enrichment opportunities. The school will begin the Peer Support Program which will provide training for staff and students on creating strong relationships. This program will focus on students becoming more connected, empowered, resilient, and emotionally literate. Smiling Minds, Stage 2 Social Emotional Learning, and the Positive Playground Program will continue in 2023.

### Progress towards achieving improvement measures

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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 attending school more than 90% of the time by an uplift of 2.9% compared to the system generated baseline.	The number of students attending greater than 90% of the time or more has decreased by 26%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Tell Them From Me data (Advocacy, belonging, expectations) improves to be at the lower bound system negotiated target of 93.7%	Tell Them From Me data indicates 75% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). Indicating progress towards the lower bound system negotiated target of 86%.
The school will be assessed as <i>Sustaining and Growing</i> according to SEF SaS in the domain of <i>Learning</i> and within the element of <i>Wellbeing</i> , within the themes of ' <i>A planned approach to wellbeing</i> ' and ' <i>behaviour</i> .'	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of, ' <i>A planned approach to wellbeing</i> ,' in the element of Wellbeing.
School wellbeing Sentral data indicates a decrease in playground and classroom referrals involving negative social interactions by 5%.	School data on Sentral indicates a significant decrease in playground and classroom referrals involving negative social interactions.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$128,793.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenbrook Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour interventions and curriculum adjustments</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in the effective use of integration funding through the learning and support team. Meeting agendas ensure funding use is regularly reviewed and adjustments made to ensure full and equitable access to the curriculum for all students. The use of integration funding adjustments throughout the year is responsive to student Personalised Learning Plans and reviews of adjustment summaries to ensure funding is used to specifically address each student's support needs. The academic performance of targeted students before and after the implementation of programs that support curriculum access in Literacy and Numeracy has shown improvements in students' ability to engage with stage-based tasks through effective differentiation of content and one on one instruction.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of integration funding will be adjusted throughout the year in response to student needs, ongoing reviews and to support full curriculum access for students receiving integration funding. In 2023, the school will continue to determine the effectiveness of the SLSO program in supporting students with additional learning needs. The Learning and Support Team will continue to identify potential areas for improvement or expansion of programs such as Social Play and Movement, which provide brain breaks for students. Learning adjustment summaries and Personalised Learning Plans for each student receiving integration funding will be reviewed each term to determine students' achievement of learning goals.</p>
<p>Socio-economic background</p> <p>\$20,311.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenbrook Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Working Mathematically</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Bump Up The Middle Program to support student learning</li> <li>• employment of additional staff to support Bump Up The Middle program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Socio-economic background</p> <p>\$20,311.00</p>	<p>The allocation of this funding has resulted in equitable access for all students to engage in the curriculum. Student improvement has been evidenced by the schools 2022 Numeracy NAPLAN results showing the school achieving above state and statistically similar school groups (SSSG).</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue with the Bump Up The Middle Program in 2023. The school will determine the overall impact of equity loading and associated programs and will identify areas of existing programs that can be expanded.</p>
<p>Aboriginal background</p> <p>\$6,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenbrook 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of Aboriginal students having Personalised Learning Pathway goals that are relevant to their learning needs and in consultation with their families and carers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to link with community elders and engage them in our Personalised Learning Pathways (PLP) and staff will be employed to ensure all PLPs are current and developed after parent/carer and student consultation. Additional staff will be employed to develop and implement teaching and learning programs to further improve all Aboriginal students' results.</p>
<p>English language proficiency</p> <p>\$12,098.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenbrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based reading practices K-6</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support through the Bump Up The Middle Program and Learning and Support Program to strengthen strategies in place to move students into the top 2 bands in reading. Students who require additional assistance for English language development have received targeted support through small group interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> in 2023, the school will maintain consistent use of assessment tools to direct future learning and improve teaching practices. Continue with BUTM</p>

<p>English language proficiency</p> <p>\$12,098.00</p>	<p>program in 2023 to determine correlations between BUTM and % students in top 2 bands in NAPLAN. Students will continue to be identified and monitored through assessment data to support planning for learning to inform the allocation of resources for students who require additional assistance for English language development.</p>
<p>Low level adjustment for disability</p> <p>\$10,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenbrook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• identified students are provided with MiniLit or MultiLit evidence-based intervention to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The successful implementation of a targeted wellbeing program to support the social and emotional needs of students with disabilities. This has included Social Play and Movement (SPAM) which provides brain breaks for students with high sensory needs. All identified students receive individualised support from SLSOs who work in collaboration with class teachers to provide student feedback and monitor and adjust teaching strategies and learning activities as needed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Positive Playground Initiative and Social Play and Movement will continue into 2023 and data will be used to track and monitor students' sense of belonging and improved outcomes in terms of their ability to maintain friendships and connections with other students. Internal and external assessment data will continue to be analysed and evaluated to meet the individual needs of students requiring adjustments in learning in consultation with LaST, external professional services, parents and carers.</p>
<p>Professional learning</p> <p>\$27,000.00</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 Glenbrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based reading practices K-6</li> <li>• Working Mathematically</li> <li>• Evidence-based Teaching and Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• check-in data analysed and shared with staff to model effective use of reading data.</li> <li>• professional learning on consistent assessment tools used to direct future learning and improve teaching practices</li> <li>• professional learning on the effective use of progression indicators to monitor progress.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Professional learning</p> <p>\$27,000.00</p>	<p>Analysis of NAPLAN data shows our upper bound targets for % of students in the top 2 bands across reading Years 3 and 5 have been exceeded by 4.67%. 82% of Year 3 students in the BUTM program scored in the top two bands for reading. 33% of Year 5 students in BUTM program scored in the top two bands for reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Maintain consistent use of assessment tools to direct future learning and improve teaching practices. Continue with BUTM program in 2023 to determine correlations between BUTM and % students in top 2 bands in NAPLAN. Review and monitor class reading programs in 2023 as the new K-2 English syllabus is taught and in preparation for the implementation of 3-6 English syllabus. Tracking and monitoring of reading progress in 2023 against previous K-2 cohorts will validate progress measures.</p>
<p>Literacy and numeracy</p> <p>\$15,020.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenbrook Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence-based reading practices K-6</li> <li>• Evidence-based Teaching and Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  100% of staff agreed that the allocated planning days with their stage teams were a valuable use of time and allowed them the opportunity to reflect on current practices and develop future directions for their stages based on evidence and data on student performance. 100% of staff indicated that the purchase of resources to support the quality teaching of literacy and numeracy had enhanced the teaching of curriculum and enabled them to differentiate their lessons effectively.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, the school will maintain support for our students by continuing to engage staff with literacy and numeracy programs to support our trajectory toward achieving school targets.</p>
<p>QTSS release</p> <p>\$50,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenbrook Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Working Mathematically</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul>

