

2022 Annual Report

Glenwood Public School



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Introduction

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

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

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School vision

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

Known- Learning through collaborative practice

Valued- High learning expectations fostered by student goals

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

School context

Glenwood Public School (enrolments 225, 61% students from a non-English speaking background, 9 Aboriginal and/or Torres Strait Islander students) is located in the suburb of Glenfield, bordering the Liverpool and Campbelltown Local Government Areas (LGAs). The school currently has 10 mainstream classrooms.

Glenwood Public School has a strong focus on knowing the whole student and using data driven conversations, through whole school structured processes, to deliver learning environments that cater for students needs and growth. The school has committed staff that work collegially to support students' learning through embedded and explicit systems that promote collaboration, professional dialogue and effective practice.

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

As part of Glenwood Public School's drive to have continual growth towards excellence as a school, the school have recently completed External Validation (EV). This key component of the School Excellence cycle has been used to inform the school's improvement journey in learning, teaching and leading. Through analysis of all data collected and feedback from the EV process, Glenwood Public School has identified: Student Growth and Attainment; Collaborative Practice; Wellbeing and Engagement as the three Strategic Directions from 2022 to 2025.

Glenwood Public School has a small but very hardworking Parents and Citizens Federation coupled with a wider community committed to supporting the school. The school experiences very positive relationships with all school stakeholders. Through these relationships, community input into data collection for the situational analysis formed an important component of the reflection, feedback and evaluation process. This has informed initiatives for the school's future, focused on continuing to engage with the community to become active partners within student learning. Community feedback was also collected during Parent and Citizens Federation meetings to further inform and enrich the new school plan.

Self-assessment and school achievement

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Explicit Teaching
- Differentiation Through High Expectations

Resources allocated to this strategic direction

Socio-economic background: \$53,848.00
Low level adjustment for disability: \$173,612.00
AP Curriculum & Instruction: \$120,456.80
English language proficiency: \$113,832.00
Integration funding support: \$56,808.00
: \$118,760.00
Professional learning: \$5,729.00

Summary of progress

Glenwood Public School has completed a rigorous annual reflection process as part of the school excellence cycle that has given a comprehensive understanding of where the school is positioned.

Deputy Principal

In 2022, Glenwood Public School continued to employ a Deputy Principal to collaborate with the Principal to lead teaching, learning, and wellbeing across the school. The Deputy Principal continued to foster a culture of support for all students with additional learning and support needs by leading the Learning and Support Team (LaST). The Deputy Principal also led collaborative school planning (TEAM Time), which monitored and reviewed the effectiveness of curriculum implementation, teaching and learning programs, and assessment of student achievement. Furthermore, the Deputy Principal mentored the newly employed Assistant Principal, Curriculum and Instruction (APC&I), and the Curriculum Coordinator by identifying and cultivating their leadership capacity and strategically and collaboratively led change management processes that impact student improvement through the School Improvement Plan (SIP). The importance and impact of the Deputy Principal role was reflected in our school's achievement of agreed Annual Upper Bound reading trajectory targets. As a result of the impact on educational leadership and student outcomes, and after strategic evaluation of the role, the Deputy Principal role will continue into 2023. A revised focus for the Deputy Principal in 2023 will be student wellbeing across the school, with the APC&I taking on curriculum leadership.

Assistant Principal Curriculum and Instruction

In 2022, the Department of Education devised the role of Assistant Principal, Curriculum and Instruction (APC&I) across New South Wales public schools. Our school increased its Full-Time Employment (FTE) allocation from 0.8 (4 days/week) and subsidized an additional 0.2 FTE (1 day/week) to employ an APC&I full-time. The APC&I's initial focus in the school was to lead an explicit focus on building the capacity of classroom teachers and Assistant Principals using a shoulder-to-shoulder model. Data was gathered during Term Two focusing on teachers' understanding and use of the eight elements of the What Works Best practices in the classroom. Both teacher observations and a teacher survey on these practices were used to identify the specific area of need, that being explicit teaching. From this data, the APC&I participated in the Leading Evidence, Evaluation & Data (LEED) - Explicit Teaching and Effective Feedback workshop and narrowed the focus to LISC. Through the triangulation of data using teacher observations, student focus groups, and programming it was clear where the school needed to target professional learning. During Term Three, the APC&I developed and delivered professional learning focused on LISC to all staff K-6. Mentoring in the classroom space for Stage One and Stage Two teachers ran simultaneously with a focus on ensuring wording and delivery of LISC was clear to students. Data collected at the completion of Term Three indicated a change in teacher programs, now explicitly stating LISC in lesson planning. Student focus group feedback also indicated that students were now clearer on what they were expected to do and how to improve their learning. There was also an increase in student learning goals in literacy which was not evident at the beginning of 2022. Additionally, teacher observations showed a 50% increase in the use of LISC during lessons observed. Teacher feedback on professional learning was positive and showed an impact on teaching practices. In 2023, school planning will be to maintain focus on LISC while adding the inclusion of feedback and

differentiation into programs and lesson delivery to ensure student growth. Mentoring was structured on a stage-by-stage basis, with K-4 receiving mentoring from Term 2 to Term 4. This was provided through a variety of mechanisms including professional discussions, team teaching, small group work, teacher classroom observations, and participation in Team Time. In Stage One, teachers used the Learn, Do, Reflect template to guide their area of focus and outcomes while Stage 2 focused on programming and timetabling support and the analysis of data. This included the collection of writing data and consistent teacher judgment (CTJ) discussions against the National Literacy Progressions. In Term Three, the focus turned to working shoulder-to-shoulder with Assistant Principals, preparing them to lead new curriculum delivery and to share information on the professional learning available. The K-2 supervisor and the APC&I worked collaboratively to prepare team meetings in the rollout of outcomes, scope and sequences, and units of work.

