

# 2022 Annual Report

## Glendore Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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I felt very privileged to be the Relieving Principal of Glendore Public School for the majority 2022. I would like to thank Ms Lewis the Relieving Deputy for her support of all the students at Glendore both academically and looking after their wellbeing. Thank you to our amazing P&C for all their support in 2022 and for the wonderful donations of sporting equipment, Celebration Day book vouchers, the Year 6 graduation cakes and other resources. Thank you to the Glendore community for supporting the P&C efforts.

Thank you to the Assistant Principals who support and coordinate all of the extra activities that happen throughout the year. Thank you to all the teachers who attend these meetings and help coordinate all the activities.

- Mrs Jodie Houston led the Year 3 & the Sports Committee. The main achievements were the swimming, cross country and Athletics carnival, PSSA soccer and netball. In 2022 she also introduced touch football and rugby union teams.
- Ms Sam McDowell led Year 2 and the CAPA team. What a show case we had in December. She oversaw drama, dance, musical theatre and primary proms. The highlight in 2022 was the primary proms which performed at Sydney Town Hall and the Junior Dance festival where we won the dance award.
- Ms Casey Dunn and Mrs Julia McConachy led Year 4 and the Aboriginal Education team. They coordinated NAIDOC day and all of our Aboriginal activities including Boys Yarning, Sista speak and Cultural group.
- Mr Brendan Gray led Year 1 and the Technology Team which allowed our students access to the most up to date technology.
- Mrs Ingrid Bellamy led Kindergarten and all the amazing incursions that happen at Glendore including Harmony Week, Anzac Day, the Science Show and Party Day.
- Mrs Cara Budd led all Year 5 and 6. She led Happier School Projects which saw year 6 fundraise through out of uniform days, basketball and soccer competitions, paper plane competitions and the famous recipe book. Congratulation Stage Three for raising more than \$5,500 and buying our fantastic new outdoor sound system.

What an amazing year we have had a Glendore in 2022!

- The \$30,000 sound system was installed in the Hall and COLA areas.
- We had a Department Wi-Fi upgrade which included the rewiring of all cables and replacing all the WAPS which means we now have fast internet in every classroom.
- The school purchased over 100 new laptops to support all K-6 classrooms.
- The \$500,000 playground upgrade began.

At the end of 2022 we said farewell to Mr Khalil Khay. We thank him for his service as Principal from 2017-2022 and wish him well in his role as Principal in Residence Curriculum Instruction for the NSW Department of Education.

Mrs Simone White

Acting Principal Glendore Public School.

## Message from the school community

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The Glendore PS P&C Association held a membership of 26 in the 2022 year, with steady turn-out of members to every meeting. We wish to thank our Principal, Khalil Khay, and Principal (Rel), Simone White, for always attending, showing interest and sharing knowledge and developments with us at these meetings. We undertook the following fundraisers throughout 2022.

- McDonald's Night/s
- Easter Raffle
- Hot X Buns
- Thompsons Foods (online)
- Mother's Day Stall
- Mother's Day Raffle
- Father's Day Stall
- Athletics Carnival Canteen Day
- Photo Frames
- Spare Change Challenge
- Tamburlaine Wines (online)
- Book Club
- Showcase Canteen
- Mango Trays
- Christmas Raffle

The Uniform Shop's operations, as usual, contributed to our fund raising, and with a year-end surplus of \$15,000 it was decided that \$10,000 would be donated to the school. A list of prioritised items was given by the school Executive in 2022, so we could relay to the community that thanks to their efforts and ongoing support of the P&C, we were able to contribute \$10,000 towards specific items. We are also proud to have been able to allocate all funds raised at the Athletics Carnival Canteen Day, to purchasing fun sporting and gaming items for the children to use during lunch and recess breaks. We are proud to give back to our school and wish to thank our wonderful parent/carer community for volunteering their time to consistently make things happen.

