

2022 Annual Report

Glenfield Public School



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Introduction

The Annual Report for 2022 is provided to the community of Glenfield 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

After an unprecedented lockdown in 2021 we were excited to start the year with less restrictions and the resumption of many school activities. It was great to see students having the opportunity to participate in extra curricular activities again including our very popular Coding Club, Rubik's cube club, choir and dance.

In Term 1 we had our primary swimming carnival with numerous students going on to represent the Fields Zone at the SSW Regional Swimming Championships. One of our students, Jordan, represented NSW at the National Championships in Brisbane. He won bronze medals in the 200m Individual Medley multiclass, 50m Butterfly multiclass and 50m Breaststroke multiclass. What an amazing achievement from Jordan who qualified for nationals last year but the event didn't happen because of COVID.

Harmony Day was a wonderful celebration for the students and the community! We were reminded of how fortunate we are to live in our multicultural country and to attend Glenfield PS, where "Everyone Belongs." A special highlight of the day was having so many family members come and join us for lunch on a perfect weather day!

In Term 2 the popular Mother's Day Stall was held by the P&C which raised funds for the school. We are fortunate that the school community led by our hardworking P&C President Kritika once again supported our school in every facet of school life including the Father's Day stall, carols by torchlight, pre-loved uniform store and 140 years celebrations.

Our major fundraiser was, once again, the School Colour Run, rescheduled to Term 3. This event was enthusiastically supported by our students and whole school community and raised a profit of \$17,073. We especially acknowledge our junior fundraisers. Kindergarten was outstanding, with several individual students raising over \$1000 each! Fundraising continues to be an important part of our school culture as we learn to support our school or others in need. This money enabled us to buy more technology and resources for the students.

Glenfield Public School entered two teams in debating. For most students this was their first time debating. Both teams performed admirably. The Year Five Flying Foxes were the Zone Champions. They lost in the first round of the debate offs to a strong St Johns Park PS - who went through to the Regional semi finals.

2022 was a busy year in the library, with over 13,550 loans to students and staff. Our champion borrowers were our Stage 2 students - voracious readers, borrowing 4,877 books! Glenfield students participated in Library Lovers' Day, National Simultaneous Storytime, the Premier's Reading Challenge, a visit from Captain Glenfield as well as Book Clubs and a Book Fair. We added 776 new books to our collection, including a considerable number of the ever popular graphic novels, and continued to get books into the hands of children with Free Book Fridays and the sale of quality second hand books. The library continues to teach the valuable information literacy skills all students need for high school studies and beyond.

The Student Representative Council provided a range of different activities to keep students involved within the school community. They met fortnightly to discuss school improvement, fundraising and special school projects. Members of the committee brought forward ideas to engage students in the playground during lunch time. This included competitions

such as handball, a basketball shoot out, a soccer shoot out and a free school disco.

Coding club is held on Mondays after school and the groups were discovering and growing their block coding knowledge using the Scratch coding platform. They did this by building a cat and mouse chasing game complete with a game over screen. This involved becoming familiar with the way that block coding works and identifying the different variables they would need to use in their game. They also learnt about robotics and coding with the Lego EV3s.

Another popular activity was the Rubik's cube club. During this time students learn how to solve the popular cube. A brand new tournament was presented to our 'cubers' in 2022. A cuber is someone who can solve the cube. We currently have more than ten in our school and this number is continually rising. The tournament is held in the hall, where one-on-one races are held weekly. This culminates with the top four competing at assembly, with the students getting very invested, yelling and cheering while the race happens.

The James Meehan Cup was held again in 2022. The Cup is an academic challenge between the five feeder primary schools of James Meehan High School: Curran, Glenwood, Glenfield, Guise and Macquarie Fields Public Schools. There were three rounds throughout the year with two competitions in each round. Glenfield won the numeracy, literacy, music, visual arts and science challenges and were narrowly beaten in the sports challenge. As a result, Glenfield Public School was the winner of the James Meehan Cup.

We purchased a variety of technology for classrooms. This included iPads and laptops, which can be used for a range of educational purposes such as researching, writing and a wide range of websites and applications. Additionally, we have invested in new coding products to support the updated science and technology syllabus. These products are used to introduce students to block coding and programming. Overall, we are committed to incorporating technology into our curriculum and providing students with the tools they need to succeed in an increasingly digital world.

International Day was a huge celebration of all Term 3's work studying another country. Students enjoyed watching cultural performances, participated in a parade to show their clothes from other countries, listened to stories and enjoyed a family picnic. On the Friday, students were able to visit many other classrooms to look at their displays, filling in their passports on the way!

In Term 4 we were able to once again hold Glenfield's Got Talent where Glenfield students showcased their finest skills. There were 29 very courageous students who participated in the event and even more who auditioned. The variety of acts included solo and group singing, solo and group dances, telling jokes, playing the ukulele and singing, a Taekwondo presentation, playing medleys on the piano and a violinist.

2022 marked the 140th anniversary of Glenfield Public School first opening its doors. While this school does not mark the actual site where the original school opened, we celebrated the many changes it has seen from when it was a tent school to now. The day started with a slideshow presentation about the history of the school. Students and families enjoyed a picnic lunch and participated in games from the past. The P&C had a cake stall. There was also a pictorial timeline of the school's history. Students were able to experience a hands on history scavenger hunt where they identified historic features around the school. The day also included a school wide aerial photo of students forming "140". The teachers dressed up in attire to suit different time periods. It was a fun day and full of authentic learning.

We held our bi-annual Carols by Torchlight in the last week of school in December. The weather was beautiful, the decorations were eye-catching and the feeling was very festive. Each stage performed two carols and sang the finale together with the Stage 3 students. The P&C sold glow sticks and other items for the public. The attendance was remarkable with families attending the event with a picnic and joining in and singing the songs which were available by scanning the QR code. Students, families and teachers were dressed in a sea of red and green with hats, bells and even some tinsel. It was a fabulous way to end a very busy and wonderful year.

Thanks to the dedicated staff at Glenfield Public School for their outstanding work with students and community. It has been a pleasure to work closely with the Glenfield community and families to collaboratively improve outcomes and opportunities for all, and I am looking forward to 2023.