Staffing caused much disruption to the potential positive benefits and impact of these timetable structures. On reflection and for future planning, working with a stage team will be more beneficial over a semester of learning to ensure longevity in the initiatives undertaken. Looking forward to 2023, mentoring will continue with K-2 specifically, supporting teacher-identified needs in delivering new curriculum. The Learn, Do and Reflect model will continue to be used as it allows for both a stage and individual approach to be implemented in lesson and learning delivery. Additionally, new timetabling structures will also see the APC&I working closely with the Assistant Principals in participating in the professional learning of the new curriculum and the collection and analysis of data.

Curriculum Reform

With the rollout of the new syllabus commencing in 2023, Glenwood Public School utilised the Curriculum Reform Coordinator (CRC) appointment to prepare staff for the implementation process. The role of the CRC was to support staff to build confidence in delivering teaching and learning programs. This was underpinned by the critical elements of the curriculum reform, utilising evidence-based practices, explicit content and skill progression and inclusion and equability for all students. This was achieved through a strong partnership between the CRC, the APC&I, and the senior leadership team. This team collaboratively participated in professional development, which was used to drive whole-school professional learning for 2022 and 2023. The CRC and APC&I successfully delivered professional learning to all staff focusing on the inclusion of evidence-based practices, specifically explicit teaching and feedback. As a result, there was an uplift in teacher confidence and delivery based on exit slips feedback, teacher observations and professional conversations.

English

Throughout 2022, the English committee mirrored the whole-school approach to achieving our annual trajectory upper bound target for reading in 2022. The review of school data showed a need for K-6 to increase student ability to decode and understand what they were reading. Whole-school professional learning, teacher collaboration time and engagement of the school Learning and Support Team (LST) all worked towards a common goal of explicit teaching to ensure students were challenged to achieve and motivated to achieve and perform to the best of their ability. COVID Intensive Learning Support Program (CILSP) funding was used to support students impacted by COVID-19 and led to K-6 student growth in all targeted focus areas. New resources were purchased with over \$20,000 spent ensuring all classrooms had access to quality literature for teaching and learning. A barrier for early 2022 was COVID-19 still impacting many students and staffing availability, so often specialised programs were collapsed to ensure classrooms had a teacher. Even with these barriers, results indicated a positive impact on student outcomes. The school will continue to utilise any Department of Education (DoE) planned and funded CILSP to continue to support identified disadvantaged students. This includes a shift in our 2023 whole-school focus of the delivery of professional and collaborative learning in the mathematics Key Learning Area (KLA). The school's APC&I will also continue to lead and collaboratively work with staff to maintain the school's high standards in English this year by working with classroom teachers and our Assistant Principals.

Mathematics

The mathematics committee surveyed classroom teachers to determine what mathematic resources were available in classrooms and any additional resources required. Two teachers were released from the class to collate resources. All items were assessed to determine their condition for re-use or disposal. Resource tubs were filled equitably with appropriate resources for each class or stage and sent back to classes. Resource lists were made and a purchase request list was devised. Time constraints and limited casual teachers to release teachers from class prevented a stocktake of measurement and space resources. In 2023, with a focus on mathematics, new resources to accompany the new syllabus will be purchased coupled with complementary professional learning.

Other Key Learning Areas

Science and Technology

The science and technology committee established the need for science resources by stocktaking the existing resources in the science storeroom. Observations and teacher survey results indicated that science resources should be prioritised to facilitate effective teaching and learning for all students. Therefore, the committee allocated part of the science and technology budget to purchasing necessary resources, based on teacher feedback and through links to the syllabus.

These resources will be ready for teaching and learning in 2023. The science and technology committee also aims to increase student engagement in science by allocating a portion of the budget to science-based incursions linked to the syllabus.

Creative Arts

In 2022, the creative arts committee established and identified staff to lead the creative arts committee. This committee planned professional learning sessions to support and empower teachers with the skills and strategies to support classes in preparation for the 2023 Glenwood End Of Year Extravaganza (GEOYE). The committee also completed a whole school stocktake for essential art supplies to assist in the strategic purchasing of resources to support explicit teaching and differentiation for all students. Time was also spent identifying and planning processes to strengthen our school community engagements and interaction by displaying and sharing student artwork within the school, the community and on social media. This will hopefully create a deeper understanding of art education's powerful impact on students and communities. Glenwood Public School is looking forward to hosting our community during the GEOYE in 2023. Great value is placed on facilitating opportunities for our students to reach within, find their creative selves and thrive through artistic expression.

Geography & History

The results of the survey completed by classroom teachers indicated that a variety of strategies were implemented in teaching Geography and History. However, the following challenges were encountered in the implementation of various teaching and learning strategies: finding units; meaningful and effective lessons to make the content exciting; insufficient tangible resources/equipment; time constraints and frequency of timetable variations. In 2023, professional learning will focus on the improvement of teaching and learning strategies. As suggested by the classroom teachers, these strategies include: programming and implementation (updating units with assessment tasks, updating scope and sequences to align the topics across the school); project-based learning; STEM, real-world impact and implications; excursions to museums; more resources to allow the children to create projects and more interactive resources like maps; globes and sample artefacts to show students.

