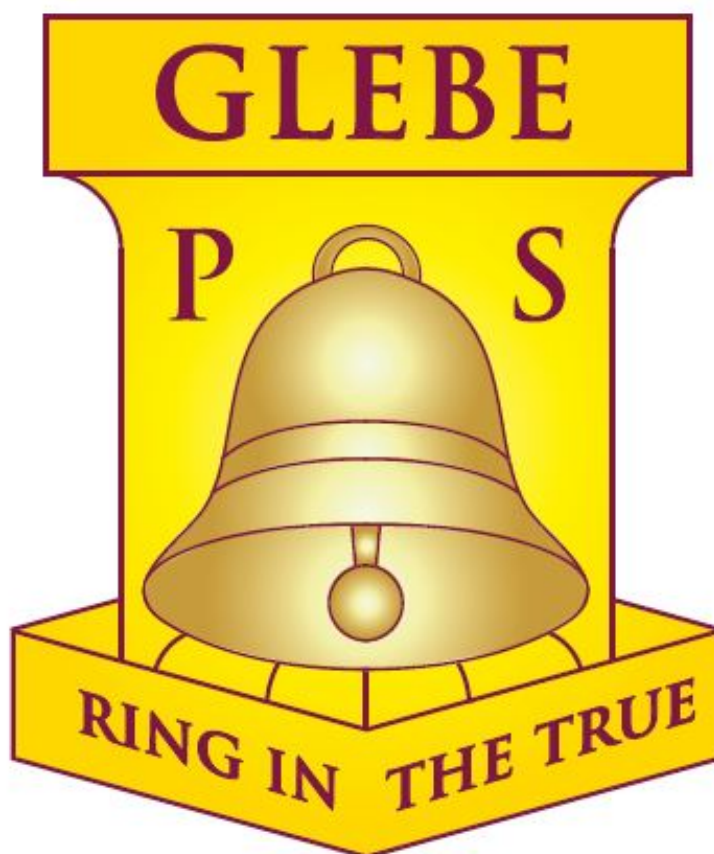


2022 Annual Report

Glebe Public School



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Introduction

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

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

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Message from the principal

Although the impacts of COVID-19 still lingered throughout 2022, it was wonderful to return to a sense of normality after several years of significant impacts. I continue to be proud of how we, as a school and a community, faced these challenges together and I thank our students, staff, and community for the compassion, resilience, unity, and understanding that they displayed during this time. This is a true testament to the spirit of Glebe Public School and the Glebe community.

The staff at Glebe Public School is a cohesive, highly skilled and dedicated team who provide high quality teaching and learning for all students. Through a culture of shared responsibility, the needs of each student are catered for and there is a whole school commitment to nurture, guide, inspire and challenge students in order for them to reach their personal best and full potential.

The transformational changes that have taken place this year are the result of consistent, high quality teaching and learning practices that are driven by sound evidence in what is proven to work best to support student growth, attainment, and wellbeing. Through a continued focus on personalised learning, I am proud of how we provide an environment that is responsive in meeting the needs of all learners and where every student is known, valued, and cared for.

2022 saw a number of physical developments and enhancements take place. The installation of several murals, the construction of new gardens, the erecting of Aboriginal, Torres Strait Islander, and Australian flags in the playground, the internal and external painting of all buildings, the upgrade of the student toilets, and the installation of a new bell system all supported the maintaining a school environment where students are engaged and able to connect. All of these developments included the input from our students, as part of the schools student voice program.

Our school has a high level support from our families and broader community and with the easing of COVID-19 restrictions, it was wonderful to be able to recommence some of the events and celebrations that had been cancelled for over 12 months such as the Book Week Parade, excursions, and carnivals. Our proactive P&C continued to support our students and school initiatives, ensuring that that all stakeholders had opportunities to engage with our school where possible. The building and strengthening of community participation, connections, and partnerships, despite the challenges of 2022, are areas that we are incredibly proud of and add value to the learning opportunities provided to our students and community at large.

We are proud of our achievements and successes in 2022 and enter 2023 with a Strategic Improvement Plan that is underpinned by high expectations in student growth and attainment, positive partnerships, and the expectation that every student, every teacher, and every leader will continue to improve and achieve their personal best in a supportive environment.

Bryce Walker

Principal

School vision

At Glebe Public School, our vision is to ensure that all students are supported to achieve their full potential in a respectful, caring, and inclusive environment that is student-centered and caters to the needs of the whole child. High standards and the expectation that every student, every teacher, and every leader will be challenged to continually improve is fundamental to our commitment to teaching, learning, and leadership.