Kirsty Batros

Principal

Message from the school community

I had the privilege of being part of the P&C Committee and serving as President for the last 7 years. Glenfield Public School has a wonderful multi-cultural community, and this bond has grown stronger over the years through the hard work and dedication of the teachers, students, and the wonderful school committee. The P&C has been involved in many projects and initiatives over the years, and all funds raised as a result of these initiatives have been given back to the school. I am proud of the small yet mighty P&C Committee we have had, which has allowed us to run events such as

Harmony Day stalls, Mother's Day stalls, Father's Day stalls, Christmas carols, and concert BBQ. I would like to thank the principal, Miss Batros, the teachers and support staff, and all students at Glenfield for their wonderful contribution and support. Kritika Singh

P&C President

Message from the students

I was given the honour of being the 2022 School Captain of Glenfield Public School. Being chosen as the School Captain is something that I will always be grateful for, as it boosted my confidence in all sorts of different ways. Having such an enjoyable year wouldn't have been possible if it wasn't for who I was working with. From the start, we would always communicate and laugh with each other. Being School Captain would also add to my responsibilities. Things like making sure the assemblies were set up or simply taking down the flag every afternoon. These responsibilities helped me grow and become more responsible. All the aspects of being School Captain made me grow as a person and as a student. To end, I would like to again thank Glenfield for choosing me to be their School Captain and the opportunities they have given me.

Suhani Singh

School Captain



James Meehan Cup winners for 2022



International Day Performances

School vision

At Glenfield Public School we believe in developing a highly-inclusive community, where everyone belongs. We strive to achieve a learning culture where every student is known, valued, cared for and challenged to reach their full potential. We aim to inspire and empower resilient, self-directed students, teachers and leaders who work in partnership to contribute to our global community.

School context

Glenfield Public School is located in South Western Sydney and serves a school community of 448 students from 43 different nationalities. Approximately 84% of students are from backgrounds other than English and 2.3% of students are Aboriginal. Since establishment in 1882, many generations of families have returned to the school. Our dynamic school community has experienced continuing development with classes growing from 10 in 2010 to 18 in 2020.

Our school motto, "*Strive to Achieve*", encapsulates the ethos of our school. Staff focus on school and individual improvement by catering to the diverse educational needs of all students, through the application of quality teaching principles. Glenfield Public School enjoys an outstanding reputation in the broader community. We have a dedicated staff and enthusiastic students who work alongside a supportive community.

Glenfield Public School is committed to developing the whole child. Many cultural and sporting activities and programs are offered across the year. We provide a variety of extra-curricular activities including the Student Representative Council (SRC), PSSA gala days, drawing club, choir, dance groups, environmental initiatives, debating, gardening club and coding club.

Through our situational analysis, we recognised that data sourcing, analysing and use is a future direction for Glenfield Public School. We need to broaden our collective knowledge and ability to better measure the impact of programs and continue upskilling teachers in the use of, and recording of, data. The evaluation of internal data procedures demonstrated the need to further develop expertise to ensure the triangulation of external and internal data collection practices, in particular, measuring student growth against syllabus outcomes.

Explicit professional learning will be delivered to ensure teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, inclusive of students with high potential. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. A focus on developing quality summative and formative assessment tasks, data collection practices and developing greater consistency of judgement within and across schools is essential.

After plotting our school against the EAL/D Framework we realised our EAL/D teachers have a strong working knowledge of the framework. As 84% of our students identify as EAL/D, there is a need to further upskill all our class and support teachers in the framework. This will support us in driving programs for our EAL/D students which is imperative to cater for the diverse needs of our students.

An ongoing focus will be strengthening our community partnerships with all stakeholders of our dynamic community. We endeavour to establish a collegial community of schools to further support teacher professional development and networking.



International Day visits

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

Strategic Direction 1: Student growth and attainment

Purpose

Build strong foundations for academic success by refining data-driven teaching practices that are responsive to the learning needs of individual students, in order to maximise student learning outcomes and growth in reading and numeracy.

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.

- Data Driven Practices
- School systems and practices in assessment and content delivery

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$456.80

QTSS release: \$4,810.70

English language proficiency: \$263,498.04

Integration funding support: \$97,304.00

Refugee Student Support: \$3,438.40

Socio-economic background: \$32,228.76

Aboriginal background: \$7,836.72

Professional learning: \$30,744.82

Low level adjustment for disability: \$159,833.89

Summary of progress

The 2021 annual reflection projected the need for focusing on initiatives for all staff around student learning outcomes and how they are consistently and effectively tracked through the collection and analysis of assessment data. These initiatives included the development, implementation and ongoing monitoring of our QTSS model. Through this model, reviewing and distributing whole school data driven practices to ensure consistent assessment data collection and distribution has been established. Embedding whole school systems including the EAL/D Framework Progressions and ESL Scales, Learning Support and COVID ILSP were other key initiatives to support whole school data collection. Supporting these initiatives is the ongoing revision and modification of the whole school assessment scope and sequence.

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
NAPLAN Achievement of 2022 system-negotiated targets: Reading: <ul style="list-style-type: none">• 69% in reading for Year 5 students achieve expected growth in reading. Numeracy: <ul style="list-style-type: none">• 68% of Year 5 students achieve expected growth in numeracy.	There was no growth data in 2022, due to no NAPLAN in 2020.
NAPLAN Achievement of 2022 system-negotiated targets: Reading:	In reading in Year 3, 66.7% of students achieved in the top 2 bands. This is an increase from 57.9% in 2021. In reading in Year 5, 43.9% of students achieved in the top 2 bands. This is also the same as 2021. Overall, 50.88% of Year 3 and Year 5 students achieved in the top 2 bands. In numeracy in Year 3, 44.1% of students achieved in the top 2 bands. This