Ann Perrot

PRESIDENT

Glendore PS P&C Association

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## School vision

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

## School context

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Reading Growth and Attainment
- Numeracy Growth and Attainment

### Resources allocated to this strategic direction

**Professional learning:** \$14,950.90  
**Literacy and numeracy intervention:** \$48,266.82  
**Per capita:** \$119,798.26  
**6100:** \$136,417.14  
**Socio-economic background:** \$61,821.76  
**Aboriginal background:** \$105,605.12  
**Literacy and numeracy:** \$33,487.75  
**Low level adjustment for disability:** \$208,337.75  
**Refugee Student Support:** \$2,368.06  
**English language proficiency:** \$53,075.49  
**New Arrivals Program:** \$23,000.00

### Summary of progress

#### INITIATIVE: READING GROWTH AND ATTAINMENT

Staff utilised a range of evidence-based teaching strategies to improve student results in Reading. The Assistant Principal-Instructional Leaders, along with our K-2 and 3-6 Curriculum Coordinators, utilised school-developed and DoE provided Professional Learning which focused on the implementation of the 'Super Six' comprehension strategies across all grades.

A whole school scope and sequence was developed to ensure the explicit and consistent delivery of each Super Six strategy. Staff were provided with a modelled lesson outlining the concept, which was then followed up with a team-teaching lesson the following week to optimise learning progress for all students. This approach resulted in improved teacher confidence to inform teaching and learning cycles and target proximal development for learning. The change in pedagogy saw an improvement in student results across internal and external data sources in Reading. Classroom observations indicated an increased application of Super Six Comprehension skills across all K-6 Teachers. Student feedback indicated that students were well-engaged during weekly AP-IL modelled lessons and students looked forward to the team-teaching approach. Staff continued to embed 5-weekly data sprints and 10-weekly tiered data reading analysis allowed staff to identify and target interventions strategies and extension strategies in reading and comprehension. The use of Sentral data tracking and Learning Progressions allowed for effective longitudinal tracking and analysis of reading data and trends.

In 2023, staff will continue to embed evidence-based strategies in Reading to target student growth. Staff will work in Professional Learning Communities to review and revise teaching and learning programs to ensure alignment with the new K-2 Syllabus implementation.

#### INITIATIVE: NUMERACY GROWTH AND ATTAINMENT

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

K-2 Teachers implemented fluid grouping strategies to differentiate numeracy concepts to support student learning. AP-ILs worked in all classrooms to embed the use of Number Talks to encourage flexible thinking and understanding. SLSO

staff were upskilled to deliver personalised support in numeracy to develop and increase student achievement. The COVID ILSP program targeted students across K-6, who were working in Tiers 2 and 3, and below National Minimal Standards bands in NAPLAN and required additional support in mathematics. All staff utilised Essential Assessment online to deliver mathematics assessments. Staff meetings focused on Professional Learning in Essential Assessment analysis and to inform and target future learning for all students through the use of Tiered analysis. Executive staff attended the Callaghan Region Professional Learning in NAPLAN Mathematics analysis to further analyse student results, data trends and strengths/where to next.

Analysis of school-based data indicates internal school targets were met; however, baseline data indicates system targets in Numeracy were not achieved. Teachers demonstrated improved confidence with Number Talk language and fluid grouping approaches, and applied these strategies to learning across the curriculum.