Through an environment of positive social and emotional wellbeing, we strive for all students to have a successful school experience that caters to their individual academic, creative, physical, and social, skills, abilities and talents. Our teaching, learning, and leadership practices are founded on the expectation that all students will attain academic excellence and be active participants in their learning journey to reach their full potential.

The success of Glebe Public School is underpinned through positive partnerships with parents, carers, and our local and wider communities, and our commitment to ensure that every student is known, valued, and cared for.

School context

Glebe Public School is located on Gadigal Land in Inner City Sydney and has an enrolment of approximately 264 students. 18% of our students identify as Aboriginal, and 41% are from a language background other than English. Our school is recognised for its inclusivity and reflects the diversity of our community. This provides a dynamic and rewarding learning environment that benefits everyone and is underpinned by the expectation that every student will achieve their personal best through having their individual needs met.

Our school culture is firmly focused on personalised learning, the ongoing building of high expectations, strong home-school relationships, and sustained student and staff performance improvement. Through working in collaboration with all stakeholders, we work together to promote school excellence at all levels and ensure that every student, every member of staff, and every community member is known, valued, and cared for.

Extracurricular opportunities in sport, culture, creative and performing arts, languages, and technology enable our students to excel in a wide range of experiences. Strong community partnerships and alliances with local organisations and community groups provide additional opportunities for our students, and position the school as a collaborative community hub.

Our school staff are a dedicated team who strive for excellence in all areas. Through a collective commitment to nurture, guide, inspire and challenge all students, our daily practices provide a holistic educational journey.

Our situational analysis identified specific areas for improvement in student growth and attainment, wellbeing and engagement, and teaching and leading. These areas for improvement will be addressed throughout the 2021-2024 Strategic Improvement Plan.

Our work with individual students is responsive and closely monitored. Pre- and post-assessments are embedded to evaluate the progress and effectiveness of this support. By closely monitoring individual student performance, through comprehensive data analysis, responsive measures are embedded to ensure that each student reaches their full potential and targeted interventions are provided to ensure continued growth.

A strategic and planned approach to develop whole-school wellbeing, that supports all students to connect, succeed, thrive, and learn is achieved through the implementation of whole-school programs, processes, and procedures. Positive Behaviour for Learning (PBL) supports students, staff, and the community to understand the desired behaviours through a positive, safe and supportive learning culture. A focus on promoting student resilience and social-emotional wellbeing is undertaken through the school-wide implementation of the Bounce Back! program. Streamlined learning and support processes ensure that appropriate interventions are undertaken and meet all learners' specific needs.

In teaching and leading, tailored professional development is undertaken to support staff in delivering high quality differentiated instruction for students of all ability levels. A sustained focus on identifying, understanding, and implementing the most effective explicit teaching methods is a priority, and are aligned to evidence-based teaching practices and strategies. Under the guidance of the school leadership team, staff are supported through collaborative planning, individual coaching and mentoring, and feedback that sustains quality teaching practice and development.

As a school and community, we are committed to ensuring that the individual needs of students and the contextual needs of the school drive whole school improvement on our journey to excellence.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven practices and evidenced-based teaching models that are responsive to the learning needs of individual students.

Initiatives

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

- Data Informed Practices
- Personalised Learning

Resources allocated to this strategic direction

Professional learning: \$9,600.00
New Arrivals Program: \$22,750.00
Low level adjustment for disability: \$115,554.41
Integration funding support: \$211,859.00
Socio-economic background: \$32,866.33
Literacy and numeracy intervention: \$48,266.82
Literacy and numeracy: \$10,106.00
English language proficiency: \$75,076.02
Aboriginal background: \$79,603.00

Summary of progress

Strategic Direction One focuses on **Data Informed Practices** and **Personalised Learning**.

Staff engaged in developing their processes for data collection, analysis, and reflection to drive responsive **data informed** curriculum delivery and evaluation. Teachers engaged in Professional Learning in InitialLit (K - 2) and Spelling Mastery (3 - 6), resulting in differentiated groupings informed by student assessment data and undertaking collaborative planning to implement lessons across classes. Stage Two teachers engaged in Professional Learning to deepen syllabus knowledge, understanding and skills to explicitly teach additive strategies. Staff formal (surveys) and informal (discussion groups) feedback was conclusive that the professional learning provided had positive impacts on strengthening their curriculum content knowledge and as a result, meeting the needs of their students. The Interview for Student Reasoning (IFsR) was implemented to provide analysis of numeracy skills. Professional learning for all teachers built capacity in developing and implementing Number Talks in the classroom and were implemented across the school.

