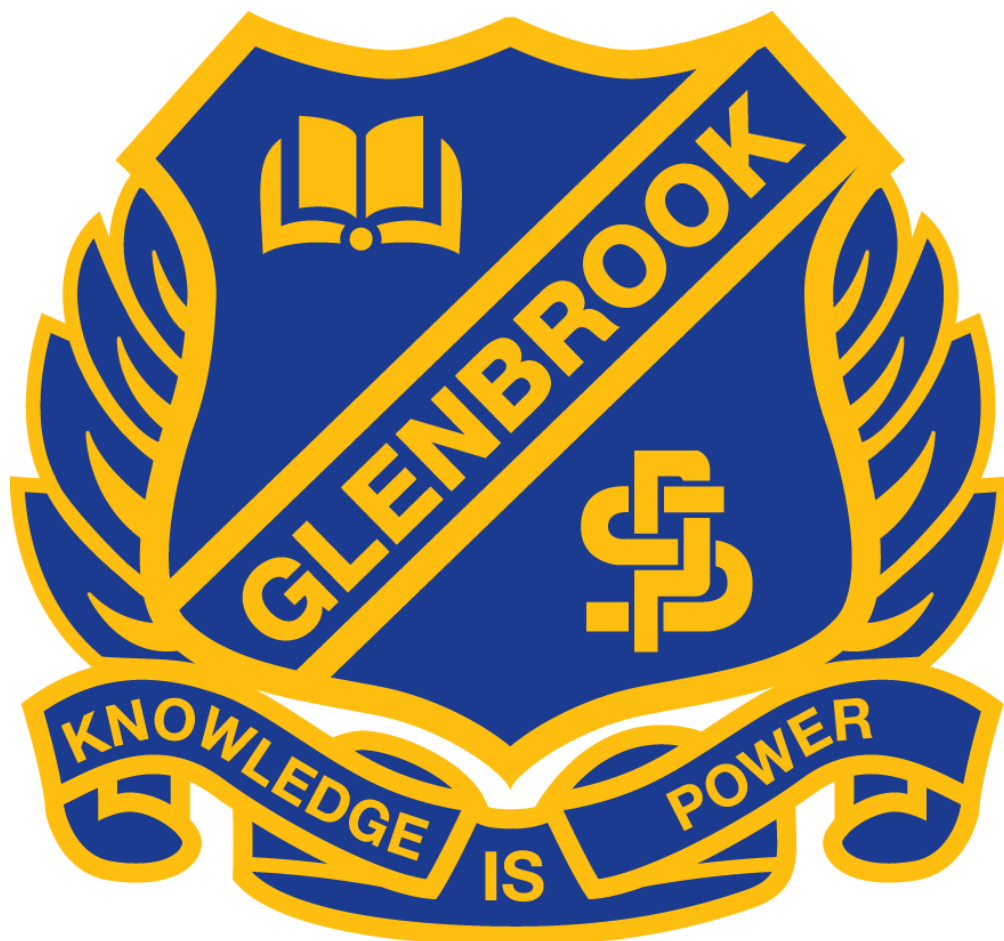# 2023 Annual Report

Glenbrook Public School

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Introduction

The Annual Report for 2023 is provided to the community of Glenbrook 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

Glenbrook Public School
Woodville St
Glenbrook, 2773
https://glenbrook-p.schools.nsw.gov.au
glenbrook-p.school@det.nsw.edu.au
4739 1288

School vision

Together, achieving excellence and equity through high expectations and shared responsibility.

School context

Glenbrook Public School, nestled in the picturesque village side of Glenbrook in the Blue Mountains. With a student enrolment of 373 our school embodies a vibrant community ethos where diversity thrives.

At Glenbrook Public School, we celebrate cultural diversity and prioritise personalised learning pathways. Our Aboriginal students receive tailored support through active consultation with families, teachers, and the local Aboriginal Educational Consultative Group, ensuring inclusive and effective educational practices.

Driven by high expectations, Glenbrook Public School excels academically, consistently performing above the state average in Literacy and Numeracy as evidenced by NAPLAN results. Our Opportunity Class, with biennial intakes, provides enriching opportunities for High Potential and Gifted Students.

We are committed to ongoing improvement, with a strategic focus on enhancing explicit teaching practices. Through targeted initiatives and professional learning, we prioritise differentiation, high expectations, and data-informed instruction to optimise student achievement.

