

2022 Annual Report

Glenorie Public School



2012

Introduction

The Annual Report for 2022 is provided to the community of Glenorie Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

The vision for Glenorie Public School is that every student is known, valued, cared for and reaches his or her full potential. Student success will be underpinned by engaging and explicit instruction from committed teachers. High quality teaching and learning is valued and the classroom focus is on challenge, engagement and achievement.

School context

Glenorie Public School is located in Regional North and has a student enrolment of 293. Students come from a wide range of socio-economic backgrounds with 2% of students identifying as Aboriginal and 16% from an English as an Additional Language or Dialect (EAL/D) background. Extra-curricular opportunities in Sport, Science, Italian, STEM, and Creative and Performing Arts, enable our students to excel through a range of different experiences. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students remain a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus on developing whole-school processes to support every student being known, valued and cared for.

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	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop, refine and sustain data driven teaching practices that are responsive to the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Highly effective teaching practices
- Data Driven Practices

Resources allocated to this strategic direction

Integration funding support: \$31,754.00

Aboriginal background: \$3,832.00

Low level adjustment for disability: \$93,084.07

Socio-economic background: \$20,756.00

Location: \$7,091.00

English language proficiency: \$5,981.00

AP Curriculum & Instruction: \$120,457.00

Professional learning: \$5,110.00

QTSS release: \$55,967.00

Summary of progress

Staff worked shoulder to shoulder with the APCI in 2022 to implement a system of instructional leadership and professional learning opportunities to enhance teaching and learning practices, in particular with the use of evidence-based explicit teaching strategies, data-driven teaching practice and implementation of new curriculum initiatives. We displayed excellent expected growth in NAPLAN, especially in reading. The school will continue to strive to further improve this percentage.

Professional learning for all staff during 2022 focused on the analysis of both internal and external data to develop staff competencies in data-based practice to inform effective planning for teaching. The analysis of data including NAPLAN 2022, PAT Maths, Reading, Spelling and Grammar and 2022, Check-in Reading and Numeracy, IfSR, YARC and Learning Progressions assisted teacher understanding of targeted areas for growth, particularly those outlined in our School Improvement Plan 2021-2024. Data use in teaching and collaborative planning with Stage AP's / APCI became the focal initiative for differentiation, planning, delivery and monitoring of teaching /learning programs developed in 2022. The executive leadership team led high-impact professional learning by the developing of a professional learning plan, based on establishing systems to support continuous and meaningful high-impact professional learning.

Stage AP's and the APCI provided mentoring support (as expert teachers) through weekly data talks to strengthen quality teaching practices. Analysis of student data has resulted in driving ongoing, school-wide improvement in teaching practice and improving student results, particularly in Literacy. School executives have provided weekly release time to establish analytical data talks to improve teaching planning and practice. The Executive and APCI focused on high-impact professional learning to strengthen teaching practice. Professional learning has been driven by data-identified student needs along with system priorities for the implementation of the new curriculum. This has enabled a distributive leadership attitude toward professional development to sustain a culture of effective evidence-based professional learning and support student improvement and strengthen the mentoring of early career teachers. Extra LaST teachers were employed along with the COVIP ILSP teachers to implement targeted Tier 2 intervention for students with additional literacy and numeracy needs as well as high-middle students through the COVID ILSP.

Throughout 2023 further refinement will include developing a whole school scope and sequence for comprehension. High-quality evidence-based teaching practices have led to significant gains in students' literacy achievement. Term 4 2022 and leading into 2023, will see the introduction of the 24/7 teacher training courses to target teacher improvement and development in comprehension, cognitive load reduction, explicit instruction and the morning routine. This will lead to a reduction in teaching time 'slippage' and assist teachers to design quality, effective lessons, authentic assessment and deep data analysis.

Reading data shows that on average, 67% of students in years 2 - 6 achieved at or above average growth, according to

Progressive Achievement Test for Reading (PAT-R) stanines. Numeracy data shows that on average, 72% of students in years 2 - 6 achieved at or above average growth, according to Progressive Achievement Test for Maths (PAT-M) stanines. Analysis of the school's PAT-M showed that there was an increase in students' mathematical understanding. Teachers noted that analysing student assessment and data regularly in weekly data talks with AP's/APCI helped build their pedagogical understanding of mathematics and reading allowing for more effective differentiation of student needs in the classroom. The school's leadership team will continue to drive in 2023 formative assessment strategies as an effective way of planning and programming, responsive to students' individual 'points of need'. It is anticipated that this approach, paired with targeted professional learning for teachers in multiplicative strategies, will continue to see a greater number of students achieve at or above stage expected outcomes.