Personalised Learning involved the systematic analysis of literacy and numeracy data and provided for differentiated learning and tracking progress and growth for all students. Personalised Learning and Support Plans (PLaSPs) for Integration Funded students were developed, implemented and monitored inline with learning goals and success criteria throughout the year. Individual plans (Learning Plans, Behaviour Plans etc.) for targeted students were co-created with class teachers and monitored by key stakeholders throughout the year. Staff reported that PLaSPs were a highly effective approach to meeting the needs of students, monitoring their progress, and analysing the impact of targeted interventions. Learning and Support Team processes and procedures were reviewed and guidelines and procedures were documented in an updated policy, including referral processes, meeting protocols, and tracking systems. 100% of staff agreed that the initial streamlining of these processes resulted in improved practices across the school. Literacy intervention programs (MacqLit and MiniLit) were implemented with small groups based on ongoing data tracking and monitoring of student need. Ongoing support for students learning English as an Additional Language or Dialect (EAL/D) involved collaborative practices between the EAL/D teacher and class teachers to ensure continuity of support for students, and transference of students' knowledge and skills from small groups to the classroom and beyond. Processes for effective implementation of Personalised Learning Pathways (PLPs) to provide ongoing support for Aboriginal students were reviewed and updated, and included community consultation to ensure culturally safe protocols were followed.

After evaluation, the following will support this Strategic Direction in 2023:

- employment of an Assistant Principal Curriculum and Instruction to further develop staff capacity in data informed practices with a focus on effective data collection in literacy and numeracy.
- an additional school funded Assistant Principal Curriculum and Instruction position, specifically designed to support Kindergarten to Year 2 students and staff.

- staff professional learning in triangulating data (internal and external assessment data).
- further streamlining of tracking processes for students in targeted programs such as English as an Additional Language or Dialect.
- continuation of literacy intervention programs (MacqLit, MiniLit, InitialLit).
- Analysis of student achievement data on external assessment (i.e. NAPLAN) in line with school targets and improvement measures.
- 100% of Aboriginal students will have an operations Personalised Learning Pathway (PLP).
- the establishment of a working group to implement High Performing and Gifted Education (HPGE) practices across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of 63.6% of students in Years 3 and 5 achieve in the top two bands in NAPLAN reading.	The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading is 44% and is progressing towards the lower-bound system target of 63.6%
A minimum of 51.9% of students in Years 3 and 5 achieve in the top two bands in NAPLAN numeracy.	The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy is 29% and is progressing towards the lower-bound system target of 63.6%
A minimum of 80% of students achieve expected growth in NAPLAN reading.	Student achievement data is unavailable for this progress measure in 2022 due to an absence of comparison data due to the cancellation of NAPLAN in 2020.
A minimum of 85% of students achieve expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 due to an absence of comparison data due to the cancellation of NAPLAN in 2020.
70% of students will have achieved or exceeded stage appropriate learning indicators within the sub-element of creating texts in the Literacy Progressions.	Determining targets for students against the Literacy Progressions was postponed due to the COVID-19 interruptions.
70% of students will have achieved or exceeded stage appropriate learning indicators within the sub-element of number patterns and algebraic thinking in the Numeracy Progressions.	Determining targets for students against the Numeracy Progressions was postponed due to the COVID-19 interruptions.

Strategic Direction 2: Positive Wellbeing, Engagement and Partnerships

Purpose

In order to foster positive student wellbeing and enable a safe and supportive learning environment where students can connect, succeed and thrive, we will embed whole school programs, processes, and procedures that cater to building the academic, social, emotional, and behavioural wellbeing of all students.

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.

- Positive Wellbeing
- Positive Engagement
- Positive Partnerships

Resources allocated to this strategic direction

Professional learning: \$1,100.00

Aboriginal background: \$10,400.00

Summary of progress

Strategic Direction Two focuses on **Positive Wellbeing**, **Positive Engagement** and **Positive Partnerships**.

The whole-school approach to **positive wellbeing** involved a range of essential features of the Positive Behaviour for Learning (PBL) framework being explicitly embedded within whole school practices, with focus on Responding to Problem Behaviours, Encouraging Expected Behaviour and the review and ongoing monitoring of data. 100% of staff agreed that PBL processes had a significant impact on ensuring a consistent approach to positive wellbeing across the school. Staff engaged in Trauma Informed Practice Professional Learning and the BounceBack! program was taught in all classes K - 6. Staff Wellbeing Week was implemented in Week 6 of each term and Being Well resources were shared with staff. Student Voice and Leadership was evident through the 2022 Student Representative Council, which provided ongoing opportunities for student feedback on whole school processes and activities of the Strategic Improvement Plan. 100% of feedback from students was acted upon and resulted in the undertaking of various projects such as the installation of murals, erecting of flags, and upgrade of the gardens.