In 2023, staff will continue to employ evidence-based effective teaching strategies to optimise learning progress for all students, across the full range of abilities in numeracy. Staff will focus on explicitly teaching students how to teach numeracy style NAPLAN questions with a focus on Multiplicative strategies. The focus on Aboriginal students to reach Top 2 NAPLAN bands will continue with our school-funded AEO.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• A minimum of 34.1% (System Target) of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Baseline 26.4%, Upper-Bound 39.1%).	In Numeracy, data indicates 23.78% of students are in the top two skill bands indicating a decrease against baseline data. This will be addressed through the COVID Intensive Learning Program, school Learning Support systems and targeted Instructional Leadership.
• A minimum of 45.2% (System Target) of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Baseline 37.9%, Upper-Bound 50.2%).	In Reading, data indicates 37.20% of students are in the top two skill bands indicating a decrease against baseline data. This will be addressed through the COVID Intensive Learning Program, school Learning Support systems and targeted Instructional Leadership.
• A minimum of 64.4% (System Target) of Year 3 and 5 students achieve expected growth NAPLAN Numeracy (Baseline 60%, Upper-Bound 69.4%).	Student achievement data is unavailable for this progress measure in 2022 due to the absence of comparison data from the cancellation of the 2020 NAPLAN. However, focus on this target through internal data source, Essential Assessment online, indicates 47% of Year 3 students and 42% of Year 5 students have met or are exceeding school based benchmarks in Number & Algebra.
• A minimum of 65.3% (System Target) of Year 3 and 5 students achieve expected growth NAPLAN Reading (Baseline 60.5%, Upper-Bound 70.3%).	Student achievement data is unavailable for this progress measure in 2022 due to the absence of comparison data from the cancellation of the 2020 NAPLAN. However, focus on this target through internal data sources indicates 73% of Year 3 students and 76% of Year 5 students have met or are exceeding school based benchmarks in their Instructional Reading Age level.
• Increase % of Aboriginal students maintaining cultural identity and achieving in top 2 NAPLAN bands (Reading/Numeracy) to be above system targets, match peers and exceed state averages.	12.5% of Aboriginal students have achieved results in the top 2 NAPLAN bands in Reading indicating progress towards the lower bound target (of 45.2%).  No Aboriginal students have achieved results in the top 2 NAPLAN bands in Numeracy. This will be a major focus in 2023.



## Strategic Direction 2: Excellence in 'Pedagogy and Practice'

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

**Beginning teacher support:** \$60,868.00

**English language proficiency:** \$91,936.80

**Professional learning:** \$27,151.00

### Summary of progress

#### INITIATIVE: QUALITY SYSTEMS FOR INDUCTION AND MENTORING

Throughout 2022, Executive staff and aspiring leaders used a range of strategies to support, mentor and strengthen the capabilities of all teachers; and continued to establish professional learning communities which focused on continuous improvement of teaching and learning.

Assistant Principals worked with teachers to develop Professional Development Plan goals aligned to the school plan and their individual Australian Professional Standards for Teachers level. Teachers were supported to improve their professional practice and continually monitor to ensure evidence-based practice is used. Senior Executive worked with SLSOs, DSM, AEO and Office staff to develop Non-Teaching PDPs, which were aligned to the school targets. Beginning Teachers received personalised weekly mentoring sessions from an Assistant Principal. Sessions were aligned to the Australian Professional Standards for Teachers, the Strong Start, Great Teachers induction framework and targeted Glendore and Department programs, procedures and policies. Aspiring leaders were introduced to the Middle Leaders framework and were supported by School Executive to lead a range of initiatives including updating whole school scope and sequences and coordinating excursions and incursions.

Analysis of PDP goals, reflections and PDP observations indicates staff are utilising the APST as a framework for their professional development, are aware of the school's Strategic Directions and are focused on continuous improvement of teaching and learning across all learning areas. Beginning Teacher feedback and observations indicates the targeted mentoring sessions provided Beginning Teachers with opportunities to discuss teaching and learning programs and school procedures and were able to seek assistance with data analysis, classroom organisation and school systems.

Due to the success of the current systems, in 2023, Glendore will continue to use the same systems and framework to underpin the Beginning Teacher induction and mentoring process to support beginning teachers. All staff will continue to use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

#### INITIATIVE: QUALITY SYSTEMS FOR PROFESSIONAL LEARNING AND DEVELOPMENT

During 2022, the Executive team collaboratively delivered quality systems that nurtured and enhanced the capacity of a rapidly growing staff through grade-based/whole-school Professional Learning Communities. Professional Learning focused on the continual development and growth of teacher expertise in the teaching of literacy and numeracy.