Intervention programs focused on literacy and numeracy. Data was regularly used to make decisions around Tier 2 targeted intervention and 'point of need' instruction. 40% of Yr 1 students participated in either a MiniLit explicit phonics program or a Tier 2 targeted maths groups. 100% of students in the Year 1 MiniLit program made progress when measured with the WARP and WARN test from Term 1 to Term 3. 80% of Yr 1 students in Tier 2 maths groups made progress (PAT-M). 100% of students in the Year 2 MiniLit program made progress when measured with the WARP and WARN test from Term 1 to Term 3. 80% of Yr 2 students in Tier 2 maths groups made progress (PAT-M). 94% of Yr 3 students and 92% of Year 4 students involved in Tier 2 MacqLit sessions made positive reading progress (PAT-R). 76% of all students involved in COVID ILSP literacy groups made progress (PAT-R). 82% of all students involved in COVID ILSP numeracy groups made progress (PAT-R).

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> Value added data in Scout for K-2 continues to show Excelling Value added data in Scout for 3-5 continues to show Sustaining and Growing Value added data in Scout for 5-7 shows improvement towards Sustaining and Growing 	Value added cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
<ul style="list-style-type: none"> At least 80% of students completing Kindergarten will have achieved within Level 5 of the Understanding Texts elements of the Progressions. At least 80% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the Progressions. 	<p>87% of students completing Kindergarten are achieving within Level 5 of the Understanding Texts elements in the Progressions.</p> <p>81% of students completing Year 3 are achieving within Level 7 of the Understanding Texts elements in the Progressions.</p>
<p>Numeracy:</p> <ul style="list-style-type: none"> Increase in Year 3 and 5 students achieving in the top 2 NAPLAN bands to 55%. 50% of students 1-6 demonstrate expected year-specific growth from start to end of the year in PAT Maths 	<p>44.71% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target of 48.20%.</p> <p>72% of students in years 2 - 6 achieved at or above average growth, according to Progressive Achievement Test for Maths (PAT-M) stanines. This was significantly above (22%) our target.</p>
<p>Reading:</p> <ul style="list-style-type: none"> Increase in Years 3 and 5 students achieving in the top 2 NAPLAN bands to 57%. 	<p>NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading (62.35%) by 5.21% from 2021. This is 5.65% above the agreed upper bound target of 56.70%.</p>
<ul style="list-style-type: none"> 58% of Year 3 and 5 students achieve expected growth in NAPLAN reading. At least 50% of students in years 2-6 will demonstrate expected year-specific growth when comparing the start of the year to end of year scale scores in PAT reading. 	<p>62.35% of students achieved in the top two bands in NAPLAN reading indicating significant achievement of the upper-bound target.</p> <p>67.07% of students in years 2-6 demonstrated expected year-specific growth when comparing the start of the year to the end of the year stanine levels in PAT reading.</p>

• 68% of Year 3 and 5 students achieving expected growth in NAPLAN numeracy.

Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning 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.

- Enhancing Teacher Capabilities
- Explicit Teaching
- Effective Feedback

Resources allocated to this strategic direction

Professional learning: \$12,966.00

Per capita: \$3,488.00

Summary of progress

Throughout the year, weekly analytical meetings provided teachers with additional opportunities for collaboration to engage in data analysis to inform practice. Teacher professional learning focussed on engagement in high-quality professional learning and time to develop authentic student assessment. The school's leadership team developed a mentoring program during term 4 linked to the new K- 2 curriculum to provide one-on-one weekly sessions to identify focus areas for explicit teaching over a three-week rotation. A key initiative to improve students' results and develop consistent teaching practices K-6 was engaging the APCI to lead data talks, and quality, evidence-based professional learning. This investment into teacher collaboration has also resulted in an improved school culture among staff.