A whole-school approach to **positive engagement** (students, staff and families) focused on strategic and collaborative practices, tailored to the specific needs of the school. The Student Academic Report design was updated with a focus on clear communication of students' progress, achievement and learning goals. 100% of staff agreed that the inclusion of specific learning goals in literacy and numeracy supported a targeted approach to student progress. This correlated with feedback from families, who reported that the inclusion of specific goals supported them in understanding how they could support learning at home. Parent - Teacher meetings (Term 1 & 3) focused on the communication and understanding of student learning goals. Attendance policies and procedures were reviewed and updated to explicitly articulate role marking procedures, establish school-wide procedures for regularly reviewing attendance data, and refining the referral system to escalate attendance concerns to relevant school based staff and external supports. Staff reported that the update of these processes assisted in improving and monitoring attendance across the school. The Jarjums program addressed distinct needs in Aboriginal and Torres Strait Islander education and aimed to increase student attendance, engagement and cultural knowledge. Through focused professional learning, teacher capacity was built in Aboriginal Education, including the sourcing of culturally sensitive resources for learning spaces and the school leadership was strengthened and supported by the Deputy Principal Aboriginal Education position.

Positive partnerships were built with students, staff, families, community and other organisations to support and develop connections between students and the wider school community. Class Parent Representatives supported classes across the school and parent and community volunteers supported teaching and learning in the classroom and during school events. The Winanggaay parent and carer workshops for Aboriginal families were delivered by a Registered Training Organisation (RTO) and focused on improving literacy, numeracy and computer skills so that parents can successfully and confidently assist their children at home with their education. All participants agreed that they were interested in further workshops in 2023. The Fathering Project engaged dad and dad-like figures positively in their children's education and the school at large through events each term. 94% of attendees agreed that The Fathering Project was positive in promoting engagement and the building of authentic relationships.

After evaluation, the following will support this Strategic Direction in 2023:

- continued refining of Positive Behaviour for Learning (PBL) processes through the ongoing analysis of wellbeing

data to inform areas of focus and need.

- focus on establishing further processes to monitor and reward positive student behaviours across the school.
- continued analysis of approaches to promote positive engagement and through student reports, parent teacher interviews, and attendance strategies.
- supporting and strengthening Aboriginal Education for all students through the Deputy Principal Aboriginal Education position.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% (on average more than nine days per fortnight) of the time to be above the target of 79.8%.	The number of students attending greater than 90% of the time for 2022 was 75%.
Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor, and review individual student learning needs.	100% teaching and learning programs are differentiated to meet the needs of students at different levels of achievement, including students who require adjustments to support learning or increase challenge.
A range of essential features of the Positive Behaviour for Learning (PBL) framework are explicitly embedded within whole school practices, with a focus on Responding to Problem Behaviour, Encouraging Expected Behaviour and Review, Data and Ongoing Monitoring.	80% of the essential features of the Positive Behaviour for Learning (PBL) framework are embedded within whole school practices.
Tell Them from Me Wellbeing data (advocacy, belonging, expectations) is at or above 89%.	75% of students report a positive sense of advocacy and belonging, and understanding of expectations. Although this is a decline from the 2021 result of 84%, targeted strategies that the school has implemented in 2022 such as student voice through the Student Representative Council (SRC), it is expected that the 2023 data will reflect an upturn in these areas.

Strategic Direction 3: Excellence in Teaching and Leading

Purpose

In order to develop school-wide excellence in teaching and leading through a culture of continual growth and improvement, we will develop coaching and mentoring practices, collective teacher efficacy, collaborative learning environments, and effective feedback that builds the capacity of all staff in order to maximise student learning outcomes.

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.

- Collaboration
- Capacity Building and Leadership

Resources allocated to this strategic direction

Professional learning: \$7,724.00

QTSS release: \$56,885.90

Summary of progress

Strategic Direction Three focuses on **collaboration** and **capacity building and leadership**.