PDHPE

The PDHPE committee organised sporting events that were rolled out throughout years K-6. These events included soccer clinics, basketball clinics and Bollywood dance classes. A stocktake of the sports storeroom was conducted and equipment that need replacing, purchasing and updating was ordered. The PDHPE committee worked with the APC&I and collaborated with colleagues to identify areas of need relating to equipment and upskilling of teachers in professional learning. As a result of collaboration, the following areas have been identified that require whole school professional learning: understanding the content; programming and planning and integration opportunities. Time constraints and reductions in available cauls have impacted upon the committee's ability to be released from class and organise professional learning content. Professional learning and collaboration with colleagues will continue and be a focus for 2023.

Learning and Support Team

The Learning and Support Team (LaST) met weekly each term to review student referrals from classroom teachers. During LaST meetings, student referrals were discussed with classroom teachers, stage supervisors, executive staff and the school counsellor. Individual plans were created for referred students, including in-class teaching and learning modifications, counsellor support or testing, parent consultation, or the need for professional assessment outside of school. Classroom teachers were upskilled and provided evidence-based approaches by members of the LaST and stage supervisors to utilise in their classroom programs and aid in the creation of Individual Education Plans (IEPs), with a focus on Literacy and mathematics. Each referred student was categorised based on need and review dates were set each term to monitor student development, which included consistent updates from classroom teachers and external stakeholders and a review of Literacy and mathematics assessment data. Classroom programs and IEPs have then been updated each term accordingly. These consistent reviews meant that human resources such as School Learning Support Officers (SLSOs) and LaST members were correctly allocated to aid classes and students. This was particularly evident in Kindergarten, where the collection of Literacy and Numeracy assessment data indicated a need for additional support. As a result, Kindergarten was allocated an SLSO to assist in Literacy and mathematics for three hours daily during Term 4, and the APC&I allocated two hours each day to focus on reading and comprehension with select students. In Term 3, a whole school LaST audit was conducted to ensure all student referrals were correctly actioned by classroom teachers, supervisors and the LaST. This process highlighted minor oversites in accurately recording and saving LaST referrals and professional development on the LaST process is planned for 2023. The LaST audit further revealed that 100% of referred students were reviewed in the LaST meeting, and most referred students had been reclassified to a 'watch and monitor' level based on effective LaST intervention. The remaining students will continue to be monitored into 2023.

English as an Additional Language or Dialect

At Glenwood Public School, 61% of students are Language Background Other Than English (LBOTE) and nine are

Aboriginal and Torres Strait Islander students. English as Additional Language or Dialect (EAL/D) learners are a subset of LBOTE students. EAL/D students are supported through our school plan, including within our High Potential Gift Education (HPGE) groups. Expenditure of EAL/D funding is used to invest resources and professional learning to build leaders' and teachers' capacity to differentiate the curriculum. The Deputy Principal is the supervisor of EAL/D and has accessed the EAL/D Education Leader EAL/DEL to run professional learning for our executive team consisting of EAL/D and the EAL/D School Evaluation Framework. The EAL/DEL has created an action plan for 2023 that we will be used to drive our activities. Staff have also viewed and discussed the EAL/D School Evaluation Framework to support our school planning in 2023. The completion of the annual survey and school 2022 Check-In results for Year 4 and Year 6 show EAL/D students outperforming all other students in the state in comprehension and vocabulary. HPGE groups and Check-in data demonstrated considerable growth across the year. A similar barrier for EAL/D occurred across the school when specialised programs were collapsed to place teachers in class. The increase in results shows that the focus on explicit teaching within programming also supports student outcomes.

High Potential Gifted Education (HPGE)

Throughout 2022, the APC&I worked alongside the Deputy Principal to identify students with high potential and support groups across the school, K-4. For K-2, PLAN data in phonics and reading levels was used to identify target students for support. Each term, students were grouped using a pre and post-assessment to identify focused needs and growth. PLAN, Check-in assessment data, reading levels and stage-based assessments were used in Years 2-4 to identify high-potential students. Stage-based assessments and Check-in data provide clear targeted learning experiences from the Universal Resource Hub that LaST teachers used during groups. Pre and post Check-in assessment data for Year 4 demonstrated excellent growth when these strategies are used. This collection and analysis of data will continue into 2023 as it ensures teachers use data to support effective teaching. The LaST team worked with classroom teachers to identify HPGE students in Numeracy and Literacy across Years 2 - 5. Students were targeted, based on in-class assessment results and observations by classroom teachers. Specialised small group programs were implemented during Terms 1 - 4, with groups of 8 students meeting three times a week for 30 to 60-minute sessions. Lessons focused on Literacy and Numeracy skills and included pre and post-testing at the beginning and end of each term. The LaST worked with the APC&I to formulate HPGE Literacy and Numeracy programs based on Check-in data. HPGE programs were adjusted every five weeks to meet students' needs. The data collected from pre and post-assessments showed improved student growth in NAPLAN results. The impact of these results indicated a positive goal acquisition for whole school targets. In addition, these results demonstrated that continued work with selected children will be implemented for HPGE in 2023.