<ul style="list-style-type: none"> • Over 57.10% of Year 3 and 5 students achieve top two bands in NAPLAN. <p>Numeracy:</p> <ul style="list-style-type: none"> • Over 47.40% of Year 3 and 5 students achieve in the top two bands in NAPLAN. 	<p>is an increase from 43.8% in 2021. In numeracy in Year 5, 35.1% of students achieved in the top 2 bands. This is an increase from 31.6% in 2021. Overall, 35.09% of Year 3 and Year 5 students achieved in the top 2 bands. This will be an ongoing focus in 2023.</p>
<p>Progressions:</p> <p>* 85-90% of students meet expected growth in Literacy (Reading - Understanding Text, Writing - Grammar) and Numeracy (Number and Algebra - Quantifying Numbers) using the literacy and numeracy progressions PLAN2 data and syllabus indicators.</p> <p>PAT (based on base-line data):</p> <ul style="list-style-type: none"> • Expected growth in reading of 70% in 12 months for 1 band and 20% for 2 bands. • In reading, decrease the percentage of students in stanine 3 and below, bump up to band 4 and beyond so that 78% + of the school is achieving Stanine 3 and above. Additional targeted learning support for those students in Stanine 3 (amber students). • Expected growth in numeracy of 68% in 12 months for 1 band and 13% for 2 bands. • in numeracy, decrease the percentage of students in stanine 3 and below, bump up to 4 and beyond so that 80% + is achieving Stanine 3 and above. Additional targeted learning support for those students in Stanine 3. (amber students). <p>SEF-SaS</p> <p>Maintaining Sustaining and Growing in Internal and external measures against syllabus standards</p> <p>Maintaining Sustaining and Growing in Feedback</p> <p>Maintaining Sustaining and Growing in Data Use</p>	<p>Progressions</p> <p>In 2022, with the support of middle leaders and the Assistant Principal Curriculum and Instruction, staff have continued to build capacity and consistency through teacher judgement to enter data in ALAN. ALAN analysis and entry has been added to the schools monitoring schedule and assessment scope and sequence.</p> <p>PAT</p> <p>Expected growth in reading of 70% in 12 months was achieved in Year 2 only with 72.9% growth in 1 or 2 bands. All other years achieved just below in the 60 - 70% range. However, it needs to be noted that each stage had a percentage of students that achieved no growth as they were already placed in the top stanine or had not sat either the initial assessment or final assessment for the year as they were absent and therefore no growth could be determined.</p> <p>All years achieved growth of more than 20% across 2 bands except Year 4 with only 16.9%. Year 1 achieved 47.6% growth over 2 bands. This could be attributed to confidence with technology, confidence with platform, and academic improvement. Stage 2 was the only stage that saw negative growth.</p> <p>The percentage of students across the school achieving stanine 3 and above is 92.3% and 81.6% of students are achieving stanine 4 and above. The majority of students with no growth were all in the 'average' or 'above average' bands. This raises reflective questions around how we can further target students who are 'sound' and how we can extend them.</p> <p>In numeracy, expected growth of 68% in 12 months was achieved in Year 1 with 81.4% of students achieving growth of which 70.7% of students achieved growth of 2 bands. Years 2, 3, 5 & 6 all achieved growth between 62 - 66% which is just under the target. However, Year 4 students only achieved expected growth of 42.8%, with 39.3% achieving no growth. This raises reflective questions around how we can further target these students to extend them.</p> <p>Years 1, 2, 3 & 6 all achieved more than 20% growth across 2 bands. Year 4 however only achieved 5.3% growth across 2 bands. Year 5 achieved 18% growth over 2 bands.</p> <p>The percentage of students across the school achieving stanine 3 and above is 92.4% and 81.1% of students are achieving stanine 4 and above. These percentages are similar to reading.</p> <p>SEF-SaS</p> <p>We are Sustaining and Growing in Internal and external measures against syllabus standards' but have identified some areas for future development.</p> <p>We are Sustaining and Growing in Feedback.</p> <p>We have improved in some aspects of Data Use but this will continue to be a focus in 2023.</p> <p>Triangulating data from a variety of sources including PAT, ALAN, Check-in, NAPLAN, stage based assessment and teacher observations will continue to drive QTSS to ensure consistent and effective use of whole school data.</p>

Strategic Direction 2: Explicit teaching through evidence-based practices

Purpose

Staff evaluate and refine school learning and teaching programs demonstrating knowledge of evidence informed strategies and embedded evaluative practice which results in differentiation to meet the needs of every student.

Initiatives

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

- Consistency of Delivery and Expectations
- Informed embedded practice that enables differentiation

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$120,000.00

Professional learning: \$0.00

QTSS release: \$80,001.00

Integration funding support: \$0.00

Low level adjustment for disability: \$0.00

English language proficiency: \$0.00

Summary of progress

In 2022, staff participated in curriculum reform professional learning. This underpinned the majority of professional learning with a continued focus on phonological awareness, phonics and reading. Staff completed guided PL through NESAs and the DoE Curriculum Reform Suites. Professional dialogue within teacher professional learning in whole school, stage groups, senior curriculum teams, and middle leadership teams settings around evidence based vocabulary and phonological awareness practices were central to our School Improvement Plan in 2022. Differentiated capacity building support across most stages, in the form of coaching and mentoring by middle leaders in our Quality Teaching Successful Students (QTSS) sessions, occurred throughout the year. This year, our goal was to build the expectations and processes around QTSS. In 2023 our continued focus will be to build the capacity of middle leaders and curriculum teams will undergo coaching around High Impact Professional Learning to ensure continuity and consistency of curriculum delivery and expectations of evidence informed differentiated practices across the school.

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
<p>Consistent delivery and expectations in Literacy and Numeracy</p> <ul style="list-style-type: none">• Staff complete the Reading Survey to track staff confidence, understanding, deployment of teaching assessment strategies, and opinions over the year (Term 1 and Term 4) with an increase in positive growth trends for all staff since 2021. This data will be used to guide further implementation of professional learning for staff.• 90% of staff to review, reflect and evaluate practices based on data, evidence based research and professional learning to ensure consistent delivery and expectation in grammar, writing and literacy progressions.• Staff complete the Numeracy Survey Term 1 and Term 4 to provide insight	<p>According to our evidence, consistent delivery and expectations in literacy and numeracy progressed in 2022. All staff were introduced to the new curriculum during whole school teacher professional learning sessions. However, further professional learning in stage groups around these documents is planned for 2023 to differentiate learning based on each student's academic needs. In 2023, staff will receive fortnightly QTSS curriculum time and collaborative planning time. Staff will need to unpack the sample units and look at textual concepts and big ideas. A focus will be sourcing evidence informed teaching and learning resources from the Digital Learning Resource Hub for 3-6 and contextualising the syllabus to our school.</p> <p>All staff participated in evidence based professional learning in 'Phonological Awareness and Phonics. The implementation of these professional learning models came from evidence informed data. Working with specialist teachers, led by stage executive leaders, staff participated in different group settings, with K-6 and stage based groups. Regional literacy and numeracy leaders supported staff and the APCI in unpacking the science behind the syllabus. Both professional learning courses involved rich collegial discussions around evidence informed practices and research.</p>

into staff confidence, understanding, deployment of teaching assessment strategies and opinions over the year (Term 1 and Term 4), with an increase in positive growth trends for all staff since 2021. This data will be used to guide further implementation of PL for staff.