School-wide **collaboration** focusing on curriculum provision, evidence-based teaching practices, and a high expectations framework supported the development of all students' knowledge, understanding and skills. Teachers engaged in professional dialogue during Collaborative Planning Days (each term) to develop and refine high quality teaching and learning programs that consistently and explicitly describe expected student progression and assessment measures. The vast majority of staff, as indicated through survey data, agreed that a focus on collaboration built collective efficacy. Executive Planning Days provided time for the Leadership Team to plan, implement, monitor and evaluate processes inline with the Strategic Improvement Plan, resulting in a shared and authentic progress.

Capacity building and leadership was developed through the establishment of a community of learners within and across the school which focuses on knowledge sharing and continuous improvement for all. Staff created Performance and Development Plans (PDPs) with support from supervisors and engaged in Professional Learning in relation to their PDP goals. Staff reported that the PDP process was effective in developing mentoring and coaching opportunities and further developed relational trust amongst staff. Professional Learning to familiarise and build understanding of the new syllabuses built the capabilities of all staff to implement the new K - 2 Mathematics and English syllabuses, resulting in a school wide understanding of the rationale behind the new syllabuses and their implementation. Year and stage based scope and sequences were developed and an approach for units of work, assessment and feedback was planned and documented.

After evaluation, the following will support this Strategic Direction in 2023:

- further developed mentoring and coaching processes across the school, including the identification of staff interested in leadership development.
- refined processes for observations of teaching practice aligned to the PDP goals of staff.
- continued staff professional learning in syllabus implementation, including the introduction of the new Years 3-6 English and maths syllabuses.

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
Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.	Teachers were provided with authentic opportunities to evaluate, share, and discuss learning from targeted professional learning. This was undertaken as part of the Performance and Development Plan (PDP) and Quality Teaching for Successful Students (QTSS) processes. Weekly team meetings utilised to address specific areas of need across the school and share models of best practice.

Through the practice of instructional leadership, staff are mentored in explicit systems of collaboration and feedback to embed quality teaching practices and ensure the ongoing development of all staff and aspiring leaders.	All staff had opportunities to have their teaching observed and were provided with constructive feedback as part of the Performance and Development Plan (PDP) and Quality Teaching Successful Students (QTSS). Lesson observations included agreed upon areas of observation, aligned to the teaching standards, and feedback and prompt feedback from provided from school leaders to their teams. Aspiring leaders were provided with opportunities to lead specific programs and initiatives under the guidance of school leaders.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$211,859.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glebe 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"> • Personalised Learning <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 and social needs • staffing release for targeted professional learning in Trauma Informed Practice (TIP) • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSPs) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% eligible students demonstrated progress towards achieving their individual learning goals (social and emotional) as identified as part of their Personalised Learning and Support Plans (PLaSPs). * dedicated time for staff to collaborate in the writing, implementation, and evaluation of PLaSPs, resulting in a comprehensive understanding of the needs of students. * assisted technology (iPads) were purchased, resulting in increased levels of student engagement and curriculum access, as identified through staff survey data. <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, integration funding support will continue to be used for the routine implementation and review of student Personalised Learning and Support Plans (PLaSPs) throughout the year to ensure funding is used to specifically address the support needs of identified students. Teaching and non teaching staff (School Learning Support Officers) employed to support the implementation of PLaSPs and will undertake targeted professional learning to build their capacity in identified areas of need i.e. autism. Additional assisted technology and needs based resources will be procured to ensure every student has equitable curriculum access when and if required.</p>
<p>Literacy and numeracy</p> <p>\$10,106.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glebe Public School from Kindergarten to Year 6.</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support teacher time. • teacher release to engage staff in professional learning in the InitialLit, MiniLit, and MaqLit reading intervention programs. • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the employment of additional Learning and Support teacher time

<p>Literacy and numeracy</p> <p>\$10,106.00</p>	<p>supported additional groups of students from Kindergarten to Year 6 who required support in literacy and numeracy. All eligible students demonstrated progress towards their personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: In 2023, literacy and numeracy funding will continue to be used to fund the engagement of additional teaching staff to support the implementation of interventions programs. This funding will be combined with the COVID Intensive Learning Support funding.</p>
<p>Professional learning</p> <p>\$18,424.00</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 Glebe Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices • Positive Engagement • Collaboration • Capacity Building and Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning in InitialLit reading intervention program. • teacher release to work with numeracy specialists as part of the Strategic School Support (SSS) program. • professional learning in Spelling Mastery for teachers Kindergarten - Year 6 • executive and teacher release time to analyse parent survey data about student reports and to set up new student report format and procedures. • executive release time to plan, implement, monitor and evaluate school processes inline with the Strategic Improvement Plan. • teacher release time for collaborative curriculum planning and evaluation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * staff engagement in targeted professional learning in identified areas of need (reading, spelling, and numeracy) through the MultiLit, Spelling Mastery, and Strategic School Support (SSS) programs. * executive staff being released ensured that whole school processes and procedures were routinely reviewed and updated and allowed for mentoring/coaching of teaching staff and non teaching staff. <p>After evaluation, the next steps to support our students will be: In 2023, professional learning funds will continue to be used to address identified areas of need in the Strategic Improvement Plan with a focus on literacy and numeracy, specifically in the area of curriculum reform.</p>
<p>New Arrivals Program</p> <p>\$22,750.00</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 Glebe Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. This program was delayed due to teacher availability. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the employment of a part time specialist English as an Additional Language or Dialect (EAL/D) teacher supported students who were new to