In line with our vision of strengthening student development, Glenbrook Public School offers a rich variety of extracurricular activities, including music programs, debating teams, and sporting competitions. Our well-equipped classrooms leverage the latest technologies to create engaging learning environments.

Our school endeavours to cultivate a nurturing and challenging atmosphere where every student can flourish academically, socially, personally, and physically. Guided by our vision statement, we are dedicated to empowering students to excel across all facets of their educational journey.

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	2023 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	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Working towards Delivering

Purpose

To develop high performing learners through effective implementation of curriculum, assessment and evidence-based teaching and learning practices aligned to continuous progress and achievement in Numeracy and Reading.

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.

- Evidence-based reading practices K-6
- Working Mathematically

Resources allocated to this strategic direction

QTSS release
Professional learning
AP Curriculum & Instruction
English language proficiency
Low level adjustment for disability

Summary of progress

Evidenced-based reading practices K-6

Throughout this year, we have conducted professional learning sessions centred on evidence-based reading practices, ensuring our teachers are equipped with the latest strategies and evidence of effective reading practices. We have maintained an alignment with syllabus outcomes and progression indicators, providing clarity and coherence in our instructional objectives by utilising the expertise of our Assistant Principal & Instruction. Collaboration has thrived through shared planning sessions and partnerships across different grade levels sharing whole-school reading programs; this work has been a collaboration between our APC&I and Stage Leaders. Consistent assessment and progress monitoring protocols have been established to track student growth effectively. Furthermore, we have updated resources and intervention programs, strengthening professional knowledge on support for reading development. Emphasising the importance of evidence-based reading practices to all teachers has remained a focal point, underscoring our commitment to strengthening literacy excellence across our schools.

This year, our efforts to strengthen evidence-based reading practices have been reinforced by dedicated staff engagement and structured professional learning sessions, including whole-stage planning days and weekly meetings of facilitated learning by our APC&I, which serve as solid enablers for our initiatives. Despite facing challenges such as limited time for collaboration and variations in staff's prior knowledge levels, we have navigated these barriers using evidence, data and adaptability through regular reviewing and evaluation of our processes as an executive team. Through the collection of data via classroom observations, pre and post professional learning surveys, and standardised assessment results, we have gained valuable insights into the efficacy of our strategies. These data sources have illuminated areas of success and opportunities for improvement, guiding our ongoing efforts to enhance reading instruction across our schools.

In evaluating our progress, we have employed a robust methodology, encompassing the analysis of Check-In Assessment data and pre and post professional learning surveys. While our analysis shows promising hunches of potential improvement in Year 3 reading scores, there remains a concern over the declining trends observed in Year 5 scores. More professional learning will be needed in this area. We have gained nuanced insights into student performance and instructional effectiveness by drawing from data sources such as Check-In Assessment mean scale scores and individual student reading profiles. These data sources serve as invaluable tools for identifying trends, addressing challenges, and refining our approaches to meet the diverse needs of our students across different grade levels.

Our strategic direction is evident as we look towards 2024. A continued emphasis on differentiated professional learning to meet teacher needs and collaboration initiatives to strengthen our use of evidence-based reading practices while monitoring the effective implementation of new syllabus documents. Recognising the need for targeted interventions, particularly for Year 5 students experiencing declining reading scores, we plan to implement tailored strategies and intensify our focus on progress monitoring in Year 4 to ensure timely support. Building on insights gleaned from data analysis, we will discontinue ineffective strategies, such as not actively working to strengthen classroom practices that include expanding vocabulary through exposure to new words and concepts, which can limit comprehension and hinder overall reading proficiency we will redirect resources towards initiatives that demonstrate efficacy, including monitoring

classroom instruction and teaching programs in the area of vocabulary. Further data collection efforts will hone in on Year 5 reading progress, and formative assessment data from Year 4 will provide a deeper understanding and guide our interventions. Additionally, we remain committed to exploring the evidence base, addressing identified areas of weakness, and leveraging needs-based funding to sustain and scale our initiatives for the benefit of all students.