- 90% of staff to review, reflect and evaluate practices based on data, evidence based research and professional learning to ensure consistent delivery and expectation in number including, however not exclusive to, Building Blocks and Count Me In/Count Me In Too

Consistent delivery and expectations wellbeing practices

- Stages collaboratively use evidence-based practices to ensure consistency around the use of LISC. Stages review and evaluate our ongoing collective understanding of LISC based on evidence-based research.

- Develop, review and evaluate the Stage-based implementation of class programs using Smiling Minds and Mindfulness.

Consistent delivery and expectations of future focus learning

- 85% of staff communicate confidence after participating in professional learning on digital capabilities and evidence-based practices enabling consistent integration into other KLA's in stage programs.

- Review, evaluate and revise whole school systems and processes to ensure consistency around student awareness of their involvement in critical and creative thinking tasks

- Review, evaluate and revise stage based and develop whole school system and processes to ensure consistent implementation of future focused learning.

- Future focused survey reflects positive growth with 70% of staff communicating confidence in skills and understanding of digital capabilities and the principles of future focused learning.

Consistent delivery and expectations of EAL/D practices

- 85% of staff are familiar with the EAL/D practices based on evidence based research and EAL/D progressions, and literacy/numeracy progressions and develop stage based systems and processes to ensure consistency.

- Staff complete an EAL/D survey to reflect 45% positive growth from 2021 baseline data on skills and competencies.

As a result, at the end of 2022, we committed to a whole school Heggerty program to ensure consistency of implementation. Staff will implement this in Term 1 2023. We developed a K-6 Phonological Awareness and Phonics assessment, as previously each stage had their own assessment which did not provide a consistent assessment/data approach. At the beginning of 2023, this will be implemented for students identified in Years 3-6 and all Year 1 students.

After completing professional learning, more than 95% of staff reported feeling more confident teaching reading in their class. In 2022, staff will participate in further stage based professional learning on the progressions and evidence informed teaching to ensure consistent delivery and expectations around student learning outcomes. This will be supported by the Assistant Principal Curriculum and Instruction through coaching of middle leaders in the implementation of high impact professional learning for their teams, working alongside staff to improve teaching programs and classroom practice, and driving the implementation of the K-2 English and Mathematics syllabi.

Due to the new curriculum, the majority of professional learning for staff was around evidence based practices in literacy and numeracy. In Term 1, staff reviewed Smiling Minds curriculum, and Semester 2 saw the reintroduction of learning goal sheets aligned to the reports. Due to COVID-19 this practice was paused. Nearly all teachers reported using LISC in most of their lessons, however, student surveys showed some discrepancies. After further analysis and discussions around the results, the need for consistent language use will be a focus for 2023.

Although staff participated in PL in Term 1, future focused learning and digital capabilities were not a focus in 2022 due to the new curriculum.

Underpinning all professional learning courses in 2022 was our focus on evidence informed EAL/D practices and research. To support our learning in literacy and numeracy, in 2021 all staff completed 'Using the EAL/D Progressions Blended Learning' professional development with the guidance of our own specialist EAL/D teachers. Working with regional EAL/D Lead specialist all teachers are now tracking their EAL/D students and reporting on our semester reports. EAL/D modifications are also on the forefront of our assessments. All staff reported increased confidence and familiarity with the EAL/D progressions, scales and framework.

Evidence-based practices based on effective strategies and processes

Central to our SIP is the importance of evidence based practices on effective strategies and processes that enable differentiation. This year our

that enable differentiation in Literacy and Numeracy

- 90% of staff utilise Literacy and Numeracy progressions in key areas for Reading, Writing (Grammar and Vocabulary) and Number and Algebra (Quantifying Numbers, Additive strategies, Multiplicative strategies, Operating with decimals, Operating with percentages).

- Classroom teachers are entering in ALAN, ensuring consistent teacher judgment and time for program/class observations feedback.

- The Learning Support team review, evaluate and develop systems and process to ensure consistent use of ALAN and Literacy and Numeracy progressions data for programming to enable differentiation and ensure responsive curriculum delivery.

- Systems devised to monitor the teaching and learning of reading through data, the scope and sequences and program monitoring of class timetables.

- Implement, reflect, evaluate and review reading data and scope and sequences that are aligned with rubrics and students' work samples. Sample programs built to ensure consistency and delivery saved to Sentral.

Evidence-based practices based on effective strategies and processes that enable differentiation for wellbeing

- 80% of staff participate in professional learning on evidence-based practices.

- Staff to develop whole school expectations of communicating LISC to families.

- 65% of students are able to communicate their personalised learning goals in Literacy and Numeracy.

Evidence-based practices based on effective strategies and processes that enable differentiation for Future-Focused Learning

- All staff continue to implement, review and revise the scope and sequence for digital capabilities with the expectation that K to 2 assessment data available. However, all teachers are implementing.

- Digital capabilities K to 2 programs based on evidence-based practices will be located on Sentral to ensure consistent delivery.

- 10 devices in each room with the expectation that the computer room will still be utilised.

- Implementation of STEM T4L kits and implementing of purchases of school-based resources including film kit, robotics, etc.

- Continued purchasing and

focus was on building a collective understanding to ensure that all students were catered for through differentiation. Through our Teacher Professional Learning (TPL) agenda, staff were involved in Curriculum Reform Suite PL, Effective reading: Phonological Awareness, and Effective Reading: Phonics courses. From this, teams were able to build their confidence around the Literacy, Numeracy and EAL/D progressions. A review of the monitoring schedule saw the inclusion of focus areas in ALAN ensuring staff utilise Literacy and Numeracy progressions in key areas for reading, and number and algebra (Quantifying Numbers) and stage based focus areas. Teachers have entered observations and assessment data in ALAN. However, there are still inconsistencies across the school around expectations and confidence in using the progressions in this online format. The links within the K-2 curriculum meant K-2 staff felt more confident to make consistent teacher judgments. Moving into 2023, our focus will shift into using the progressions to provide small group tuition within the classroom and ensuring our class programs are differentiated based on student needs identified in our data sets.