<p>New Arrivals Program</p> <p>\$22,750.00</p>	<p>the school and had limited English. All students included in the New Arrivals Program (NAP) showed growth in achievement as identified through progress on the EAL/D learning progressions.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the new arrivals program funding will continue to be used in conjunction with English language proficiency funding to employ a specialist EAL/D teacher who will support in class and withdrawal group support for students with limited English. In addition to this, targeted professional learning will be provided to staff to enhance teaching and learning programs that support students from language backgrounds other than English. Specifically, teaching and learning strategies, resources, and scaffolds to ensure classroom content is accessible.</p>
<p>Socio-economic background</p> <p>\$32,866.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glebe 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional Learning and Support teacher time to support identified students with additional needs or requiring support. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: *the provision of additional Learning and Support teacher time supported targeted groups of students requiring support in literacy, numeracy, behaviour, and wellbeing. All eligible students demonstrated progress towards their personalised learning goals, which were developed in consultation with student and families. * student personalised learning plans were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms and in small group and individual withdrawal. Financial assistance was provided to families who required it to ensure equitable access to the curriculum for all students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, socio-economic background funding will continue to fund the employment of an additional Learning and Support teacher to work with identified students in literacy, numeracy, behaviour and wellbeing to support the implementation of the Strategic Improvement Plan. In addition to this, funds will be allocated to ensure equitable access to schooling for all students requiring support to access the curriculum, including uniforms, equipment, and other required items.</p>
<p>Aboriginal background</p> <p>\$90,003.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glebe 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"> • Personalised Learning • Positive Engagement • Positive Partnerships <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$90,003.00</p>	<p>include:</p> <ul style="list-style-type: none"> • 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 • financial assistance for families to ensure equitable access to the curriculum for all students. • Procurement of resources to support the inclusion of Aboriginal perspectives across the curriculum. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the cultural safety practices of the school have been strengthened through an increase in engagement, inclusion, and active parent/carer participation. * staff worked in close collaboration with the Aboriginal Education Officer and Deputy Principal Instructional Leader Aboriginal Education to closely monitor student attendance, wellbeing, engagement, and the provision of culturally appropriate and relevant resources to support Aboriginal education for all students. 100% staff agreed that this level of support was beneficial in supporting the needs of Aboriginal students. <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, Aboriginal background funding will be used to ensure that the Deputy Principal Instructional Leader Aboriginal Education, in collaboration with the Aboriginal Education Officer (AEO), continue to lead Aboriginal education that is based on meeting the needs of students, staff, and community. This will ensure that the cultural safety practices of the school are further strengthened to promote parent and carer engagement, teaching and learning programs that are culturally responsive and appropriate, and teacher capacity and understanding is further developed through targeted professional learning. Personalised Learning Pathways (PLPs) for all Aboriginal students will be routinely designed, implemented and reviewed.</p>
<p>English language proficiency</p> <p>\$75,076.02</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glebe 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • establish a core practice for supporting students learning English as an Additional Language or Dialect • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the engagement of an EAL/D teacher to model EAL/D strategies, resulted in an increase in teacher understanding of meeting the needs of EAL/D learners. * teachers reported, as identified through observations and student work samples, an increase in EAL/D students confidence and willingness to take risks with their language use. <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, English language proficiency funding will be used in conjunction with New Arrivals Program funding to further support the needs of English as an Additional Language or Dialect (EAL/D) learners through the employment of an EAL/D teacher. This teacher will support identified groups of students through both withdrawal groups and in-class with their English language acquisition. In addition to this, the EAL/D teacher will build the capacity of class teachers in designing units of learning that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for</p>