Next year, in this initiative/strategic direction, we will continue to prioritise professional learning, collaboration, and targeted interventions, aiming to strengthen the understanding and use of evidence-based reading practices K-6. and alignment with new syllabus documents. We will focus on Year 4 and 5 students, intensifying progress monitoring efforts through formative assessment to address declining reading scores and ensuring timely support for all learners, informed by comprehensive data analysis.

Next year, in this initiative/strategic direction, we won't persist with ineffective strategies identified through data analysis, such as failing to explicitly teach students the metacognitive skills to pay attention to punctuation marks and sentence structure, which can lead to misunderstandings and difficulty grasping the meaning of the text. Instead, we will discontinue ineffective practices and reallocate resources towards initiatives that align with our goals and show promise in improving reading outcomes for students K-6 according to the effective tracking and monitoring of student progress at more regular intervals.

Working mathematically

Significant efforts have been made to enhance our school's numeracy practices throughout this year. We have fostered a culture where numeracy improvement is embraced as a shared responsibility among all staff, evidenced by collaborative efforts in planning and delivery. The implementation of consistent mathematical metalanguage has provided a common vocabulary, enhancing communication and understanding across classrooms. Teachers' understanding of key mathematical concepts has been fortified through targeted professional development sessions led by our APC&I and Stage Leaders, ensuring alignment with curriculum expectations and student learning needs. Lessons have been enriched by incorporating elements of explicit teaching and differentiation, catering to diverse learning abilities within each classroom. Additionally, a systematic approach to assessment and progress monitoring has been established, allowing for informed reflection on teaching effectiveness and student growth.

Our efforts to strengthen numeracy practices have been facilitated by enablers such as staff collaboration and targeted professional development opportunities, fostering a collective commitment to improvement. These have been enabled through stage planning days and weekly APC&I meetings with stage teams. Despite facing challenges such as time constraints and varying levels of prior knowledge among staff, we acknowledge that we have more work to do regarding these barriers. Our initiatives' effectiveness has been assessed by collecting diverse data sources, including classroom observations showing evidence of student learning, teacher feedback, and student performance data. These insights have provided valuable feedback on the quality of our processes, highlighting areas and opportunities for refinement.

The impact of our numeracy initiatives has been evaluated through a comprehensive methodology involving the analysis of Check-In Assessment data, school-based and standardised assessments and teacher reflections. Despite our efforts, data shows a decline in numeracy growth for both Year 3 and Year 5 students. Data from Check-In Assessment support this with mean scale scores, which indicate a decrease in the percentage of students achieving growth in numeracy. Specifically, the Check-In Assessment results reveal a 1% decline in Year 3 students' numeracy growth and a more significant 3.4% decline for Year 5 students. These findings underscore the importance of ongoing assessment and adjustment to teaching programs to ensure our strategies effectively support student learning and address identified challenges and further professional learning needed across the school.

Looking ahead to 2024, our reflection on the current year's outcomes has prompted several implications for our ongoing efforts to enhance numeracy practices. We will continue to prioritise professional development opportunities and reinforce the implementation of consistent practices across our school. However, we recognize the need for targeted interventions to address the decline in numeracy growth observed among Year 3 and 5 students, necessitating an increased focus on progress monitoring to track and support their learning journeys effectively. In line with our commitment to continuous improvement, we will discontinue ineffective strategies identified through data analysis and redirect resources towards initiatives that demonstrate practical understanding. of student misconceptions. Additionally, further data collection efforts will concentrate on Year 3 and 5 numeracy progress, supplemented by exploration of formative assessment data to inform instructional decisions. By exploring the evidence base and addressing gaps in understanding and implementation, we aim to refine our strategies and ensure alignment with best practices. Resourcing remains crucial, with a continued allocation of needs-based funding to support ongoing initiatives and facilitate professional development opportunities for our staff.

Next year, in this initiative/strategic direction, we will intensify our focus on professional development and reinforce consistent practices across our schools to address the observed decline in numeracy growth among Year 3 and 5 students. This is necessary because targeted interventions and increased progress monitoring are essential to support student learning effectively and ensure improved outcomes.