The learning goals for students were informed by analysis of internal and external student progress and achievement data. Progress towards goals was monitored through the collection of quality, valid and reliable data. Enhanced understanding of best practice has led to school-wide changes of assessment sources, implementation and analysis to align with the school's future directions which will focus on explicit direct instruction. Next year, school procedures will be refined and formalised to be embedded as a systematic approach using pedagogy and teaching strategies from the 24/7 professional learning program. Using targeted financial support and quality teaching reinforced practices across all learning areas, the school was able to achieve its 2021 targets.

During 2022 a professional learning initiative was to promote staff awareness of the new curriculum and the implications for student learning. Engagement with the DOE micro modules for the K - 2 new curriculum as well as additional TPL has been fostered across all roles and stages. Staff have been supported through professional learning to understand the implications for their role/s in implementing the new curriculum K- 2.

2023 will see the commencement of staff participation in an "Instructional Rounds" project with other network schools to enhance leadership capacity via professional dialogue which is high-quality and focused. Instructional Rounds have the main purpose of strengthening knowledge and understanding, classroom practice, data analysis and collective efficacy. It is designed to improve student outcomes and provides a school-wide picture and snapshots of a number of classrooms. This will also promote high expectations, improvement and teaching and learning and increased collective efficacy through engagement with the network & cross-school collaboration.

All teachers conducted observations on paired colleagues and data was collected for 360-degree feedback which is used to build PDPs for 2023.

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
The annual QTR Teacher Survey* demonstrates a 5% improvement in teacher survey responses.	Due to the cessation of the QTR survey due to COVID-based restrictions, teachers participated in a school-based teacher survey. This demonstrated that teachers believed their planning and teaching was improved by

<p>The annual QTR Teacher Survey* demonstrates a 5% improvement in teacher survey responses.</p>	<p>involvement in quality professional learning.</p>
<p>Delivery of 2 TPL sessions per term to build understanding of the QT Model (classroom and assessment practice).</p> <p>25 - 50% of staff have participated in at least one set of Quality Teaching Rounds in PLCs that cross stage and subject areas.</p> <p>25 - 50% of teachers collaboratively develop teaching and learning programs incorporating QTM.</p>	<p>Due to COVID ramifications, the QTR project ceased during term 4. During 2023, staff will participate in 'Instructional Rounds' which involve working in partnership with Windsor network schools to collaboratively identify problems of practice, observing teachers and students in classrooms, then analysing the findings and developing recommendations for a course of action. The project encourages teachers to see learning through students' eyes, facilitating professional dialogue within, and across schools, resulting in innovative and creative solutions towards best practices.</p>
<ul style="list-style-type: none"> • The quality of teaching, collaborative practice and feedback improve lesson planning, effective classroom practice, and data literacy in line with the Quality Teaching Model (QTM). • All teachers undertake targeted and relevant evidence-informed professional learning, coaching and mentoring driven by the teacher and student needs to improve explicit teaching and data analysis. • All teachers collaborate through Quality Teaching Rounds (QTR) to analyse, use and refine teaching and classroom management practices collectively and expertly. 	<p>The QTM research was not able to be sustained due to the effects of COVID however, 2023 will see the introduction of Glenorie Public Schools' participation in an "Instructional Rounds" project with other network schools to enhance leadership capacity via professional dialogue which is high-quality and focused. Instructional Rounds have the main purpose of strengthening classroom practice, data analysis and collective efficacy. It is designed to improve student outcomes and provides a school-wide picture and snapshots of a number of classrooms. The project includes increased professional reading, allowing our teachers and leaders to make informed, context-based, research-based decisions regarding programming and teaching. This is to foster high expectations through the identification of 'Problems of Practice' to foster deep knowledge and deep understanding. Teachers will receive feedback about strengths and recommendations for improvement. This will also promote collective efficacy through engagement with the network and cross-school collaboration.</p>

Strategic Direction 3: Wellbeing and High Expectations

Purpose

Wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning.

All students need to be challenged and engaged in order to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

Initiatives

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

- Wellbeing
- High Expectations

Resources allocated to this strategic direction

School support allocation (principal support): \$17,820.00

Summary of progress

This year, all well-being processes have been reviewed, including school-specific Anti Bullying and Discipline guidelines. These will be further refined for 2023 to include new system initiatives such as the Restrictive Practice Policy and the School Behaviour Management Plan. School-based well-being programs such as Rock & Water, Peaceful Kids, Smiling Mind mindfulness program and Rude, Mean & Bullying have been revised to align with the data from the well-being framework. School reward systems remain in place to encourage positive behaviour and school culture. Strategies have been regularly reviewed to ensure differentiated and system-negotiated targeted support for well-being and engagement is embedded into practice through teaching programs, behaviour systems, intervention and adjustments. Teacher professional learning will be revisited during 2023 to include Mindfulness strategies, Rude, Mean and Bullying to enhance student well-being through the implementation of their mindfulness-based social and emotional learning programs.