<p>\$115,554.41</p>	<p>students at Glebe 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the school achieved a more consistent and tailored approach to student learning support processes, procedures, and and interventions. 100% of staff surveyed agreed that this supported an increase in the timely and effective implementation of the required support for students. * additional learning and support teacher time increased the number of students who were able to access targeted support in literacy, numeracy, and wellbeing. * additional learning and support teacher time enabled the organisation and implementation of specific programs from external providers such as speech, occupational, and behaviour therapy. <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, low level adjustment for disability funding will be used to further expand the impact of the learning support team through consistent and targeted intervention systems and programs across the school.</p>
<p>QTSS release</p> <p>\$56,885.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glebe 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"> • Capacity Building and Leadership <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 staffing to support staff collaboration in the implementation of high-quality curriculum • 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"> * instructional leaders have worked across classrooms to build staff expertise in literacy and numeracy. * Teachers have been supported to further improve their classroom practice resulting in 100% of teachers implementing evidence-based, high impact teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, Quality Teaching Successful Studnets (QTSS) funding will continue to be used to release Assistant Principals to provide coaching and mentoring for teachers in evidence-based, high impact teaching strategies within their classroom practice.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glebe Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</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"> • Personalised Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of additional School Learning Support officers to support targeted students. <p>The allocation of this funding has resulted in the following impact:</p> <p>* differentiated teaching through on-going formative assessment resulted in targeted literacy programs (MacqLit and MiniLit) for identified students performing below stage expectations. This intensive approach has resulted in improved engagement and progress in learning as evidenced by reading and writing assessment data and teacher observations.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, literacy and numeracy intervention funding will continue to be used to support intervention programs across the school.</p>
<p>COVID ILSP</p> <p>\$91,253.00</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 • providing targeted, explicit instruction for student groups in literacy (reading) • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact:</p> <p>* the employment of a full time teacher to lead literacy and numeracy programs for targeted groups of students.</p> <p>* the majority of identified students achieved significant progress towards achieving their personal learning goals as evidenced by 86% of students correctly answering all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2, and 82% of students correctly answering all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, COVID Intensive Learning Support Program funding will continue to be used to support the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised to refine data practices for the monitoring of students in these groups, including structures for the monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	159	149	135	129
Girls	150	147	147	124

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.7	91.4	91.2	85.6
1	92.5	90.2	93.6	87.5
2	91.0	91.8	92.9	86.9
3	92.2	87.1	92.6	89.1
4	90.5	85.0	90.4	90.4
5	91.2	83.4	87.9	85.1
6	92.1	83.9	88.6	84.1
All Years	91.6	87.9	91.1	87.1
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
Classroom Teacher(s)	9.56
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	3.52

*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	187,305
Revenue	3,884,053
Appropriation	3,352,531
Sale of Goods and Services	21,551
Grants and contributions	389,845
Investment income	3,302
Other revenue	116,824
Expenses	-3,648,085
Employee related	-3,018,065
Operating expenses	-630,020
Surplus / deficit for the year	235,968
Closing Balance	423,273

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

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	211,859
Equity Total	313,592
Equity - Aboriginal	90,003
Equity - Socio-economic	32,958
Equity - Language	75,076
Equity - Disability	115,554
Base Total	2,155,759
Base - Per Capita	71,256
Base - Location	0
Base - Other	2,084,503
Other Total	513,141
Grand Total	3,194,350

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

Tell Them From Me Student Survey: Number of respondents - 105

The Tell Them From Me Student Survey (Years 4-6) is focused on measuring the factors that have been proven to directly affect students' academic achievement, health and well-being, engagement and attainment. The survey is undertaken twice a year and the data below are compared to 2021.

- Students with a Positive Sense of Belonging 70% (3% increase)
- Students with Positive Relationships 82% (2% decrease)
- Students Value Schooling Outcomes 94% (5% increase)
- Students with Positive Behaviour at School 88% (5% decrease)
- Students who are Interested and Motivated 67% (3% increase)

Tell Them From Me Teacher Survey: Number of respondents - 15

The Tell Them From Me Staff Survey is a self-evaluation that gives teachers an opportunity to provide their insight into their school's learning culture and climate. The teacher survey provides information about effective teaching strategies, professional learning opportunities, parental involvement and other important topics. The survey is undertaken once a year and the data below are compared to 2021.