Next year, in this initiative/strategic direction, we won't persist with ineffective strategies identified through data analysis, redirecting resources towards initiatives that demonstrate efficacy. Discontinuing ineffective practices and refining our

approach based on evidence will enable us to meet the diverse needs of our students better and enhance overall numeracy outcomes across our 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
An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with the year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in reading has increased by 2.4% The Check-in Assessment mean scale score indicates the percentage of Year 5 students achieving growth in reading has decreased by 7.4%
An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with the year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of Year 3 students achieving growth in numeracy has decreased by 1% The Check-in Assessment mean scale score indicates the percentage of Year 5 students achieving growth in numeracy has decreased by 3.4%

Strategic Direction 2: Evidence-based Practice

Purpose

To continuously improve professional practice around explicit teaching, high expectations, differentiation, assessment and collaboration, in line with current research and evidence-based initiatives.

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.

- Evidence-based Teaching and Learning
- Putting policy into action

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Over the past year, our school has made significant achievements in advancing professional practice in alignment with the core principles of explicit teaching, high expectations, differentiation, assessment, and collaboration. With a steadfast commitment to continuous improvement, we have diligently implemented a range of evidence-based initiatives aimed at enhancing teaching and learning outcomes. These initiatives have been meticulously designed to align with current research findings and evidence-based practices, ensuring that our educational approach remains dynamic and responsive to the evolving needs of our students.

One of the central initiatives driving our progress is our focus on evidence-based teaching and learning. Through this initiative, we have transitioned from merely endorsing educational policies to actively translating them into tangible action within our classrooms. By grounding our practices in evidence and research, we have fostered a culture of efficacy and innovation, empowering our educators to implement strategies that have been proven effective in enhancing student learning outcomes. This commitment to evidence-based teaching and learning serves as a cornerstone of our efforts to continually elevate the quality of education provided at our school and achieve our strategic improvement goals.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Evidence of the *What Works Best* themes Effective Feedback, Use of Data to Inform Practice and Collaboration being implemented in all stages.	Based on document analysis, it is evident that there has been a notable increase in the number of staff actively engaged and implementing the What Works Best themes of Effective Feedback, Use of Data to Inform Practice, and Collaboration across all stages, this has been increased to 90% This increase reflects a positive shift towards embedding these essential practices within our school culture, with the majority of staff showing evidence of a more in-depth knowledge of these themes. We have observed a growing commitment from our staff to incorporate these themes into their teaching practices, leading to enhanced student outcomes and a more collaborative learning environment.
100% of staff will demonstrate an understanding of the implications of the High Potential and Gifted Education policy. This will be demonstrated through staff sharing evidence-based practice, research, expertise and innovation through professional learning opportunities.	Document analysis indicates that despite the challenges posed by the COVID-19 pandemic, there has been a remarkable demonstration of leadership in online learning, particularly regarding the implications of the High Potential and Gifted Education policy. We have observed a significant increase of 20% in the number of staff who demonstrate an understanding of these implications. This understanding is manifested through staff actively engaging in sharing evidence-based practice, research, expertise, and innovation during professional learning opportunities. Despite the disruptions caused by the pandemic, our educators have shown resilience and adaptability, leading to an enriched learning experience for high potential and gifted students.

Strategic Direction 3: Equity and Inclusivity

Purpose

To strengthen inclusivity and equity within a collaborative school culture that supports all learners.

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.

- Equity and Inclusivity

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability
Aboriginal background

Summary of progress

Equity and inclusivity

Throughout the year, our efforts in Attendance Policies and Practices have been characterised by proactive initiatives aimed at improving student attendance. We've diligently addressed transition into school challenges by exploring solutions to ensure students can enter school each morning with the support of staff and parents working together. Additionally, we've prioritised enhancing communication channels with families, fostering a collaborative approach to supporting student attendance. The development of our Assistant Principal Wellbeing role in Term 3 strengthened this process. These proactive strategies have included regular updates on attendance expectations, drop-off and transition into school options, and engagement opportunities. By actively involving families, we've worked towards fostering a sense of shared responsibility for student attendance, laying a solid foundation for student success.

By strengthening our Attendance Policies and Practices, we've leveraged enhanced communication channels and implemented proactive interventions to address barriers to student attendance effectively. The establishment of robust communication channels between the school and parents has facilitated the timely dissemination of information to families and the wider community, fostering transparency and collaboration. Our proactive interventions, including targeted wellbeing and support initiatives have been instrumental in proactively addressing attendance challenges. Through the collection and analysis of attendance records and communication logs with parents, we've gained valuable insights into the efficacy of our strategies, enabling data-driven decision-making to optimise our approach further.