Staff continued to engage in researched-based Professional Learning and professional discussion to improve teaching and learning in their classes and grades. This occurred in weekly staff Professional Learning meetings, stage meetings, AP-IL sessions and during Professional Learning Communities on Staff Development Days. Professional Learning included the completion of Embedding Formative Assessment Teacher Led Communities, the new K-2 English and Mathematics micro-modules, unpacking the new Syllabus requirements and new Department policies and frameworks. Staff evaluated professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teaching and Learning programs were moved to an online format.



As a result of the delivery of quality Professional Learning, lesson observations and walk-throughs have shown that there is quality practice occurring in all classrooms, with many staff excelling in their lesson delivery. Knowledge gained from Professional Learning has allowed teachers to evaluate the effectiveness of their teaching practice. A whole school approach ensured the most effective evidence-based teaching methods were being embedded across K-6 to optimise learning progress for all students, across the full range of abilities.

In 2023, Professional Learning will focus on the implementation and delivery of new syllabus requirements and Department policies. Staff will continue to be supported with Instructional Leadership from AP-ILs to support ongoing, school-wide improvement in teaching practice and student results.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Whole school curriculum and assessment documentation is aligned to and strongly meets NSW Education Standards Authority (NESA) Registration and NSW DoE Curriculum Program Monitoring (CPM) requirements.	School assessment shows an improvement in programming and alignment with NESA. In 2023, K-2 English and Mathematics programs will be revised to align with the implementation of the new K-2 English and Mathematics Syllabus.
Delivery of at least two <b>School Excellence Framework: Teaching Measures at <i>Excelling</i></b> : Effective Classroom Practice, Data Skills and Use, Professional Standards, and Learning and Development.	Self-assessment against the School Excellence framework shows all themes in Teaching to be at Sustaining and Growing. Movement towards the Excelling domain will be a focus in 2023.

## Strategic Direction 3: 'Excellence in Leadership and Wellbeing'

### Purpose

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

### Initiatives

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

- Staff Leadership and Wellbeing
- Student Aspiration and Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$82,604.00

**Aboriginal background:** \$7,910.00

**Per capita:** \$15,609.00

**QTSS release:** \$124,344.52

**Integration funding support:** \$411,424.00

### Summary of progress

#### INITIATIVE: STAFF LEADERSHIP AND WELLBEING

During 2022, the Choice Theory philosophy continued to underpin student and staff wellbeing programs across the Glendore community. This enabled students and staff to connect, thrive and succeed by increasing opportunities for potential and aspiration, and supported resilience and wellbeing. All staff were provided with leadership opportunities at grade, stage, extra-curricular and whole school levels.

Continuous improvement was led by the Executive Team and focused on the development of all staff through weekly meetings, Staff Development Day and Twilight Professional Learning Sessions. The Aspiring leaders team met termly and led numerous initiatives across the school to increase wellbeing. The Aspiring Leaders team worked with the Deputy Principal to review all Key Learning Area Scope and Sequences across K-6. This will continue to be a focus for Aspiring leaders in 2023 in English and Mathematics to align with the new K-2 Syllabus. Aspiring Leaders continued their work in Formative Assessment Teacher Led Communities to facilitate whole school improvement and build strong future leaders through the management of the Formative Assessment program. Assistant Principals led grade-based Professional Learning Communities (PLC) to facilitate and allow teachers to engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, across stage and for particular student groups.

As a result, our 2022 Teacher Tell Them From Survey results saw an increase in collaboration and learning culture across the school. An increase in the use of quality teaching strategies by teachers was also evident, with our results on par with state expectation.

In 2023, staff will continue to embed the Choice Theory philosophy to their own practice and across the curriculum. Glendore will continue to provide a wide range of leadership opportunities for staff at all levels.

#### INITIATIVE: STUDENT ASPIRATION AND WELLBEING

Throughout 2022, staff utilised Choice Theory practices and embedded the Happier Schools program concepts to promote student wellbeing and attendance. The Executive team and aspiring leaders led a range of school wide initiatives, which facilitated whole school improvement and promoted wellbeing and engagement. Parents/Caregivers had the opportunity to engage in a range of school-related activities, including Education Week, Open Classrooms, Colour Run and Book Week to help build the school as a cohesive educational community and increase student wellbeing and connections.