Executive Professional Learning

Executive staff completed professional learning encompassing curriculum reform and the K-2 English and mathematics syllabuses. Executive staff led team professional learning sessions using the K-2 Toolkit, utilising the research snapshot and focus questions to promote discussion about best practices. Executive staff and teaching staff have increased knowledge of curriculum reform and have improved their capacity to implement the new K-2 syllabuses in 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
Uplift of 8% of students achieve top 2 bands in NAPLAN Numeracy.	2022 NAPLAN data indicates a 3.41% uplift of students in the top two skill bands for numeracy with a further 5.89% of students needed to reach the agreed lower bound target. This indicates the school did not achieve the system negotiated target, however showed growth towards achieving the top 2 bands target.
Increase percentage of students achieve Expected Growth in NAPLAN Reading compared to 2021 results.	Comparative NAPLAN Reading growth data for 2022 students is not available due to NAPLAN being cancelled in 2020 due to COVID-19. Internal data measuring expected grade reading levels demonstrated an average increase across the school of 9% from 2021, exhibiting an increase in all grades. Monitoring and targeting of ongoing growth in grade targeted reading levels will be incorporated in the 2023 School Improvement Plan (SIP).
Increase percentage of students achieve Expected Growth in NAPLAN Numeracy compared to 2021 results.	Comparative Numeracy growth data for 2022 students is not available due to NAPLAN being cancelled in 2020 due to COVID-19. Numeracy focuses have been identified in the 2023 School Improvement Plan (SIP) and will form part of uplift measures in that SIP cycle.

Increase percentage of students achieving improved outcomes in Reading through internal measures compared to 2021 baseline data.	Internal reading data, including student reading levels and COVID ILSP student tracking and data, has shown a school average increase of 9% from 2021 comparative internal data.
Uplift of 10.3% of students achieving top 2 bands in Reading.	2022 NAPLAN data indicates 36.51% of students are in the top two skill bands for reading with an uplift of 13.18% indicating the school exceeded the system negotiated target.

Strategic Direction 2: Collaborative practice

Purpose

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

Initiatives

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

- Collaborative Practices
- Data Skills and Use

Resources allocated to this strategic direction

Professional learning: \$12,000.00

QTSS release: \$45,049.03

Summary of progress

Collaboration

In 2022, Release from Face-to-Face (RFF) teaching continued to be delivered and stage meetings were allocated to ensure more frequent and ongoing effective collaborative practice was being nurtured. The school continued to use TEAM Time, a funded collaboration time that enables stage groups to gather for an extra hour of release each week. This supports professional development by using an embedded and explicit system that facilitates professional dialogue, collaboration, classroom observation, and the modelling of effective practice. TEAM Time was also used to support whole-school professional learning and is an established structure within the school culture for collaboration. In 2023, the Learning and Support Team (LST) will trial the TEAM Time collaboration structure to create learning sprints for targeted support students, including EAL/D students. The Deputy Principal worked with the Assistant Principal, Curriculum and Instruction (APC&I) across all stages to guide discussions around reading data, teaching strategies and supporting all students within each classroom. A barrier to our collaboration in 2022 was the impact of COVID-19 on staff attendance and the inability to access casuals. Timetables became a day-by-day organisation and the focus on collaboration time was a secondary priority to ensure all classrooms had teachers. TEAM Time did continue, but only achieved one full Learning Sprint circle, with Term 4 dedicated to curriculum learning and programming for 2023. Reflection and teacher comments indicated the need to continue to build on these structures to facilitate further collaboration across programming and assessment beyond the scheduled stage meeting time. In 2023, the APC&I will lead TEAM Time structures across the school and collaborate in stages and classrooms across K-6.

Data Literacy

Staff have continued to implement, within TEAM Time and during professional learning with the Learning and Support Team (LST), the use of PLAN2 and linked assessments as the centralised system that enables teachers to store and receive reliable assessment information. TEAM Time focused on PLAN2 as an avenue for effective programming as planning can effectively concentrate on 'point-of-need' for all students. The ability of the literacy and numeracy progressions to support the creation of Learning Intentions and Success Criteria (LISC) also proved successful, as seen from teacher reflection on professional learning.

An assessment schedule was created by Assistant Principal, Curriculum and Instruction (APC&I) and Deputy Principal (DP) using the APC&I network group. The schedule was introduced and collaborative professional learning was implemented during TEAM Time. A common data collection point for programs was created to enable the executive to discuss and analyse. This included a focus on using PLAN2 as a collection point. Evaluative structures were utilised, including feedback from teachers, to see how schedules can be effectively timetabled into the school calendar and the quality of data produced by the program. Moving forward, an assessment schedule will be linked to the new K-2 curriculum to ensure that assessment is timely and feeds forward into the teaching cycle. Working alongside the DP, the APC&I was able to participate in team discussions of data to identify student needs for our learning sprints. Deep analysis of the Check-in assessment during Term 4 has enabled the identification of high-performing areas as well as areas in need of focus. This analysis included links to specific learning activities from the Universal Resource hub for teachers to use for group or whole-class instruction. This analysis will continue into 2023 as it provides specific areas of focus for teachers. A deeper analysis may be explored to cater for specific learning needs across classes and stages. Next year will include a more detailed and relevant assessment schedule to work alongside the new curriculum and link to the on-demand assessments and PLAN3.

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 capacity of staff to collaborate to improve teacher quality from the 2021 baseline.	<p>Tell Them From Me (TTFM) data indicates staff collaboration demonstrated the following data:</p> <ul style="list-style-type: none">• Overall collaboration across the school averaged an increase from 73% in 2021 to 78% in 2022, equalling the NSW Government Norm• Teachers been given helpful feedback from about their teaching improved by 7%• Conversations about strategies to increase student engagement increased by 11% to 86%• Discussions about learning goals between teachers increased by 4% to 79%.
Increase capacity of staff to analyse and use data to inform teaching from the 2021 baseline.	<p>Tell Them From Me (TTFM) data indicates data informing practice increased by 2% to 78% from 2021, equal to NSW Government Norms. This includes:</p> <ul style="list-style-type: none">• a lift of 2% to 77% of teachers using data from formal assessments to decide whether a concept should be taught another way• 86% of teachers give students an opportunity to improve their results in formal assessment and daily classroom tasks. An increase from 80% in 2021• an increase of 7% to 75% of teachers using formal assessment tasks to discuss with students where common mistakes are made.