Comparing attendance records against the baseline and analysing communication logs, we have observed a significant impact on student attendance. The implementation of our proactive Attendance Policies and Practices has resulted in an increase of 17.67% in attendance rates. This substantial improvement underscores the effectiveness of our strategies in addressing attendance challenges. Our hunches align with data indicating that improved communication has positively influenced attendance, highlighting the importance of transparent and consistent communication channels in fostering student engagement. This year, we implemented a comprehensive SEL program, integrating advocacy, belonging, and positive expectations into the curriculum. Enablers included professional learning opportunities and curriculum integration, but time constraints posed barriers. Data from Tell Them From Me surveys showed that advocacy increased by 3%, while belonging decreased by 11%, and high expectations decreased by 4%. Moving forward, adjustments for time constraints along with changes in curriculum integration and improvement of effective SEL lesson planning and delivery. Additionally, collecting data on program effectiveness will be crucial for informing future decisions in 2024. We've implemented a comprehensive anti-bullying and positive evidence-based behaviour support program, PAX, at the end of 2023. This features a school-wide policy, staff training, and student education. This initiative fosters empathy, respect, and acceptance, supported by partnerships with parents and the community. Our commitment to creating a safe and supportive school environment is evident, ensuring every student feels valued and supported.

Moving into 2024, our commitment to equity and inclusivity remains an area of focus, building upon the successes of our attendance, wellbeing and inclusivity policies and practices. We will continue to prioritise proactive initiatives aimed at improving student attendance, with a particular emphasis on sustaining the positive momentum generated this year through the continued role of Assistant Principal Wellbeing. Enhanced communication channels will be maintained and further refined to ensure continued collaboration with families and the wider community. However, we recognise the need to address barriers such as limited resources for transition support for students not receiving IFS, necessitating exploration into additional funding avenues to strengthen our efforts. Furthermore, we will discontinue ineffective communication methods and move to digital communication through School Bytes for parent engagement and redirect resources towards strategies that have proven successful. To inform our decision-making process, we will continue

collecting data on attendance rates and communication effectiveness while also exploring new avenues for data collection to address any blind spots in our understanding. Additionally, an ongoing exploration of evidence-based practices will guide our approach, ensuring that our initiatives are informed by the latest research and tailored to meet the evolving needs of our student community. Finally, we will prioritise the allocation of resources, including needs-based funding and accessing support services from Team Around A School, to support the successful implementation of our equity and inclusivity initiatives, reaffirming our commitment to fostering a supportive and inclusive school environment where every student can thrive.

Next year, in this initiative/strategic direction, we will continue to prioritise proactive initiatives aimed at improving student attendance, sustaining the positive momentum generated this year. Enhanced communication channels will be maintained and further refined to ensure continued collaboration with families because transparent communication has proven effective in fostering student engagement and attendance. We will also explore additional funding avenues to address barriers, such as limited resources for transition support, ensuring that all students have equitable access to education. Additionally, we will discontinue ineffective communication methods and redirect resources towards digital strategies that have proven successful because the allocation of resources effectively used in this area is essential for maximizing impact.

Next year, in this initiative/strategic direction, we won't discontinue our commitment to fostering communication and collaboration with families and the community because they are crucial in promoting a shared responsibility for student attendance and fostering a positive school climate.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased percentage of students attending school more than 90% of the time by an uplift of 2.9% compared to the system generated baseline.	The number of students attending greater than 90% of the time or more has increased by 17.67% from 2022 to 75.16%.
Tell Them From Me data (Advocacy, belonging, expectations) improves to be at the lower bound system negotiated target of 93.7%	Wellbeing: Scores have deceased from 86.84% in 2022 to 83.52% in 2023.
School wellbeing Sentral data indicates a decrease in playground and classroom referrals involving bullying and negative social interactions by 8%	School wellbeing Sentral data indicates a **5 %** decrease in playground and classroom referrals involving bullying and negative social interactions in 2023.