<p>QTSS release</p> <p>\$50,000.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b>  Stage teams have worked collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities in Numeracy are provided for all students. Using evidence-informed practice, teachers have developed programs to use consistent mathematical metalanguage across the school. This funding has provided opportunities to strengthen teachers' understanding of the progression of key mathematical concepts to ensure student learning needs are met.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To ensure all Numeracy teaching lessons allow for elements of explicit teaching, exploration, investigation, consolidation and differentiation. The school will develop a consistent approach to assessment, data analysis and student progress monitoring, in order to reflect on teaching effectiveness.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenbrook Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Working Mathematically</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Numeracy data showed 87% of Year 3 students participating in the BUTM program scored in the Top 2 bands and 15% of Year 5 students participating in the BUTM program scored in the Top 2 bands.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Maintain consistent use of assessment tools to direct future learning and improve teaching practices. Continue with BUTM program in 2023 to determine correlations between BUTM and % students in NAPLAN top two bands.</p>
<p>COVID ILSP</p> <p>\$15,094.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• employing staff to supervise and monitor progress of student groups engaging in online tuition in [program]</li> <li>• development of resources and planning of small group tuition</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> <li>• leading/providing professional learning for COVID educators</li> </ul>



COVID ILSP

\$15,094.00

**The allocation of this funding has resulted in the following impact:**

The school was able to provide small group tuition through the employment of an additional part-time teacher. This expenditure enabled targeted and focused learning goals to be set, monitored, and achieved for specific students who were identified as needing additional support post COVID lockdown. As a result learning gains for participating students in both literacy and numeracy were made. The evidence gathered from small group tuition has helped form decisions as to how the program will be run in 2023.

**After evaluation, the next steps to support our students will be:**

Analysis of data showed that the small group tuition in Year 2 and Year has been implemented effectively in numeracy. An analysis of early numeracy data indicates most of the students have reached their personal learning goals based on the numeracy progressions. A small number of students have made some progress but will require additional support, particularly in the area of multiplicative strategies. As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data in PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	151	157	163	166
Girls	145	150	162	162

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	96.3	94.8	87.0
1	95.2	95.5	94.8	90.2
2	95.3	94.9	93.2	90.5
3	95.0	95.6	94.3	89.3
4	94.1	94.9	94.1	88.8
5	91.5	95.9	94.9	88.7
6	92.3	94.9	93.2	91.2
All Years	94.1	95.5	94.1	89.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	11.59
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	350,927
<b>Revenue</b>	3,092,850
Appropriation	2,922,354
Sale of Goods and Services	2,603
Grants and contributions	164,730
Investment income	3,163
<b>Expenses</b>	-3,107,240
Employee related	-2,788,111
Operating expenses	-319,129
<b>Surplus / deficit for the year</b>	-14,390
<b>Closing Balance</b>	336,537

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	128,793
<b>Equity Total</b>	101,965
Equity - Aboriginal	6,341
Equity - Socio-economic	10,311
Equity - Language	3,940
Equity - Disability	81,373
<b>Base Total</b>	2,455,049
Base - Per Capita	82,121
Base - Location	0
Base - Other	2,372,928
<b>Other Total</b>	185,466
<b>Grand Total</b>	2,871,273

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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

Parent feedback provided to teachers through emails and face-to-face meetings indicated that they felt the school provided high-quality experiences during home learning which allowed continuity of learning and positive experiences for students. Qualitative data shows parents feel they are supported with easy to understand and timely information to help them support their child's learning, development, and well-being. Parents and carers indicated that they feel supported by partnerships with staff at Glenbrook Public School and that the staff communicated clear information regarding their child's progress. The staff reported that consistent, positive engagement with parents and carers has a positive impact on each child's education. Most staff feel that time spent on teaching and learning programs had been impacted by the increase in administrative demands. As a result, most staff feel that this has impacted greatly on the additional hours they work per week. 95% of Year 4, 90% of Year 5 students, and 76% of Year 6 students reported that they had advocacy at school. 100% of Year 4 and Year 5 students, and 88% of Year 6 students reported that clear expectations for success were communicated by teachers at Glenbrook Public School.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.