Purpose

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

Initiatives

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

- Caring For Our Students
- Engaging Our Community

Resources allocated to this strategic direction

Integration funding support: \$26,200.00

Aboriginal background: \$9,580.00

English language proficiency: \$20,000.00

Per capita: \$50,000.00

Summary of progress

Transition

Kindergarten transition was held in Term 4 to support and identify 2023 Kindergarten students. Organisation structures were highly supportive and assisted in identifying the needs of students before the start of the 2023 school year. The small group model supported a more personalised transition and identification of student needs and will be utilised again in 2023 for the 2024 school Kindergarten intake.

The school utilised a staggered start structure in 2023, supporting the transition of students into the school space. Families were allocated a start time window to support their positive commencement to the new schooling environment. Due to the success of this process, the school will use this process again in 2024.

To ensure there were minimal disruptions to the first days of Kindergarten, the Best Start assessments were implemented prior to their first full day. Students were allocated time slots to attend school and work shoulder-to-shoulder with kindergarten teachers to perform the assessment. Families were also given the opportunity to share any important information with the school about their child. This process will be reused again in 2024.

High School Transition

Students and teachers have attended events at several different high schools with interest and attendance levels increasing with each event. Open lines of communication exist and are effective between the school and the various high schools students will be attending. Class teachers and an SLSO have worked with students to support targeted high school transition processes.

Positive Behaviour for Learning (PBL)

The school's Positive Behaviour for Learning (PBL) policy has continued to evolve and be evaluated. A focus on the frequency of rewards being distributed was a key component of the delivery of the policy throughout the year. Regular whole school meetings were used to reinforce the expectation around highlighting and celebrating positive actions and engagements by students across the school. This was supported by ensuring the weekly scope and sequence focus of positive behaviours was highlighted and implemented with clear expectations of the behaviour being communicated. The weekly PBL focus was shared in the newsletter with an accompanying infographic to ensure community awareness.

Tracking of students as they progressed through the PBL levels was streamlined, ensuring that students achieving various levels were recognised and celebrated. This culminated in a PBL reward days each term to celebrate and showcase high-achieving students.

Playground data demonstrated a reduction in negative behaviours and supported playground organisation structures including the purposefully designated play spaces for each stage.

Through this evaluation process, the school will continue PBL processes and school structures in 2023. Additionally, the

finalisation of PBL signage will take place in early 2023 to reinforce PBL expectations in all areas of the school.

Smiling Mind

The Smiling Mind program continued to be implemented across the school to support student social and emotional skills development and overall mental health. Student feedback from the Tell Them From Me (TTFM) survey showed 75% of students surveyed had a positive sense of belonging to the school and 71% of students have positive relationships. Due to the success of the program, the school will be engaging additional components of the program and professional learning to further support students.

Attendance

The current school policy was reviewed and strategies from the 'Every Day Counts' and 'Attendance Matters' initiatives were implemented. Incentives such as attendance awards and raffles were used to encourage student attendance and stimulate class discussion about the importance of attending school every day. Infographics were created to inform parents of ways of registering absence and to increase awareness of the importance of students attending school every day. Staff received professional learning in using EBS and Scout to effectively track and monitor student attendance. Attendance goals and strategies were documented on student IEPs. The Home School Liaison Officer supported the school with attendance follow-up and monitoring. Teachers are confidently using the tools to monitor attendance and follow up on attendance concerns. The attendance goal of an uplift of 5.5% was not met. This can be in part contributed to Covid-19 precautionary measures which kept students at home with minimal flu-like symptoms. Scout data, however, indicates that our 2022 school attendance percentages of 87.7% was above DoE State (83.9%), Network (83.7%) and SSSG (85.8%). In 2022, 47.9% of students were attending $\geq 90\%$ of the time, which was also above DoE State (46.8%), Network (32.5%) and SSSG (36.6%).

Aboriginal and Torres Strait Islander Education

In Term 1, classroom teachers created Personalised Learning Pathways (PLPs) that identified the strengths and needs of the Aboriginal students in their class. Classroom teachers collaborated with parents and carers to develop meaningful PLPs. Students were engaged in creating their PLPs by sharing their strengths and goals. PLPs are an effective tool for increasing student engagement because this allows for genuine partnerships between Aboriginal students, their parents or carers and teachers. The Aboriginal Education committee discussed and sourced dates of important events (NAIDOC Week, Sorry Day, Reconciliation Week) to establish dedicated school days and to organise activities for each of these events. The committee also began a partnership with the Attendance Committee. Meetings were scheduled each term to discuss attendance goals for Aboriginal students. The Aboriginal Education Committee effectively utilised the 2022 budget by obtaining authentic resources to engage all students in the diverse culture of the Aboriginal and Torres Strait Islander peoples. Students could collaborate in a safe environment for learning that positively impacts their wellbeing and cultural knowledge. Aboriginal students developed a deeper connection to country by understanding the importance of the native bush tucker plants. Yarning mats were sourced to allow the Aboriginal students to learn in a culturally safe school by establishing an authentic, deeper connection through the oral passing of knowledge and storytelling. During Term 4, students created a personal Acknowledgement to Country for the school to ensure that it was localised and contextualised. This will be an ongoing pursuit in 2023, engaging community input. Students also engaged in focus lessons highlighting the local history of Aboriginal people and their relationship to the water, which is linked to the concept of the mural that will be created in early 2023.

