

# 2023 Annual Report

## Glenfield Public School



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# Introduction

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

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2023 was both a busy and rewarding year where K-2 adjusted to the new curriculum in both English and mathematics and 3-6 prepared, with pleasing results, for the full implementation of the new English and mathematics curriculum in 2024.

As a school community we can all be very proud that we have each played an important part in a wonderful year of learning. It is in this context that our students and the school have achieved some excellent outcomes this past year. The students have achieved great results academically and had the opportunity to be involved in many extra curricular activities including the dance group and choir who both performed multiple times, coding club, cube club, art club and environmental garden club. Both of our debating teams had great success with our Year 6 team making the regional finals and one of our students Niya was selected as part of the regional team and trialled for the state debating team.

Our whole school events have once again been a particular highlight. One that was extremely popular was our school concert which was very well attended by our community and showcased our students incredible musical and creative talents. As always, our Education Week assembly, Harmony Day, Easter Hat Parades, Book Week Parades and the colour/slime fun run were successes and memorable occasions for all.

Learning continued outside the classroom, with excursions and camps. K-2 students visited Calmsley City Hill Farm to consolidate units of work being studied in class. They got to go on a tractor ride, milk the cows and enjoy a variety of shows. In Term 2, Stage 2 students travelled to the city to visit the Powerhouse Museum, in which they explored some of Sydney's wonderful history and participated in coding activities. In Term 4, they had another trip into the city, this time to visit the Australian Museum. At the Australian Museum, they delved into some of the fascinating Indigenous cultures from around Sydney. Stage 3 went to Canberra for a three day camp which included visits to Questacon, Parliament House, the Museum of Australian Democracy, the Electoral Education Centre and the snow. The camp provided the students with rich learning experiences that will stay with them for a lifetime.

I would like to congratulate the many students who represented the zone and region in swimming, cross country, athletics and other team and individual sports throughout 2023. We also had multiple teams win their respective gala day competitions including tee-ball, senior league tag, junior and senior newcombe ball and senior ultimate frisbee. All students represented Glenfield with great pride and made the school community proud.

Kindergarten participated in the 'Living Eggs' program and gave their teachers lots of laughs and 'awww' moments especially when cuddling 2 day old chicks. Some of these chicks we kept and they are now our pets. We also continued our successful playgroup each week, helping prepare our future kindergarten students.

We successfully introduced School Bytes and the Sentral parent portal which improved communication and reduced administrative time for staff and the community.

Our community partnerships continued to flourish, with the amazing support of the P&C and volunteers. The P&C ran multiple events throughout the year including the mother's and father's day stalls, BBQs and the extremely popular

healthy breakfasts. I would like to thank the P&C and the many volunteers who supported the school during 2023.

I would also like to thank the staff of Glenfield Public School for their tireless work for our school community. Their hard work, dedication and skill ensure our students continue to grow in all areas and are known, valued and cared for. Thank you also goes to our wonderful parents/carers and school community, who continue to work in collaboration with the school, keeping the children at the centre. I am looking forward to our continued collaboration in 2024.

### Message from the school community

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I have enjoyed the opportunity to be the President of the Glenfield Public School P&C this year. It's been great working together to make our school a better place. Our school is special because of its diverse community and how we all come together - teachers, students, and everyone else involved. Even as a small committee with limited membership, we have done a lot of fun stuff including Mother's Day and Father's Day stalls, healthy breakfasts, BBQ days, running the uniform shop, and serving ice-blocks on Fridays. These events not only raise money for our school but also bring us all closer as a community. For the coming year, we're set on further building up the P&C, getting more parents involved. We all think it's important for the future of our school and for our kids. You don't need a lot of time to make a big difference. Every bit helps. On behalf of all of us on the P&C, I want to say a big thank you to Miss Batros, our teachers, staff, and all the students for their support. Let's keep working together to make our school even better, and if you've been thinking about getting involved - now is the perfect time, we welcome your ideas, energy and support.

David Clark - President, Glenfield Public School P&C Association

### Message from the students

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Last year when they announced that we were the School Captains for 2023, we were excited and honoured to be chosen for this privilege. We are grateful to have had all the teachers supporting us throughout our years at this school. The teachers have influenced our learning journey and they have taught us how to be safe respectful learners but most of all have prepared us for our future. We have grown as people and as students thanks to their constant support.

We could never have predicted anything about this year or asked for a better one. The memories that we've made, we will forever treasure. We attended a leadership conference, worked together to create Market Day stalls, were part of the debating team, gala day teams, swimming team and went to camp and had a blast! These are some of the memories that we will hold onto as we walk into high school.