The scores for the **Eight Drivers of Student Learning** are scored on a ten point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

- Leadership 7.8 (0.2 increase)
- Collaboration 8.5 (0.4 increase)
- Learning Culture 8.1 (0 increase/decrease)
- Data Informed Practice 7.5 (0.2 decrease)
- Teaching Strategies 8.1 (0.1 increase)
- Technology 6.3 (0.2 increase)
- Inclusive School 8.3 (0.2 decrease)
- Parent Involvement 7.6 (0.2 decrease)

The scores for the **Four Dimensions of Classroom and School Practices** are scored on a ten point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

- Challenging and Visible Goals 7.7 (0.1 increase)
- Planned Learning Opportunities 8.0 (0.1 increase)
- Quality Feedback 7.1 (0.3 decrease)
- Overcoming Obstacles to Learning 8.0 (0.2 decrease)

Tell Them From Me Parent/Carer Survey: Number of respondents: 38

The Tell Them From Me Parent Survey provides schools with a deeper understanding of parents' perceptions of their child's experiences at home and school. The survey is undertaken once a year and the data below are compared to 2021. The scores for the seven measures are scored on a ten point scale. A score of 0 indicates strong disagreement, 10 indicates strong agreement.

- Parents Feel Welcome 8.2 (0.4 increase)
- Parents are Informed 7.4 (0.6 increase)
- Parents Support Learning from Home 6.3 (0.4 decrease)
- School Supports Learning 7.1 (0.2 increase)
- School Supports Positive Behaviour 7.9 (0.5 increase)
- Safety at School 7.8 (0.1 increase)
- Inclusive School 7.5 (0 increase/decrease)

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.

Aboriginal Education - School statement

Glebe Public School remains committed to improving the academic and wellbeing outcomes of Aboriginal and Torres Strait Islander students. Glebe Public School promotes the authentic inclusion of Aboriginal Education in the following forms:

- the employment of an Aboriginal Education Officer to support staff, students and community;
- respectfully integrating the Acknowledgement of Country into school events;
- ensuring that all Aboriginal students have a Personalised Learning Pathway (PLP) in place;
- ongoing monitoring of academic performance in line with departmental benchmarks and standards;
- including knowledge and understanding of histories, cultures and experiences in syllabus implementation and delivery through cross-curricular priorities;
- consultative and collaborative decision making with parents and community members on student progress and wellbeing;
- working in partnership with the Aboriginal Education Team in order to deliver best practice through formal and informal teacher professional learning;
- supporting interagency initiatives and positive partnerships through events such as NAIDOC day;
- valuing and acknowledging the identities of Aboriginal students through participation in events such as Sorry Day and Close the Gap Day;
- maintaining high expectations and encouraging Aboriginal students to pursue personal excellence, including a commitment to learning, through quality teaching and assessment practices and using resources that are culturally inclusive.
- providing culturally appropriate resources for teaching and learning in all curriculum areas.
- developing the school library as a culturally safe community space.

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.

Anti-Racism - School statement

Glebe Public School promotes anti-racism by:

- appointing a staff member to the role of Anti-Racism Contact Officer (ARCO) to be the contact between students, staff, parents and community members;
- reviewing and implementing school policies (Anti-Bullying and Student Wellbeing) to maintain high standards and expectation from all stakeholders.

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.

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.

Multicultural and anti-racism education - School Statement

Glebe Public School promotes the inclusion of multicultural education through:

- the employment of a Chinese speaking School Learning Support Officer to support the increase in the number of Chinese speaking students;
- promoting community harmony through effective communication practices with parents and community members from diverse cultural, linguistic and religious backgrounds and encouraging their active engagement in school life;
- participating in whole school and community Harmony Day events and a special multicultural lunch whereby families contribute by cooking and sharing traditional food to represent their culture and heritage and;
- the differentiation of teaching and learning programs which address the learning needs of students from culturally and linguistically diverse backgrounds.

Other School Programs (optional)

Glebe Public School is rich in diversity, catering for the needs of students from a wide range of backgrounds. It has a strong community with a wide range of effective partnerships which provide students and their families with a variety of support and opportunities such as:

- The Glebe TreeHouse (Schools as Community Centers) is a family support service that runs in partnership with the Glebe Community and is co-located with Glebe Public School. Glebe TreeHouse continues to run its core programs of parent support groups, playgroups, health and nutrition programs and, education and employment pathways for parents as well as a range of community events and initiatives. The TreeHouse, in partnership with a wide range of organisations, has continued this year to deliver over 26 specific programs to families in the Glebe Community.
- The Centipede before and after school care program, which provides families with affordable child care before and after school hours. Centipede provides children with care and support in an engaging and positive environment.

The programs that are implemented at Glebe Public School add value and enrich the learning and lives of the students in our care. We acknowledge the work that it takes to provide these services and we are deeply appreciative of the time, effort and expertise of our community partners.