Playground Project

The playground project became a focus in 2022, with plans sourced from three companies to share ideas and build a common vision of our playground project with students and the community. Through classroom lessons and discussions with the Student Representative Council (SRC), students were invited to draw and write their ideas for a dream playground. Ideas and visual plans were shared through the newsletter and with the Parent and Community group, who discussed how they could support the project as a committee. Two playgrounds will be built, one is a fitness or ninja warrior course and the other is an inclusive playground with many activities to engage all students. The school worked with the Department of Education (DoE), which will be managing the project due to its size and scale. The Deputy Principal is working with a consultant to create final plans to send out to companies to apply by the end of 2022, hoping that work can start in 2023. COVID-19 also became a barrier to work beginning in 2022 due to staffing changes within the department, moving the project to 2023.

Multicultural Education

In Term 4 2022, students at Glenwood Public School engaged in multicultural education in multiple, authentic ways linked to ongoing learning. This was derived from a school focus to support student engagement and wellbeing and, therefore, our school and the wider community to continue building culturally inclusive and responsive learning environments. During Education Week in Term 3, all students engaged in West African drumming workshops to develop cultural awareness of different cultures and traditions. In Term 4, senior executive staff and committee leaders met with a mural artist to consult about a mural being painted at school that celebrates multiculturalism and diversity in ways aligned with our students and community. Teachers will also build cultural awareness with students by utilising the mural as a

source of learning, following professional learning (PL) to be delivered. Students engaged in Bollywood dance workshops in a five-week program that was performed to our wider community at the end of Term 4. Learning about various forms of dance and music from Indian Subcontinents enabled students and staff to build their understanding of different cultures and traditions.

Additionally in Term 4, teachers built their capacity within the area of EAL/D Education through individualised learning pathways that support teachers to develop and extend their knowledge and practice within this domain. This is aligned with the EAL/D School Evaluation Framework. Barriers included a lack of casual teachers available to relieve staff to attend PL and the lower frequency of PL sessions occurring after school due to staff absences. In such ways, EAL/D Education will be continually supported and celebrated at the school through high-impact professional learning (HIPL) for teachers, funding allocated to provide classroom teachers with resources and preparation time and finally whole-school projects and events that build on our culturally inclusive and responsive learning environments.

Community Connections

Throughout the year, the school has continued to enhance and engage the community through open events, the weekly school newsletter and various online communication platforms. Feedback from the community through the Tell Them From Me (TTFM) survey indicated families felt welcomed and informed about practices and events. The school has received positive feedback about the manner that it supports student learning and engagement. The school received positive feedback regarding student academic reporting systems with 85.1% of surveyed families rating the reporting system as a 5/5. Comments supported the simple layout of the report and clear information about student progress.

Our school engaged the student-led 3-way Learning Conversations in its full structure since COVID-19 restrictions. Feedback from the community highly supported the meetings, giving parents insight into their child's academic achievements and future learning goals.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased percentage of students that identify positive social-emotional outcomes in the TTFM student survey from 2021.	<p>Tell Them From Me data from 2021 to 2022 data indicates:</p> <ul style="list-style-type: none"> • a school average increase of 2% to 86% of students participating in sports with an instructor at school. This is 3% above the 2022 NSW Government Norm • a school increase of 16% to 54% of students participating in art, drama or music groups; extracurricular activities; or a school committee • a school increase of 5% to 75% of students having a positive sense of belonging. Students feel accepted and valued by their peers and by others at their school.
Uplift of parents completing the TTFM survey, with an increase in parent perception that the school supports learning and two-way communication.	<p>From 2021 to 2022, our school recorded an uplift of 316.7% in parent completion of the Tell Them From Me (TTFM) survey. Fifty parents completed the survey in 2022, an increase from 12 families in 2021.</p> <p>According to TTFM data, average parent perception that the school supports learning increased by 3% to 67%. This includes parent feedback that:</p> <ul style="list-style-type: none"> • 72% of teachers show an interest in their child's learning; an increase of 10% from 2021 • 74% of teachers encourage students to do their best work; an increase of 5 % from 2021. <p>Averaged TTFM data indicates two-way communication with parents has increased 8% to 74% in 2022, equalling the NSW Government Norm. This includes::</p> <ul style="list-style-type: none"> • 81% of parents feel welcome when they visit the school; an increase of 16% from 2021 • 78% of parents are well-informed about school activities; an increase of 11% from 2021 • 78% of parents believe that information from the school is in clear, plain language; an increase of 5% from 2021