Our Learning Support Team undertook COVIDILSP professional learning this year within weekly QTSS time. The success of the program was reflected in positive student growth in the target areas of reading, writing, and mathematics. The COVIDILSP teachers used ALAN consistently to record student academic attainment. With the support of middle leadership, they were able to identify student needs and use the progressions to identify 'where to next?'. In 2023 all of the Learning Support Team will continue to undertake professional learning around the new curriculum and version 3 of PLAN and how to access the Digital Learning Resource Hub and science of reading resources. The Assistant Principal Curriculum and Instruction will continue to oversee Learning Support and assist teachers in targeting students for specialised programs like MultiLit and Decodables. SLSOs will also be trained in MultiLit and Decodables.

This year our class teachers and LST worked to provide 'tiered focused' programs to ensure that all students, not just our intensive (red) and 'amber' (just below expected outcomes) and 'above' (above expected outcomes) have explicit LISC that is reflected in teaching and learning programs K-6. The key to our LISC initiatives is how we are going to collect evidence of students' voices around LISC to ensure we are student centred in our professional learning opportunities. In 2023 our intention is to ensure all teachers not only identify student needs but, ensure programming is responsive to collated and analysed data. This will also provide a narrow and deep focus for professional learning that results in a positive student impact.

A major focus in 2022 in Strategic Direction 2 was building the capacity of our staff in using evidence based practices utilising effective strategies and processes that enable differentiation for EAL/D students. With the assistance of our EAL/D lead specialist and teachers, in Terms 2 and 4, staff engaged in evidence informed research and reviewed effective practices for providing an individualised focus on the implementation of the EAL/D progressions. With the assistance of our lead specialist, all staff were able to place students on the EAL/D progressions and identify their phases for 2022 Semester One and Two reports. Staff were then provided further time in Term 4 to update their tracking of students for the transition to 2023 classes. Staff will need continued professional learning and CTJ in 2023.

implementation of future focus flexible classroom using furniture, layout, and design.

Evidence-based practices based on effective strategies and processes that enable differentiation for EAL/D students

- Continue to revise, develop and implement whole school systems and practices based on providing an individualised focus on the implementation of the EAL/D progressions for students who are Beginning English, Emerging English Developing English and Consolidating English phases.



James Meehan Cup science challenge



Learning in the computer lab

Strategic Direction 3: Connections with community

Purpose

Establish collaborative relationships within our learning ecosystem by expanding professional networks and collegial learning opportunities. Reduce barriers for parental participation in student learning and build opportunities for parental involvement. Promote student voice to enhance student outcomes and engagement.

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.

- Student Voice Through Engagement
- Professional Networks
- Crafting Community

Resources allocated to this strategic direction

Socio-economic background: \$0.00

English language proficiency: \$0.00

Low level adjustment for disability: \$0.00

Professional learning: \$0.00

Summary of progress

In 2022, our focus was on community connections with our students, teachers and our wider community including parents. To further implement the strategies developed during the Learning Ecosystem program, with a focus on developing reading programs designed to encourage and instruct parent participation in home reading, we included programs in both Kindergarten and Year 2. Reflecting parental feedback, we continued to develop our transition programs for both Kindergarten and the Year 6 to 7 transition, while working within the departmental guidelines. Staff involved in the attendance sprint to take place in Term 1, 2022 received training and familiarisation with the Attendance Matters resource website. This sprint aimed to increase the percentage of students attending school at least 95% of the time. In preparation for our whole school peer observation program in 2023, 4 teachers participated in the Quality Teaching Rounds program, to act as facilitators for all teaching staff in 2023. The resulting protocols will guide the teacher observation program in 2023. By connecting with other local schools, our strategic direction team collated report samples to analyse and develop a new student report format making them more user friendly for all parents, particularly our EAL/D community. 8 interpreters were utilised for parent meetings to make information more accessible to our school community and parents were informed of the translator function in both Google Classroom and Seesaw. This year we ran two parent workshops, one on technology in school and one on the paired reading program. The school hosted Kindergarten Orientation and Kindergarten and Year 6 parent information sessions.

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
Attendance and Wellbeing Achievement of 2022 system-negotiated targets: <ul style="list-style-type: none">• Over 95.2% of students with positive wellbeing.• Over 85.9% of students attending school 90% or more.• SEF S-as: Maintain Excelling in Transition and Continuity of Learning.• SEF S-as: Maintain Excelling in a planned approach to wellbeing.	In the Tell Them From Me (TTFM) surveys the school achieved an overall wellbeing of 84.16% which was 1.94% lower than in previous years. The two areas which scored lowest in the TTFM survey were 'students with a positive sense of wellbeing' and 'students with positive homework behaviours'. These areas will be discussed with the staff to put strategies in place to improve the outcomes. Areas where we exceeded the NSW norm were 'students with positive behaviour' and 'student participation in sport and extra-curricular activities'. Attendance is down to 55.7% of students attending 90% or more. This is down 23.45% from the last 4 years but we are still above state, network and SSG in attendance. Attendance rates can be attributed to the borders reopening and families visiting relatives overseas as well as the COVID policy.
Attendance and Wellbeing	An attendance team was established to analyse attendance data to identify the specific areas for improvement and design a process for ongoing data