The Tell Them From Me survey captured well-being responses from every student in Years 4 to 6. The findings from the survey indicate that an area of student need is around socio-emotional learning and capacity for resilience. As a result, the School Leadership Team, in partnership with the School Counselling team, Aboriginal Education team and Learning and Support team are analysing an evidence-based, whole-community program which focuses on self-regulation, childhood anxiety, worry and sadness.

Peaceful Kids is a mindfulness-based approach to teach identified students practical skills to help manage childhood anxiety and build resilience. The school targeted specific students for the program and liaised closely with these children's families. Students who participated stated that Peaceful Kids improved their ability to understand and self-manage anxious situations. Specific skills observed to were 'three deep breaths and the staying in the moment approach to worrying situations, as well as increased willingness to talk openly about their anxiety and school refusal with trusted staff. This program will continue to be available for targeted students across all stages in 2023. After each session, an email is sent to parents and carers so they can see the content covered with a link to the mindfulness activity which allows them to monitor and contribute to their child's mental health goals.

Our comprehensive Learning and Support team works shoulder to shoulder with classroom teachers and executives to continue our quality differentiated programs and Tier 1, 2 and 3 targeted intervention groups. In doing so Glenorie Public School recognises that student well-being and academic learning are inextricably linked. Activities and programs that have allowed our students to develop a sense of belonging as well as academic engagement have had a positive effect on both student well-being and academic achievement. This is monitored through the TTFM survey, and internal and external school data.

MAPA training was undertaken by all staff in Term 4 2022 to develop strategies for dealing with students with additional behaviour support needs.

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 attending > 90% of the time to be at or above the target of 86%.	The number of students attending greater than 90% of the time or more has decreased by 3% to 81.05%. A focus on a small percentage of students who fall into the less than 90% attendance range will be monitored in 2023.
* TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 93%.	Tell Them From Me data shows that positive learning climate has remained consistent at 85%, including an increase in advocacy at school by 1%, 4% decrease in sense of belonging and a 3% increase in expectations of success.
<ul style="list-style-type: none"> Peaceful Kids parents' and students' surveys, as well as TTFM, indicate increased knowledge of self-management and coping strategies for anxiety and resilience. 	Peaceful Kids is a mindfulness-based approach to teach identified students practical skills to help manage childhood anxiety and build resilience. The school targeted specific students for the program and liaised closely with these children's families. Students who participated stated that Peaceful Kids improved their ability to understand and self-manage anxious situations. Specific skills observed to were 'three deep breaths and the staying in the moment approach to worrying situations, as well as increased willingness to talk openly about their anxiety and school refusal with trusted staff. This program will continue to be available for targeted students across all stages in 2023. After each session, an email is sent to parents and carers so they can see the content covered with a link to the mindfulness activity which allows them to monitor and contribute to their child's mental health goals. All parents involved we positive about the program.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,232.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Glenorie 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Teacher and SLSO led intensive English tuition for eligible, newly arrived student from Mongolia at the beginning phase of English language proficiency as well as supporting classroom teacher to differentiate effectively to meet the students 'point of need'.. • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrivals funding has been used to employ additional EAL/D teaching staff to provide 1:1 EAL/D support for a student (new arrival) at the beginning phase of English language proficiency. An SLSO works side by side the new arrival/ student to provide additional English language support enabling her to equitably access the curriculum.</p> <p>Differentiated learning due to collaborative efforts between the classroom teacher and specialist teacher. Targeted lessons are designed to enhance English conversational skills, vocabulary and 'point of need' English grammar at the emerging phase of English language proficiency. Resources from the Henry Parkes equity centre are used to support ongoing assessing, planning and teaching and learning of our newly arrived EAL/D student. eg: ESL Scales, curriculum frameworks, student learning materials. These resources are used to supplement existing differentiated teaching and learning programs and align with the students 'point of need'. Collaborative planning between the classroom and EAL/D specialist teacher to test and develop a personalised learning plan. Providing ongoing EAL/D professional learning for teachers and specialist teachers in terms of providing bilingual support for our new arrival student.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to support teachers to differentiate teaching and learning through EAL/D professional learning that focuses on new arrival / EAL/D education and identifying the needs of new arrival & EAL/D students. In addition, new arrival students will have ongoing opportunities such as mentoring, bilingual support and provision of essential equipment to facilitate authentic access to the curriculum. Funding will be used to employ specialist teachers and for SLSO support to enhance the development of English language skills and allow equitable access to the curriculum.</p>
<p>Integration funding support</p> <p>\$31,754.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenorie 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Integration funding support (IFS) allocations support a significant number of targeted students at Glenorie Public School in mainstream classes who require moderate to high levels of adjustment or have additional learning