All staff fostered a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Year Six students and the Student Ministers were provided with leadership opportunities and worked collaboratively to coordinate numerous fundraisers and whole school wellbeing activities to promote student engagement, attendance and wellbeing across the whole school community. These events included;

lunch time sport competitions, Year Six Cook Book, lolly guessing competitions and out of uniform days. A wide range of extra-curricular activities were offered from a variety of staff and student leaders during lunch and recess breaks to promote student wellbeing in all aspects of school.

As a result, our 2022 student Tell Them From Me survey exceeded state expectation by 10% in 'Advocacy' and exceeded state expectation by 6% in 'Expectations for Success'. Our staff 2022 Self-assessment against the School Excellence Framework shows the element of Learning to be Sustaining and Growing, with Educational Leadership at Excelling.

In 2023, staff will continue to embed Choice Theory practices and will implement student engagement, wellbeing and attendance strategies to meet attendance system targets.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>A minimum of 83.9% (System Target) of all students will attend school more than 90% of the time (Baseline 74.5%, Upper-Bound 85.0%).</li> </ul>	<p>44.13% of all students attended school more than 90% of the time. COVID guidelines and NSW Health restrictions impacted many students from attending school regularly throughout 2022. While this is below system target of 83.9%, it is above other schools in our network (41.8%), above similar school groups (41.3%), and above DoE state (42.1%). In 2023, the school will continue to increase attendance rate through wellbeing and personalised learning support systems.</p>
<ul style="list-style-type: none"> <li>A minimum of 85.3% (System Target) of Year 4-6 students will report in Tell Them From Me (TTFM) positive Wellbeing measures (Baseline 85.3%, Upper-Bound 90.3%).</li> </ul>	<p>75.93% of all students in years 4-6 reported in TTFM positive wellbeing measures which is slightly below system target of 85.3%. This will be addressed through student wellbeing programs in 2023.</p>
<ul style="list-style-type: none"> <li>Delivery of at least three <b>School Excellence Framework</b> Measures at <i>Excelling</i>: <b>Leading</b>: Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes; and <b>Learning</b>: Learning Culture and Wellbeing.</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the element of Learning to be Sustaining and Growing, with all themes in Educational Leadership at Excelling.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,368.06</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional LAST lessons for targeted student support with identified growth in Literacy .skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To allocate funding in 2023 to continue to operate additional programs and provide funding for excursions.</p>
<p>New Arrivals Program</p> <p>\$23,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Glendore Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Newly arrived students have been supported in small groups to support their English literacy..</p> <p><b>After evaluation, the next steps to support our students will be:</b> Glendore will continue small group tuition to New Arrival students.</p>
<p>Integration funding support</p> <p>\$411,424.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glendore Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Aspiration and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All IFS students have been supported by an SLSO to help them regulate, socialise and achieve academically.</p>

<p>Integration funding support</p> <p>\$411,424.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Glendore will continue to support students identified through IFS with an SLSO in 2023.</p>
<p>Socio-economic background</p> <p>\$144,425.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glendore Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> <li>• Staff Leadership and Wellbeing</li> <li>• Student Aspiration and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through to support student learning</li> <li>• employment of additional staff to support program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Instructional leadership program improved all teachers explicit instruction. Celebrations days were a success with all student receiving an award. New attendance procedures were introduced to increase attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, Glendore will budget for the Instructional leadership program to continue. Celebration days will continue in 2023 and the new attendance procedure will be communicated regularly to the community.</p>
<p>Aboriginal background</p> <p>\$113,515.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glendore Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> <li>• Staff Leadership and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Most Aboriginal parents participated in the PLP afternoons and 100% of parents of children with a disability reviewed Student PLANS 3 times per year. The Aboriginal Education Officer supported all Aboriginal students both academically and culturally.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Glendore will employ the Aboriginal Education officer in 2023. The PLP's will be scheduled for Term 1, Term 3 and Term 4.</p>
<p>English language proficiency</p> <p>\$145,012.29</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glendore Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>English language proficiency</p> <p>\$145,012.29</p>	<ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> <li>• Quality Systems for Induction and Mentoring</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Specialist EALD teachers successfully supported EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The 2022 program was successful and will be implemented in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$208,337.75</p>	<p>Low level adjustment for disability equity loading provides support for students at Glendore Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has been used to employ Last teachers to support programs and explicitly teach Literacy and Numeracy programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 this funding allocation will be used to employ additional SLSO to support programs and explicitly teach Literacy and Numeracy.</p>
<p>Professional learning</p> <p>\$42,101.90</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Glendore Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> <li>• Quality Systems for Induction and Mentoring</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teachers and staff attend professional learning presented by a specialist facilitator.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers and staff attended professional learning linked to their PDP's.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Teachers and staff to identify professional learning that is linked to their</p>