<p>Attendance</p> <ul style="list-style-type: none"> • 76% of students with attendance =>90% • 85% of students can identify the school attendance sprint motto "We depend on you to attend." • Attendance sprint motto and logo is displayed around the school • Implementation of an attendance reward system across the school with an award for students who hold; <ul style="list-style-type: none"> - >90% attendance - 90% attendance - >5% growth in attendance • 95% of teaching staff explicitly teach the importance of attendance through PBL lessons • Discussions on attendance and student wellbeing is mandatory at the commencement of each stage meeting. Teachers reflect on patterns of absenteeism. Students with attendance and wellbeing concerns are monitored. • Proportion of students reporting a positive sense of wellbeing (advocacy at school, sense of belonging and expectations of success) to increase by 3% 	<p>collection and evaluation.</p> <p>Discussions around attendance are communicated, monitored, and actioned during weekly stage meetings. From the agendas, Assistant Principals are supporting staff with implementing attendance support plans, including monitoring attendance, initiating contact, planning meetings, completing MRGs and contacting the HSLO.</p> <p>When surveyed, staff reported greater awareness around attendance procedures, including classroom based interventions.</p> <p>The weekly 100% Attendance Award for one student from a nominated class continued but after consultation with the community the proposed term based reward session for students who achieve over 90% will not happen.</p> <p>According to internal surveys, students show enjoyment towards English and mathematics and reported an increase in positive peer relationships. However, the TTFM survey highlighted the need for a sense of belonging to be a target in 2023. Peer support, reestablishment of the Koori group, extra curricular activities and an increase in onsite inclusion of families in school events are ways we will address this in 2023.</p>
<p>Student Voice</p> <p>Transition Programs</p> <ul style="list-style-type: none"> • Reflect on feedback from 2021 students to enhance the transition programs in 2022. • 88% attendance at Kindergarten Orientation program • Positive feedback from Year 7 students about the positive impact of the Glenfield transition program to increase by 5% • Positive feedback from Kindergarten parents on the positive impact of the Kindergarten Orientation program to increase by 3% <p>Anti-Bullying - PBL Focus</p> <ul style="list-style-type: none"> • Implement whole school focus through explicit PBL lessons in all classrooms. • Review and revise whole school systems and teachings on expectations around student wellbeing. Explicit lessons on "Bullying" to be implemented as part of the PBL scope and sequence. • Use student survey data to implement lessons into peer support programs. 	<p>Transitions Year 7</p> <ul style="list-style-type: none"> • The transition to the high school program was conducted with all students in Stage 3. The program was run in the classrooms. In 2023, Stage 3 will endeavour to re-evaluate the program and how it is implemented particularly focusing on grouping, timetabling, and onsite high school visits through Term 4. <p>Transitions Kindergarten</p> <ul style="list-style-type: none"> • An increased percentage of students enjoyed Kindergarten Orientation. We had a large turnout of parents who attended the onsite face to face Q&A session. We also offered a Zoom Q&A. • Members of the Kindergarten team visited local preschools to collaborate with preschool teachers in planning and information sharing. Teachers were able to talk to the children about what coming to school looked like and exciting things to look forward to. • This year, over the 2022/23 Christmas break, we continued the pre-Kindergarten Seesaw for parent communication and to allocate activities for the students to do. This allowed parents to be familiar with the Seesaw platform and provided a line of communication over the holiday period to address any concerns. This was received favourably by parents and students. <p>Anti-Bullying - PBL Focus</p> <ul style="list-style-type: none"> • In 2022, the school implemented a whole school focus through explicit PBL lessons in all classrooms which was based on our playground and wellbeing data and was fluid to the needs of the students. • 69% of students feel safe and supported when coming to school as identified in the Tell Them From Me Survey. • As a part of our Peer Support program, we reviewed and revised whole school systems and teachings on expectations around student wellbeing. We used student survey data to implement lessons in peer support programs. Explicit lessons on "Bullying" to be implemented as part of the PBL scope and sequence in 2023.
<p>Professional Networks</p> <p>Community of Schools</p> <ul style="list-style-type: none"> • Internal measures indicate an increased percentage of staff actively 	<p>In 2023, the APCI developed a network to allow for an increase in the percentage of staff actively collaborating with practitioners from other schools to reflect on and improve teaching practice. Planned for 2023, is school visits for K-2 around new curriculum implementation. Later in 2023, we are planning to coordinate Years 3-6 to collaborate around the new</p>

collaborating with practitioners from other schools to reflect and improve on teaching practice.

Reciprocal Mentoring

- 100% of staff are trained in reciprocal mentoring based on the Quality Teaching Rounds (QTR) with an emphasis on identified elements
- 100% of teachers participate in observations based on the Quality Teaching Model with an emphasis on identified elements
- Internal measures indicate that 80% of staff are positive about the reciprocal mentoring program (Moved to 2022 as did not happen in 2021)

curriculum.

Reciprocal mentoring will be a focus in 2023 with an action plan developed for 2023 implementation.



Harmony Day picnic lunch



Carols by Torchlight



Mothers Day stall volunteers

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,438.40</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • purchase of resources for refugee students • additional staffing for targeted interventions to support student learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a focus on our refugee students in numeracy - students able to go on excursions and provided with necessary equipment for day to day use at school - students from refugee backgrounds being supported with language acquisition and wellbeing programs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue with in class EAL/D support and withdrawal where needed for these students. - continue to provide uniforms and supplies to ensure their basic needs are met - continue to give students opportunities to go on excursions - continue to offer the use of interpreters to sustain relationships with culturally and linguistically diverse parents, within all home-school communication processes.
<p>Integration funding support</p> <p>\$97,304.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenfield 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"> • Data Driven Practices • School systems and practices in assessment and content delivery • Consistency of Delivery and Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLASPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLASP) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - integration funding decision making was added to the learning and support team and stage meetings agendas to ensure funding use is regularly reviewed - the use of integration funding was adjusted throughout the year in response to student PLASPs reviews to ensure funding is used to specifically address each student's support needs - increased professional learning and dialogue for SLSOs, including a PDP focused on capacity building - all eligible students demonstrating progress towards their personalised learning goals

<p>Integration funding support</p> <p>\$97,304.00</p>	<ul style="list-style-type: none"> - all PLASPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms - targeted support for students with wellbeing or social and emotional needs particularly in the playground - targeted programs to support students who require adjustments and accommodations. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to adjust SLSO timetables throughout the year in response to student PLASPs reviews to ensure funding is used to specifically address each student's support needs - utilise SLSOs for MultiLit and MiniLit as well as COVIDILSP - building capacity of SLSOs to best support students who require adjustments and accommodations - building capacity of all staff to meet the learning and wellbeing needs of students who require adjustments and accommodations - collation of student data and resources to hand over to the 2023 teacher - continuation of the School Learning Support Officers working closely with teachers to plan and implement targeted strategies - implementation of targeted playground strategies
<p>Socio-economic background</p> <p>\$32,228.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenfield 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"> • Data Driven Practices • Student Voice Through Engagement • Crafting Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services at school • providing students without economic support with educational materials, uniform, equipment and other items • employment of additional staff to support identified students with additional needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - development of individualised learning programs for identified students - additional support groups created catering for more students - all identified students requiring uniforms, supplies and student assistance for activities including excursions, camps and gala days receiving the necessary support <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue with all notes asking if parents/carers require financial assistance to contact the school - continue with staff sending home student assistance forms when requested or after discussions - continue creating small group support for identified students
<p>Aboriginal background</p> <p>\$7,836.72</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenfield 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"> • Data Driven Practices • School systems and practices in assessment and content delivery