<p>Integration funding support</p> <p>\$31,754.00</p>	<p>needs. 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"> • Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <ul style="list-style-type: none"> • Staffing TPL has occurred to build teacher capacity around behaviour interventions and curriculum adjustments for students with additional learning needs. • Employment of staff has occurred in order to provide additional support for students who have additional learning needs • Implementation and administering of targeted programs such as MiniLit Sage / MacqLit / Tier 2 Numeracy program and whole class evidence-based programs such as InitialLit and MultiLit spelling program. <p>The allocation of this funding has resulted in the following impact: All students in with additional learning needs have had access to appropriate levels of adjustments and accommodations to allow them to access the curriculum fully. Students have received additional Tier 2 as well as one-to-one support from School Learning Support Officers and Learning Support Teachers within a response to intervention framework to support them in achieving their learning and/ or behavioural outcomes.</p> <p>After evaluation, the next steps to support our students will be: During 2023, Learning Support specialist teachers will review Individual Learning Plans (ILP) for targeted students to ensure funding is at the students 'point of need', supporting maximum student access and learning. Also, throughout 2023, a tiered approach to intervention will continue to be refined within a response to intervention inclusive framework. Tiered support systems and evidence-based programs of support for Literacy and Numeracy will continue with the aim of improvement for all students experiencing additional learning needs.</p>
<p>Socio-economic background</p> <p>\$20,756.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenorie 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement MultiLit spelling/IntiaLit / MiniLit/ MacqLit / Tier 2 Numeracy/ COVID / Numeracy programs to support identified students with additional needs. • Ongoing Professional development of staff for the MiniLit Sage / MacqLit and MuliLit spelling program as well as TPL in administering the Interview for Student Reasoning (IfSR) to support student learning in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Students have access to highly targeted, evidence-based interventions in areas of Literacy and Numeracy to maximise improvement and learning.</p> <p>After evaluation, the next steps to support our students will be: During 2023, Literacy and Numeracy groups will continue based on student needs. Every 5 weeks data will be analysed and updated. Students will either return to the classroom after making improvements or stay in Tier 2 targeted intervention groups for Literacy or Numeracy. Teacher needs will continue to be supported through ACPI and regular PL. Reviewing target students who are identified as needing additional support as well as</p>

<p>Socio-economic background</p> <p>\$20,756.00</p>	<p>identifying new students will continue throughout 2023.</p>
<p>Aboriginal background</p> <p>\$3,832.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenorie 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: All students' Personalised Learning Pathways (PLPs) were supported to meet academic and cultural goals demonstrating positive growth.</p> <p>After evaluation, the next steps to support our students will be: During 2023, continued additional literacy and numeracy staffing as well as external consultants and support programs will build upon our additional resources to support and sustain the maintenance of Aboriginal students' outcomes in literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$5,981.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenorie 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: improved learning outcomes for our EAL/D learners through: one to one support for students requiring intensive language support, small group withdrawal of students requiring speaking, listening, reading and writing support within a peer group, whole class team teaching- supporting in the planning, preparation, delivering and assessment of units of work, and the provision of learning materials and support during the home learning period to EAL/D learners and families.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the learning and support team along with EAL/D teachers will continue to build upon and set 'point of need' programs for students that require additional support in English language proficiency, working collaboratively with classroom teachers to differentiate learning.</p>
<p>Low level adjustment for disability</p> <p>\$93,084.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenorie Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$93,084.07</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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with a high number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: The school will use the funds in 2023 to support the comprehensive Learning and Support team and specialist teachers. To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs, allied health professionals and specialist literacy and numeracy intervention teachers.</p>
<p>Location</p> <p>\$7,091.00</p>	<p>The location funding allocation is provided to Glenorie Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support excursions • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Devices including laptops and STEM resources are updated to meet the ongoing needs of the school. All students are catered for with 1-to-1 devices (laptops or tablets), facilitating school-wide growth in technology and STEM outcomes. ACER PAT assessments are paid for, allowing for continual and effective data tracking across all year groups.</p> <p>After evaluation, the next steps to support our students will be: Devices will continue to be updated from 2022, including ongoing PL in 2023 that relates to our newly installed portable interactive whiteboards to support teacher implementation of all KLAs. One-to-one devices will continue to be gradually rolled over and updated in 2023.</p>
<p>Professional learning</p> <p>\$20,440.00</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 Glenorie 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"> • Highly effective teaching practices