Uplift of parents completing the TTFM survey, with an increase in parent perception that the school supports learning and two-way communication.	<ul style="list-style-type: none"> • 78% of parents believe administrative staff are helpful when they have a question or problem; an increase of 18% from 2021 • 76% of parents believe they can easily speak to their child's teacher; an increase of 7% from 2021.
Uplift of 5.5% of current student attendance data.	<p>NSW Department of Education (DoE) SCOUT data indicates whole school attendance has decreased 1.4% to 87.7 from 2021 to 2022. Decreases are also evident across NSW DoE, dropping from 89.9% to 84.8% in the same period. Network attendance has decreased to 84.3%, a reduction of 5.3% from 2021 to 2022.</p> <p>Additionally, attendance data for students being at school 90% of the time or more has also decreased 11.8% to 50.4% for 2022. These rates of depreciation are lower than comparable rates across DoE State (49.4% - a decrease of 12.6%), the school network (35.8% - a decrease of 22.2%) and Statistically Similar School Group (SSSG) (42.7% - a decrease of 29.3%).</p>
Increase percentage of the community indicating satisfaction and engagement through internal measures compared to 2021 baseline data.	<p>Internal comparisons of online interactions across school social network platforms has increased from 2021 comparative data. Data shows:</p> <ul style="list-style-type: none"> • Glenwood Public School Facebook page visits has increased by 10% • Glenwood Public School Facebook likes has increased by 24.4% • Glenwood Public School Twitter following has increased to 745 followers
Increase percentage of students identifying positive wellbeing outcomes through internal measures compared to 2021 baseline data.	<p>Data farmed from Smiling Minds indicates:</p> <ul style="list-style-type: none"> • 87% of students identify positively compared to 85% in 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$83,008.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenwood Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Caring For Our Students • Explicit Teaching • Differentiation Through High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of and delivery of assets to support high need students. <p>The allocation of this funding has resulted in the following impact: Internal data gathered on PLAN2 has shown growth for all students in targeted Literacy and Numeracy progressions. Individual education plans had an impact on targeted students with growth seen in goals in the social, behavioural and academic areas. Working with the department and the support team enabled a disability bathroom and ramps to be built onsite to support targeted students. School Learning and Support Officer's (SLSOs) capacity was built with training in diabetes, manual handling and the use of various equipment needed to support a student with extremely high needs being completed.</p> <p>After evaluation, the next steps to support our students will be: Release of staff to ensure individual support programs are regularly reviewed and had input from all key stakeholders. Continued use of Integration funding support to employ SLSOs to support targeted students K-2 and students with high needs was implemented.</p>
<p>Aboriginal background</p> <p>\$9,580.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenwood Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaging Our Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - whole school focus on reading, internal data for all Aboriginal and Torres Strait Islander students showed expected or above-expected growth for the year - family engagement and consultation in the development of Aboriginal students' Personalised Learning Pathways (PLP) - community engagement and consultation in the development of whole school initiatives including an Aboriginal mural and input into our school's Acknowledgement of Country

<p>Aboriginal background</p> <p>\$9,580.00</p>	<p>- student participation in cross network activities for Aboriginal students including NAIDOC celebrations.</p> <p>After evaluation, the next steps to support our students will be: Employing a school learning and support teacher with a focus on Aboriginal and Torres Strait Islander targets and EAL/D targets across the school. Connecting and working with the Aboriginal Community Liaison Officer (ACLO) to ensure we are evaluating and accessing available resources has been initiated and will continue in 2023. The school will continue to work with our EAL/D Leader on a school action plan, created in 2022, to improve the school's ability to support EAL/D students, Aboriginal and Torres Strait Islander students.</p>
<p>English language proficiency</p> <p>\$133,832.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaging Our Community • Explicit Teaching • Differentiation Through High Expectations <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 • purchase of reading resources to support explicit teaching and differentiation • provide EAL/D Progression levelling PL to staff • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: In the 2022 NAPLAN Assessments:</p> <ul style="list-style-type: none"> - 21% of EAL/D students in Year 3 were in the top two bands for reading - 21% of EAL/D students in Year 5 were in the top two bands for reading - 21% of EAL/D students in Year 3 were in the top two bands for grammar and punctuation - 33% of EAL/D students in Year 3 were in the top two bands for grammar and punctuation - 20% of EAL/D students in Year 5 were in the top two bands for grammar and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide support for students at all four phases of English language learning through the ongoing engagement and implementation of the EAL/D School Evaluation Framework (EAL/D SEF) - ongoing professional learning to identify language and cultural demands across the curriculum - further development of staff skills in using the ESL scales when considering learning activities and programming.
<p>Low level adjustment for disability</p> <p>\$173,612.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenwood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation Through High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the development of a whole school focus on High Performance Gifted Education (HPGE) to cater for the needs of students

<p>Low level adjustment for disability</p> <p>\$173,612.00</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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. • development and sharing of school HPGE policy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - internal reading data shows 49% of students have achieved or are greater than their expected reading level - formation and forward planning of High Performance, Gifted Education (HPGE) specific support groups to cater for students needs - targeting and tracking of identified students to deliver additional learning support - coordination of HPGE staff role in 2023. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - strategic planning of all available resources targeting existing and emerging student needs - regular reviews of students and documentation of the interventions implemented including frequency and duration which will inform future planning and ensure equity of support - individual Education Programs (IEPs) to justify School Learning Support Officer (SLSO) allocation and support intervention - ongoing development and delivery of High Impact Professional Learning (HIPL) to support whole school programs, school targets and improvement measures.
<p>Professional learning</p> <p>\$17,729.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Glenwood Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • mapping out and delivering High Impact Professional Learning (HIPL) to reflect, support and complement the school Strategic Improvement Plan (SIP) and individuals Performance & Development Plan (PDP) • whole school development of peer observations to support teacher improvement • professional learning to enhance explicit teaching across the school with a focus on the differentiation through high expectations. <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 being embedded into the school structures and culture - classroom observations and feedback being utilised and evaluated to improve teaching collaboration and pedagogy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - middle leader (APC&I) to participate in the leadership initiative 'Middle Leaders Leading Through Effective Conversations to Improve Teaching and Learning' in 2023 to support curriculum implementation and support - teachers engaging and refining High Impact Professional Learning (HIPL) as part of their Performance and Development Plan (PDP) process to deliver more effective and explicit teaching strategies for students.
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenwood</p>