<p>Aboriginal background</p> <p>\$7,836.72</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways (PLP) • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all Aboriginal students and their families engaged in the PLP process - all Aboriginal students achieved their PLP goals - all staff participated in Aboriginal culture education training - additional support provided to Aboriginal students in learning and wellbeing <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - more opportunities to meet and participate in projects of their interest with our Aboriginal education officer - an incursion with a focus on Aboriginal culture - continue to engage families in the PLP process and regular ongoing evaluation of the plan - continuation of the students' PLPs with a particular focus on achieving the students' cultural goals - adjust SLSO timetables where necessary according to achievement or non achievement of goals - building the capacity of our teachers to further embed a strong sense of Aboriginal culture within the school
<p>English language proficiency</p> <p>\$263,498.04</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • School systems and practices in assessment and content delivery • Consistency of Delivery and Expectations • Student Voice Through Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (Developing) and individual (Emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • EAL/D Progression levelling PL for all staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact:</p> <p>In NAPLAN</p> <ul style="list-style-type: none"> - 81% of EAL/D students in Year 3 in the top two bands for reading in NAPLAN - 34% of EAL/D students in Year 5 in the top two bands for reading in NAPLAN - 48% of EAL/D students in Year 3 in the top two bands for numeracy in

<p>English language proficiency</p> <p>\$263,498.04</p>	<p>NAPLAN</p> <ul style="list-style-type: none"> - 8% of EAL/D students in Year 5 in the top two bands for numeracy in NAPLAN - EAL/D students in Years 3 & 4 in check-in assessments performed above state in reading - increased communication skills for students - increased competency in English language skills - reports containing overall EAL/D phase included for all EAL/D students - separate NAP reports - EAL/D students received explicit teaching in areas of English and numeracy - EAL/D teachers worked collaboratively with class teachers and the Learning Support Team to implement differentiated teaching programs resulting in students growth and attainment - EAL/D teachers and consultant provided professional learning for staff in EAL/D teaching, assessment strategies and progressions <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued teacher allocation to support the development and implementation of programs to support EAL/D learners - continue with additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds - continue to utilise the expertise of our specialist EAL/D teachers in upskilling other staff - revisit the plan created with our EAL/D consultant to ensure best practice and improvement in the EAL/D framework - increased professional learning and support for classroom teachers
<p>Low level adjustment for disability</p> <p>\$159,833.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenfield 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"> • Data Driven Practices • School systems and practices in assessment and content delivery • Consistency of Delivery and Expectations • Student Voice Through Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST teacher • development of a needs based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - identified students across K-6 were provided with Learning and Support Teacher interventions - development of a needs based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students - interventions included in class support and small group withdrawal concentrated on areas of English and mathematics - students requiring intervention were identified through the Learning and Support team and collaboration with each stage team - successful support setting placements or funding for diagnosed students - purchased resources including sensory toys for students with disabilities - collection of ongoing data to monitor student progress showed students

<p>Low level adjustment for disability</p> <p>\$159,833.89</p>	<p>making growth in areas of need</p> <ul style="list-style-type: none"> - students who did not make expected growth continue to be referred to the Learning and Support Team for review and further action <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuation of evidenced based practices to provide interventions for students in literacy and numeracy - further expand the impact of the learning support team through looking at processes and external providers, including PL from external providers, possibly OT and ST (unsuccessful in 2022) - the school will provide additional support for identified (unfunded) students through the employment and PL of trained SLSOs to facilitate MultiLit and MiniLit - utilise the counsellor as a resource and work more closely with families - identification and development of practices for High Potential and Gifted students across the school - further training for SLSOs to work with teachers to deliver learning and wellbeing programs
<p>Professional learning</p> <p>\$30,744.82</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 Glenfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Consistency of Delivery and Expectations • Professional Networks <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • school leaders engaging in professional learning to build their capacity to lead others • teachers engaging in professional learning to enhance teacher capacity • collaboration opportunities are embedded into the school structures and culture <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - school leaders engaging in professional learning to build their capacity to lead others - teachers engaging in professional learning to enhance teacher capacity. - collaboration opportunities are embedded into the school structures and culture. - resources are purchased to support professional learning and build professional knowledge <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to build our community of schools and networking opportunities - visiting other schools for demonstration lessons of the new curriculum - continued focus on collaboration and building capacity
<p>QTSS release</p> <p>\$84,811.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenfield Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • School systems and practices in assessment and content delivery • Consistency of Delivery and Expectations • Informed embedded practice that enables differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$84,811.70</p>	<p>high quality curriculum</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to build their capacity <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the ability of the school to embed collaborative practices including inquiry and planning into school structures - a consistent QTSS model to ensure all PL is aligned with student needs and the SIP - deep diving for Years 1-6 in phonics and phonological awareness resulting in increased staff awareness in preparation for syllabus change and school based programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - assistant principals are provided with additional release time to support classroom programs and working shoulder to shoulder with class teachers - curriculum reform implementation - Kanban modelling to drive improvement
<p>COVID ILSP</p> <p>\$81,813.00</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>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 educators to deliver small group tuition (three staff - one per stage) • releasing staff to analyse school and student data to identify students for, and monitor progress of, small group tuition groups (completed in conjunction with the stage supervisor) • providing targeted, explicit instruction for student groups in literacy and numeracy as per ALAN • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - providing targeted, explicit instruction for student groups in literacy and numeracy - triangulation of data indicates that many students have 'closed the gap' in their learning whilst some students, who are making steady improvements, will still need significant intervention in 2023 - programming is now done in short 5 weekly cycles, allowing the impact to be evaluated regularly and ensuring it is responsive to student need <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - employment of teachers/educators to deliver small group tuition through the MultiLit program - continue the program with a refinement to ensure targeted interventions are carefully planned and aligned with assessment data - expand the use of decodable texts beyond COVIDILSP and assist classroom teachers to support the learning needs of their intervention students in the classroom so that learning and support programs and classroom programs complement each other - continue to stay on top of current research and evidence based practices and expand learning

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	230	226	231	225
Girls	202	213	222	224

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.7	94.1	94.5	86.0
1	91.8	91.4	93.5	87.8
2	91.7	92.5	92.8	88.8
3	91.3	90.6	93.8	87.2
4	91.4	93.5	94.2	86.4
5	92.0	89.7	93.8	88.8
6	91.2	89.1	92.4	86.7
All Years	92.0	91.8	93.6	87.4
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

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.