Funding sources	Impact achieved this year
Integration funding support $174,391.00	Integration funding support (IFS) allocations support eligible students at Glenbrook Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Equity and Inclusivity **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention **The allocation of this funding has resulted in the following impact:** The allocation of this funding has resulted in the effective use of integration funding through the learning and support team. Meeting agendas ensure funding use is regularly reviewed and adjustments made to ensure full and equitable access to the curriculum for all students. The use of integration funding adjustments throughout the year is responsive to student Personalised Learning Plans and reviews of adjustment summaries to ensure funding is used to specifically address each student's support needs. The academic performance of targeted students before and after the implementation of programs that support curriculum access in Literacy and Numeracy has shown improvements in students' ability to engage with stage-based tasks through effective differentiation of content and one on one instruction. **After evaluation, the next steps to support our students will be:** The use of integration funding will be adjusted throughout the year in response to student needs, ongoing reviews and to support full curriculum access for students receiving integration funding. In 2024, the school will continue to determine the effectiveness of the SLSO program in supporting students with additional learning needs. The Learning and Support Team will continue to identify potential areas for improvement or expansion of programs such as Social Play and Movement, which provide brain breaks for students. Learning adjustment summaries and Personalised Learning Plans for each student receiving integration funding will be reviewed each term to determine students' achievement of learning goals.
Socio-economic background $11,097.95	Socio-economic background equity loading is used to meet the additional learning needs of students at Glenbrook Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-based Teaching and Learning **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through specific programs to support student learning. • staff release to increase community engagement. • employment of external providers to support students with additional learning needs. **The allocation of this funding has resulted in the following impact:** Check in assessment results are above the state and statistically similar school group in reading and numeracy for year 6 students. Check in results are above the state results for year 3 and 5 in reading and numeracy. Check in results for year 4 were above statistically similar school group for reading and above the state for numeracy.

Socio-economic background $11,097.95	**After evaluation, the next steps to support our students will be:** Continue building collective teacher capacity to use evidence to inform practice to drive teacher and learning. Continue collaborative practices to improve explicit teaching and analyse student data to inform practice.
Aboriginal background $6,524.78	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenbrook 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Equity and Inclusivity **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Pathways **The allocation of this funding has resulted in the following impact:** Building student capacity and confidence to engage more successfully in learning. Stregenthening parent and community parnterships within school and the wider community. **After evaluation, the next steps to support our students will be:** Continue providing professional learning opportunities to staff to increase their understanding about aboriginal history and culture and the importance of the personalised learning plans to improve student outcomes.
English language proficiency $12,097.85	English language proficiency equity loading provides support for students at all four phases of English language learning at Glenbrook Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-based reading practices K-6 **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** Improved programming in learning activities in Literacy and Numeracy to support student outcomes. **After evaluation, the next steps to support our students will be:** Continue professional learning to improve teacher knowledge using data inform their teaching to ensure student outcomes improve in literacy and numeracy.
Low level adjustment for disability $93,352.85	Low level adjustment for disability equity loading provides support for students at Glenbrook Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-based reading practices K-6 • Equity and Inclusivity

Low level adjustment for disability $93,352.85	**Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with an evidence-based intervention social and emotional SEL program to increase learning outcomes. • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists. **The allocation of this funding has resulted in the following impact:** The Minilit Reading Intervention program targeted Year 1 students who were significantly below benchmark. The program allowed for 3x1 hour sessions weekly resulting in improved reading, phonics and writing skills in 2023. **After evaluation, the next steps to support our students will be:** Provided additional opportunities for teachers to work in classrooms to support teachers in delivering differentiated curriculum. Continued to expand the impact of the learning and support team by employing additional learning and support officers.
Professional learning $22,178.66	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 Glenbrook Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-based reading practices K-6 **Overview of activities partially or fully funded with this initiative funding include:** • teacher relief for staff engaging in professional learning **The allocation of this funding has resulted in the following impact:** Increased teacher confidence in understanding the new curriculum and delivering explicit teaching. Greater consistency in approaches to teaching and learning and the use of data to inform teaching. **After evaluation, the next steps to support our students will be:** Continued opportunities to build collective capacity to lead evidence informed practices and drive student achievement. Continued on going support of the Assistant Principal Curriculum Instruction to lead targeted professional learning and interventions to improve teacher practice and student outcomes.
QTSS release $64,510.56	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenbrook Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-based reading practices K-6 **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** Targeted support for teachers to embed evidence informed practices in teaching and learning for reading and numeracy. Collaborative practices embedded in school culture that is driving student learning. **After evaluation, the next steps to support our students will be:**