<p>Professional learning</p> <p>\$20,440.00</p>	<ul style="list-style-type: none"> • Data Driven Practices • Enhancing Teacher Capabilities • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • DoE specialists employed to deliver MAPA training to all staff • Relief from face-to-face hours to support collaborative data analysis and programming <p>The allocation of this funding has resulted in the following impact: All staff engaged with the DoE Micro-learning modules to support K-2 new curriculum implementation. School leaders have developed a mentoring and data analysis program providing one-to-one weekly sessions to identify focus areas for explicit teaching. This investment into teacher collaboration has resulted in an improved school culture of collective efficacy among staff.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will engage in an Instructional Rounds program with other network schools to strengthen classroom practice, data analysis, high expectations and improve teaching and learning. Additional professional learning will take place in 2023, to ensure quality implementation of the new syllabus in English and mathematics K-2. Professional learning delivered by 24/7 will target quality teaching reinforced practices across all learning areas. All staff will engage in MAPA training to support the needs of students with additional behavioural support needs.</p>
<p>QTSS release</p> <p>\$55,967.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenorie 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"> • Highly effective teaching practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers have engaged in professional learning in implementation of the K-2 new curriculum and administered assessment tools in reading comprehension and numeracy. School executives have engaged in classroom observations and student tracking data analysis sessions on a weekly basis.</p> <p>After evaluation, the next steps to support our students will be: In 2023, classroom teachers will work shoulder to shoulder with the APC&I and learning support specialist teachers to continue effective student tracking, identification of student needs, case management approaches to identify student needs and the targeted implementation of learning intervention supports and programs by trained specialist teachers in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$81,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

COVID ILSP

\$81,000.00

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- providing targeted, explicit instruction for student groups in literacy/numeracy through the employment of an additional Learning and Support teacher four days a week for comprehension & numeracy.
- providing targeted explicit instruction for student groups in literacy/numeracy - comprehension and numeracy.
- employing staff to supervise and monitor progress of student groups engaging in online tuition in comprehension & numeracy.
- providing intensive small group tuition for identified students who needed improvement in comprehension and numeracy.

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

COVID ILSP teachers supported a range of students across Years 1 to 6 in Tier 2 groups for comprehension and mathematics. COVID ILSP teachers regularly analysed and used student data to develop fluid groupings. Check-In data, NAPLAN, IfSR, YARC, Learning Progressions and PAT testing were used to track impact. All students with Personalised Learning Pathways (PLPs) were supported to meet academic and cultural goals demonstrating positive growth.

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

The COVID ILSP program will continue in 2023. There will be slight adjustments to the content of the sessions (data based), however the use of data and evidence-informed practices will remain the same.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	155	153	154	149
Girls	140	139	137	126

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	94.9	95.3	92.2
1	94.0	96.0	94.2	90.7
2	93.9	95.9	94.3	90.2
3	94.1	95.2	94.7	92.3
4	91.5	95.0	92.0	90.7
5	92.7	94.1	92.8	90.7
6	93.4	95.2	91.5	89.0
All Years	93.5	95.2	93.5	90.8
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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	9.45
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52
Other Positions	0.4

*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.