<p>\$45,049.03</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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 <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 further utilise collaborative practices including Learning Sprints and school team planning through executive planning and support - a consistent professional learning model, utilising a High Impact Professional Learning (HIPL) model to ensure all professional learning is aligned with student needs and the School Improvement Plan (SIP). <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - curriculum reform implementation - executive to work shoulder-to-shoulder with classroom teachers in supporting collaborative teaching, consistent teacher judgement (CTJ) and to deliver high expectation for student learning.
<p>COVID ILSP</p> <p>\$96,760.00</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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - COVID-19 Intensive Learning Support Program (CILSP) continued to be implemented for students that required more intensive support due to COVID-19 school disruptions over the past two years - COVID-19 Intensive Support Learning Program covered reading, writing and number. Students were assessed at the beginning and end of the program to track progress. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - considering the continuation and variance of government funding, an ongoing implementation of the 2022 structures in 2023, through the Intensive Learning Support Program (ILSP) - to continue the allocation and investment of fund allocations to support the improvement of student outcomes.
<p>Socio-economic background</p> <p>\$53,848.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenwood Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation Through High Expectations

<p>Socio-economic background</p> <p>\$53,848.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Deputy Principal to support explicit teaching structures, mentoring of teachers and leading whole school professional learning • providing students without economic support for educational materials, uniform, equipment and other items • financially supporting committees to ensure resources are available to target learning needs and explicit teaching of identified students • supporting shoulder-to-shoulder development of middle executive, specifically APCI, to support transition of new role into the school. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - school has passed its Annual Upper Bound Reading Trajectory target by 1.39% - percentage of students in top two Reading bands has increased by 13.18% from 2021 - Uplift from Delivering to Sustaining & Growing in the School Excellence Framework's (SEF) Learning Domain in the element of Wellbeing - Uplift from Delivering to Sustaining & Growing in the School Excellence Framework's (SEF) Learning Domain in the element of Assessment - Uplift from Delivering to Sustaining & Growing in the School Excellence Framework's (SEF) Leading Domain in the element of School Planning, Implementation and Reporting. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - for the school continue to implement structures and embedded practices established this year to facilitate reading across the school in 2023 - whole school professional learning and data focus that will be directed towards the implementation of numeracy throughout 2023.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	130	125	121	114
Girls	105	111	114	109

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.0	89.6	91.8	85.5
1	90.1	85.8	92.2	88.3
2	94.2	84.5	94.0	89.6
3	93.0	89.4	90.3	89.1
4	95.4	86.5	93.9	88.7
5	90.2	87.7	91.9	90.1
6	91.7	83.8	92.9	87.5
All Years	92.4	87.0	92.5	88.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

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)	7.17
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.47

*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	662,876
Revenue	2,821,135
Appropriation	2,754,790
Sale of Goods and Services	849
Grants and contributions	61,279
Investment income	4,217
Expenses	-2,917,682
Employee related	-2,430,954
Operating expenses	-486,729
Surplus / deficit for the year	-96,547
Closing Balance	566,329

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	79,008
Equity Total	374,874
Equity - Aboriginal	9,580
Equity - Socio-economic	57,849
Equity - Language	133,833
Equity - Disability	173,612
Base Total	1,853,964
Base - Per Capita	59,380
Base - Location	0
Base - Other	1,794,585
Other Total	249,651
Grand Total	2,557,498

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

The Tell Them From Me (TTFM) Student, Parent and Teacher Surveys were utilised to give our school insight into how our staff, senior students (Years 4-6) and our community felt about a range of school activities. This data will be used to reflect upon and celebrate our successful initiatives and assist in the evaluation of where the school can improve moving forward.

Student Feedback

- 86% of students surveyed participate in school sports
- 75% of students surveyed have a positive sense of belonging to the school
- 71% of students surveyed have positive relationships
- 89% of students surveyed value schooling outcomes
- 85% of students surveyed feel they demonstrate positive behaviour at school
- 74% of students are interested and motivated in their learning
- 82% of students try hard to succeed in their learning.

Analysis of this data has been used to inform the next planning cycle for the school. Student feedback is an area that the school is committed to growing.

Teacher Feedback

Survey results are converted to a 10-point scale, a score of 0 (zero) indicates strong disagreement: 10 indicates strong agreement: 5 is a neutral position (neither agree nor disagree). The NSW Government Norm is in brackets after the school score.

- Teachers surveyed felt supported by the leadership at the school, scored 7.7 (7.1).
- Teachers surveyed collaborate to improve student learning outcomes, scored 7.8 (7.8).
- Teachers surveyed create a positive learning culture in their classroom. The school score of 8.2 (8.0) shows that teachers give quality feedback, talk with their students about learning, discuss learning goals and monitor the progress of individual students.
- Teachers surveyed use data to inform their practice. The school scored 7.8 (7.8).
- Teachers surveyed utilise effective teaching strategies to improve student learning. The school score of 8.3 is greater than the NSW Government Norm of 7.9.

Parent & Community Feedback

Survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement: 10 indicates strong agreement: 5 is a neutral position (neither agree nor disagree)

- Parents surveyed felt welcome at Glenwood Public School. The school scored 7.4.
- Parents surveyed felt informed at Glenwood Public School. The school scored 6.7.
- Parents at Glenwood Public School support learning at home. The school scored 7.5.
- Parents surveyed feel that the school supports learning. The school scored 6.7.
- Parents surveyed feel that the school supports positive behaviour. The school scored 7.1.
- Parents surveyed feel that their child is safe at school. The school scored 7.2.
- Parents surveyed feel that the school is inclusive. The school scored 6.6.

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.