QTSS release $64,510.56	Provide additional release to classroom teachers to further develop explicit teaching practices to implement the new curriulum for english and mathematics.
COVID ILSP $14,749.88	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 2023. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** The school was able to provide small group tuition through the employment of an additional part-time teacher. This expenditure enabled targeted and focused learning goals to be set, monitored, and achieved for specific students who were identified as needing additional support. As a result learning gains for participating students in both literacy and numeracy were made. **After evaluation, the next steps to support our students will be:** Analysis of data showed that the small group tuition in Year 2 has been implemented effectively in numeracy. An analysis of early numeracy data indicates most of the students have reached their personal learning goals based on the numeracy progressions. A small number of students have made some progress but will require additional support, particularly in the area of multiplicative strategies. As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. Continue implementation of literacy and numeracy tuition. Plan for frequent analysis of student assessment and recording of data in PLAN2. Plan additional intervention for identified students not yet meeting their learning goals. Seek further input from the school's learning support team.

Student information

Student enrolment profile

	Enrolments			
Students	**2020**	**2021**	**2022**	**2023**
Boys	157	163	166	180
Girls	150	162	162	178

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	96.3	94.8	87.0	91.7
1	95.5	94.8	90.2	90.4
2	94.9	93.2	90.5	93.0
3	95.6	94.3	89.3	94.0
4	94.9	94.1	88.8	93.2
5	95.9	94.9	88.7	92.3
6	94.9	93.2	91.2	91.6
All Years	95.5	94.1	89.3	92.3
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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)	3.6
Classroom Teacher(s)	12.73
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

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 2023, 2.5% 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]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	336,536.91
Revenue	3,537,961.72
Appropriation	3,335,174.73
Sale of Goods and Services	3,086.46
Grants and contributions	189,278.75
Investment income	10,421.78
Expenses	-4,052,742.52
Employee related	-3,617,609.97
Operating expenses	-435,132.55
Surplus / deficit for the year	-514,780.80
Closing Balance	-178,243.89

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	151,158
Equity Total	123,073
Equity - Aboriginal	6,525
Equity - Socio-economic	11,098
Equity - Language	12,098
Equity - Disability	93,353
Base Total	2,667,517
Base - Per Capita	85,365
Base - Location	0
Base - Other	2,582,151
Other Total	246,272
Grand Total	3,188,020

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Student voice focus groups involved collecting feedback to inform school planning, strategies and approaches to well being. The focus groups involved students in the decision making process to keep them at the heart of everything we do. 60 students participated which is approximately 18% of the student population. Questions addressed the areas of Strengths, Student Voice, Well being Programs, Safety and Actions.

The feedback provided a summary that 96% of students found Positive Playground programs useful. There was an overall feeling of safety within the school with approachable staff and strong student connections reported as the major protective factors.

Tell me about a time when the school asked for your opinion of school.

Prevalence of perceived student voice

1. **Tell Them From Me Surveys**

"You get to express yourself"

"I like that the teachers don't know who filled it out."

"Not really detailed as only yes or no answers. It's not as detailed as this."

2. **Student Voice Focus Groups - SKT**

"I like this because we get to share our opinions and ideas."

"It feels good doing this with other people not from school because we can be honest."

"We can say what we are meaning in here as its less stressful as we are in a group and we're sharing."

3. **Classroom Teachers**

"After peer support, teacher asks what we liked that happened and what we didn't like."

"In class, I like sharing ideas."

"Peer support survey"

What do you think about these wellbeing programs at your school?

Positive Playground Program

100% of students were aware of the Positive Playground Program. 96% found it useful.

Students found they feel safe and supported in the playground and have multiple people they can go to for help if needed.

Students like the activities that the program have set up if they don't know who to play with.

Students feel more support could be provided on the soccer fields where bigger issues arise.

Reward System

100% of students were aware of the Rewards System. 52% found it useful

Students feel that this system encourages them to want to work harder during their infant years.

Many students feel they are not handed out consistently and loose value in primary years. They also suggested prizes could be more engaging and would like to have a say in designing them.

Formal Assemblies

100% of students were aware of the Formal Assemblies. 59% found it useful

Students enjoy the class items and being able to celebrate their peers' receiving awards.

Most students believed that the assemblies needed to be shorter as they miss out on learning and find it difficult to sit on the floor for the length of the assembly.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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