Students enjoying the colour run fundraiser



For our 140 years celebration, students and staff made the number 140 and we photographed it using a drone.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	16.29
Learning and Support Teacher(s)	1
Teacher Librarian	1
Teacher ESL	1.8
School Administration and Support Staff	3.23

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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.

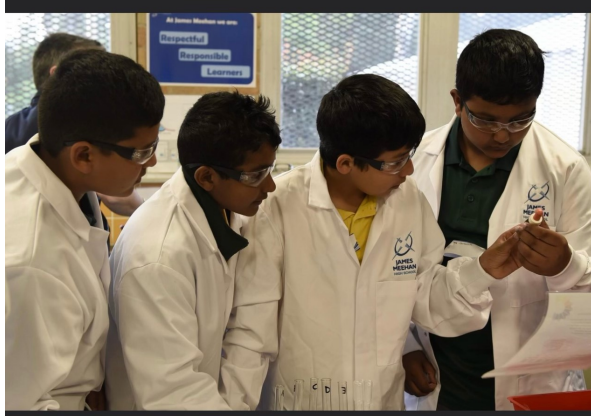
Professional learning and teacher accreditation

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.



Staff on International Day



James Meehan Cup mathematics and science challenge



Literacy groups

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 (\$)
Opening Balance	276,377
Revenue	4,514,261
Appropriation	4,351,454
Sale of Goods and Services	11,856
Grants and contributions	145,626
Investment income	4,824
Other revenue	500
Expenses	-4,139,538
Employee related	-3,887,750
Operating expenses	-251,788
Surplus / deficit for the year	374,723
Closing Balance	651,100

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.



Glenfield's Got Talent

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	100,742
Equity Total	463,397
Equity - Aboriginal	7,837
Equity - Socio-economic	32,229
Equity - Language	263,498
Equity - Disability	159,834
Base Total	3,243,226
Base - Per Capita	114,464
Base - Location	0
Base - Other	3,128,763
Other Total	345,652
Grand Total	4,153,018

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.



Top fundraisers 'colouring' the teachers

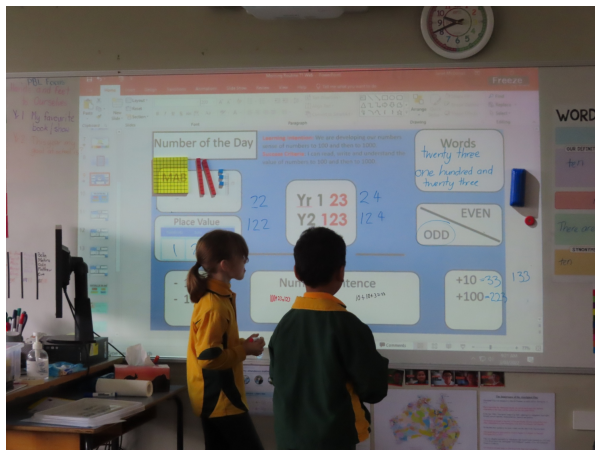
School performance - NAPLAN

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.



Morning routine



Morning routine



Researching their class country for International Day

Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of parents, students and teachers about the school. The positive school culture and success of school initiatives are acknowledged by the high satisfaction of our whole school community in many areas across the school. Information surrounding this was captured through informal and formal parent, student and teacher satisfaction surveys, linked to school focus areas.

Based on the parent surveys of 2021, Kindergarten and Stage 1 (Year 2) participated in the Paired Reading Program. Most found the program worthwhile and stated they would continue. We experienced a more consistent and larger involvement with Stage 1 parents in 2022. Home reading is on the agenda for 2023 and Glenfield Public School will continue the Paired Reading Program.

Parents completed transition surveys to assist us in supporting Kindergarten and Year 6 through their transitions. Post COVID saw the reintroduction of our transition programs with onsite visits and mixed cohorts within our grouping. Feedback from students after the transition program highlighted the importance of our high school visits and onsite parent information sessions. Kindergarten parents were invited to ask questions that were then answered during a Q and A session, which they appreciated. This year we returned to face to face orientation which was a highlight of the 2022 program.

The student survey "Tell Them From Me" was completed by 151 students in Years 4-6. Compared to NSW Government Norms we reported an increase in growth for 'participation in sports', 'positive homework behaviour' and 'positive behaviour at school'. The results of the drivers of student outcomes aspects of the survey were also extremely positive, with students at Glenfield reporting similar results to other NSW students in the quality of instruction, positive relationship with teachers, positive learning environments and high expectations. Areas resulting in lower performance compared to NSW students were the positive sense of belonging, students' motivation and interest, student effort and students valuing school outcomes. SD1 and SD2 have been focusing on ensuring relevance and effective feedback are on our agenda. This was highlighted as a continued focus in 2023. Our focus on anti-bullying seems to have made a positive impact with an increase of 8% in wellbeing.

Teachers were surveyed throughout 2022 around teacher confidence and capacity. All staff participated in evidence based professional learning, working with specialist teachers, led by stage executive leaders, and staff participated in different group settings, with K-6 and stage based groups. As a result of the new curriculum, our baseline of teacher confidence needed to be determined to help support our shift in our SIP focus. As a result, we are going to modify our progress measures to ensure a deep and narrow focus occurs particularly with mathematics, as triangulated data highlighted this as an area for future development. All staff reported increased confidence and familiarity with the EAL/D Progressions, ESL Scales and EAL/D Framework.

Differentiated capacity building support across most stages, in the form of coaching and mentoring by the APCI with middle leaders in our Quality Teaching Successful Students (QTSS) sessions, occurred throughout the year. Staff felt that QTSS was successful. However, consistency across the school in the delivery of QTSS is a continued focus for 2023. A deep and narrow focus is needed to ensure continuity and consistency of curriculum delivery and expectations of evidence informed differentiated practices across the school. The formation of the Curriculum Reform Team (CRT) in Term 4 2022, supported by the Assistant Principal Curriculum and Instruction, aims to develop the capacity of middle leaders and aspiring leaders, to drive the implementation of high impact professional learning for their teams, working alongside staff to improve teaching programs and classroom practice and driving the implementation of the K-2 English and Mathematics syllabi.



Staff celebrating 140 years



Harmony Day



Coding in Kindergarten on a comics mufti day

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.