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	259,308
Revenue	3,040,830
Appropriation	2,842,453
Sale of Goods and Services	16,365
Grants and contributions	179,489
Investment income	2,422
Other revenue	100
Expenses	-3,050,537
Employee related	-2,559,091
Operating expenses	-491,446
Surplus / deficit for the year	-9,707
Closing Balance	249,601

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	32,540
Equity Total	120,754
Equity - Aboriginal	3,832
Equity - Socio-economic	20,756
Equity - Language	5,981
Equity - Disability	90,185
Base Total	2,167,518
Base - Per Capita	73,530
Base - Location	7,091
Base - Other	2,086,896
Other Total	301,456
Grand Total	2,622,267

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents

The Tell Them From Me Parent Survey is based on a comprehensive questionnaire covering parents' perceptions of their child's experiences at home and at school. Insights into parent and staff communication, activities and practices at home, and parent voice on the school's support of learning and behaviour all build an accurate and timely picture that schools can use for practical improvements. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to disagree strongly) have been converted to a 10-point scale, then averaged and reported by a question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). This report provides results based on data from 16 respondents in this school who completed the parent survey between 08 Sep 2022 and 18 Nov 2022.

*Parents feel welcome at Glenorie Public School **8.5** (NSW Govt Norm 7.4)

*Parents are informed at Glenorie Public School **7.5** (NSW Govt Norm 6.6)

*Parents at Glenorie Public School support learning at home **7.6** (NSW Govt Norm 6.3)

*School support of learning at Glenorie Public School **8.0** (NSW Govt Norm 7.3)

*Support for positive behaviour at Glenorie Public School **8.5** (NSW Govt Norm 7.7)

* Safety at Glenorie Public School **8.2** (NSW Govt Norm 7.4)

*Inclusion at Glenorie Public School **8.0** (NSW Govt Norm 6.7)

Students

The students at Glenorie Public School in Years 4-6 (109) completed the Tell Them From Me (TTFM) survey in 2022 on School Climate. (...) indicates the NSW Govt Norm. The key findings included: Social-Emotional Outcomes.

*Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class **96%**(83%)

*Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school **62%**(55%)

*Students feel accepted and valued by their peers and by others at their school **85%** (81%)

*Students have friends at school they can trust and who encourage them to make positive choices **93%** (85%)

*Students believe that schooling is useful in their everyday life and will have a strong bearing on their future **100%** (96%)

*Students do homework for their classes with a positive attitude and in a timely manner **57%**(63%)

*Students that do not get in trouble at school for disruptive or inappropriate behaviour **96%** (83%)

*Students are interested and motivated in their learning **75%** (78%)

*Students try hard to succeed in their learning **97%**(88%)

Drivers of Student Outcomes

*Important concepts are taught well, class time issued efficiently, and homework and evaluations support class objectives **8.9** (8.2)

*Students find classroom instruction relevant to their everyday lives **8.5** (7.9)

*Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn **8.6** (8.2)

*Students are subjected to physical, social, or verbal bullying, or are bullied over the internet **10%** (36%)

*Students feel they have someone at school who consistently provides encouragement and can be turned to for advice **9.0** (7.7)

*Students feel teachers are responsive to their needs and encourage independence with a democratic approach **9.2** (8.4)

*Students understand there are clear rules and expectations for classroom behaviour **8.5** (7.2)

*The school staff emphasises academic skills and holds high expectations for all students to succeed **9.4** (8.7)

Teacher

This report provides results based on data from 16 respondents in this school who completed the Teacher Survey between 13 Sep 2022 and 20 Sep 2022.

* Teachers at Glenorie Public School feel there is good leadership at the school. **7.7** (NSW Govt Norm 7.1)

* Teachers at Glenorie Public School work collaboratively. **8.2** (NSW Govt Norm 7.8)

* Teachers at Glenorie Public School feel there is a learning culture within the school. **8.5** (NSW Govt Norm 8.0)

* Teachers at Glenorie Public School feel their practices are data-informed. **8.1** (NSW Govt Norm 7.8)

* Teachers at Glenorie Public School feel they use good teaching strategies. **8.4** (NSW Govt Norm 7.9)

* Teachers at Glenorie Public School feel students have opportunities to use computers or other interactive technology **7.0** (NSW Govt Norm 6.7)

* Teachers at Glenorie Public School feel parents are involved in their child's progress. **7.0** (NSW Govt Norm 6.38)

* Teachers at Glenorie Public School feel the school is an inclusive school **8.4** (NSW Govt Norm 8.2)

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.