Professional learning \$42,101.90	PDP's.
Literacy and numeracy \$33,487.75	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glendore Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The collection of data from these initiatives allowed for explicit teaching.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The initiatives were successful and will be implemented in 2023.</p>
QTSS release \$124,344.52	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glendore Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Aspiration and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This program supported the wellbeing of students by providing an Assistant Principal to oversee the day-to-day wellbeing needs of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This program will be implemented in 2023.</p>
Literacy and numeracy intervention \$48,266.82	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glendore Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading Growth and Attainment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> This funding was used to fund a 27th class in Term 1 which allowed smaller class sizes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding is not available in 2023</p>
<p>COVID ILSP</p> <p>\$183,686.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students involved in this program showed growth in either numeracy or literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The program will run in 2023 using the same explicit teaching model.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	317	327	344	353
Girls	292	294	317	328

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	83.4	93.1	87.9
1	93.6	84.2	91.0	88.8
2	93.6	87.2	92.3	85.5
3	91.7	79.0	91.3	86.2
4	91.2	82.2	92.7	85.0
5	92.8	82.4	91.3	84.9
6	92.1	83.5	89.8	85.2
All Years	92.6	83.4	91.7	86.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	26.4
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.26

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

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

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	40,809
<b>Revenue</b>	7,364,621
Appropriation	6,904,326
Sale of Goods and Services	159,621
Grants and contributions	295,896
Investment income	2,278
Other revenue	2,500
<b>Expenses</b>	-7,053,114
Employee related	-6,333,697
Operating expenses	-719,417
<b>Surplus / deficit for the year</b>	311,506
<b>Closing Balance</b>	352,315

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	413,792
<b>Equity Total</b>	611,291
Equity - Aboriginal	113,515
Equity - Socio-economic	144,426
Equity - Language	145,012
Equity - Disability	208,338
<b>Base Total</b>	4,846,811
Base - Per Capita	167,021
Base - Location	0
Base - Other	4,679,790
<b>Other Total</b>	490,968
<b>Grand Total</b>	6,362,863

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Parent Tell Them from Me

- 71% of parents agree or strongly agree GPS is a culturally safe place for students.
- 90% of parents indicated that informal meetings were a useful or very useful form of communication.
- 62% of parents indicated formal interviews were useful or very useful for communication about their child.
- 88% indicated that contact via phone was useful or very useful followed by 80% indicating email was useful or very useful.
- Parents indicated their level of support for learning at home was 7.2 which is higher than the NSW Govt Norm of 6.3

### Student Tell Them from Me

- 85% of students indicated that they demonstrate positive behaviour at school in snapshot 2, 2% higher than the NSW Govt Norm.
- 82% of students indicate they have positive relationships at school which increased 3% from earlier in the year.
- 64% of students indicated they participate in sports this was up 3% from earlier in the year and reflective of the increased opportunities provided by the school and as activities come online post-covid.
- 44% of students said they participate in extra curricula activities which was an increase of 2% from earlier in the year.
- 62% of students agree or strongly agree that they will go to university.
- 71% of GPS Aboriginal Students feel good about their culture.
- 68% of Aboriginal students feel teachers understand their culture.
- 66% of students indicated they feel pride in their school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.