Being a School Captain means not telling people what to do but working hard, sharing ideas, listening to others, helping out and much more. We are proud of the leadership team and how much effort we have all put in. Looking to the future makes us nervous. But these years at GPS, reassure us that no matter what, the sun is always shining. Let us step into tomorrow, writing our futures word by word, sentence by sentence and let us always remember to 'Strive to Achieve'. Thanks for the memories and opportunities GPS.

Adrian and Niya - School Captains 2023



Induction ceremony

## School vision

At Glenfield Public School we believe in developing a highly-inclusive community, where everyone belongs. We strive to achieve a learning culture where every student is known, valued, cared for and challenged to reach their full potential. We aim to inspire and empower resilient, self-directed students, teachers and leaders who work in partnership to contribute to our global community.

## School context

Glenfield Public School is located in South Western Sydney and serves a school community of 476 students from 43 different nationalities. Approximately 84% of students are from backgrounds other than English and 2.3% of students are Aboriginal. Since establishment in 1882, many generations of families have returned to the school. Our dynamic school community has experienced continuing development with classes growing from 10 in 2010 to 19 in 2023.

Our school motto, "*Strive to Achieve*", encapsulates the ethos of our school. Staff focus on school and individual improvement by catering for the diverse educational needs of all students, through the application of quality teaching principles. Glenfield Public School enjoys an outstanding reputation in the broader community. We have a dedicated staff and enthusiastic students who work alongside a supportive community.

Glenfield Public School is committed to developing the whole child. Many cultural and sporting activities and programs are offered across the year. We provide a variety of extra-curricular activities including the Student Representative Council (SRC), PSSA gala days, drawing club, choir, dance groups, environmental initiatives, debating, gardening club and coding club.

Through our situational analysis, we recognised that data sourcing, analysing and use is a future direction for Glenfield Public School. We need to broaden our collective knowledge and ability to better measure the impact of programs and continue upskilling teachers in the use of, and recording of, data. The evaluation of internal data procedures demonstrated the need to further develop expertise to ensure the triangulation of external and internal data collection practices, in particular, measuring student growth against syllabus outcomes.

Explicit professional learning will be delivered to ensure teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, inclusive of students with high potential. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. A focus on developing quality summative and formative assessment tasks, data collection practices and developing greater consistency of judgement within and across schools is essential.

After plotting our school against the EAL/D Framework we realised our EAL/D teachers have a strong working knowledge of the framework. As 84% of our students identify as EAL/D, there is a need to further upskill all our class and support teachers in the framework. This will support us in driving programs for our EAL/D students which is imperative to cater for the diverse needs of our students.

An ongoing focus will be strengthening our community partnerships with all stakeholders of our dynamic community. We endeavour to establish a collegial community of schools to further support teacher professional development and networking.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Build strong foundations for academic success by refining data-driven teaching practices that are responsive to the learning needs of individual students, in order to maximise student learning outcomes and growth in reading and numeracy.

### 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 Driven Practices
- School systems and practices in assessment and content delivery

### Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Low level adjustment for disability

English language proficiency

Aboriginal background

Refugee Student Support

Integration funding support

### Summary of progress

In 2023 Glenfield Public School continued our strong focus of 2022 initiatives including the ongoing reviewing and modifying of whole school assessment, data collection and analysis practices to support consistent teacher judgement in developing programs and reporting on student outcomes. This was supported through the continued implementation of our QTSS model to monitor student performance and tracking 'where to next' improvement measures. This has enabled staff to demonstrate greater confidence analysing and triangulating data relevant to their class or stage. Data driven programming has had a positive impact on student outcomes across the school. In 2024 QTSS and stage planning sessions will include time to enter data collaboratively to ensure PLAN data is regularly entered and linked with English and mathematics units from the new syllabi to include focus groups and areas of focus created when planning.

### 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
<p><b>Check-In (Years 3 - 6)</b></p> <ul style="list-style-type: none"><li>• In reading, increase by 2% compared to 2022, the 'school all' % of questions correct.</li><li>• In numeracy, increase by 2% compared to 2022, the 'school all' % of questions correct.</li></ul> <p><b>SEF-SaS</b></p> <p>Maintaining Sustaining and Growing in Internal and external measures against syllabus standards</p> <p>Maintaining Sustaining and Growing in Feedback</p> <p>Maintaining Sustaining and Growing in Data Use</p>	<p><b>Check-in</b></p> <p>In reading, our school demonstrated an increase in the 'school all' % of questions correct compared to 2022 in all Years 3 to 5. In Year 6 there was a decrease of 2.1% while Year 3 and Year 5 demonstrated an increase of 1.4% and 1% respectively. Year 4 had the biggest increase with 4.5%.</p> <p>In numeracy, all years demonstrated an increase in the 'school all' % of questions correct compared to 2022 with Year 3 demonstrating the largest increase of 7%. Year 4 had an increase of 3.4%, Year 5 4.9% and Year 6 2.1%.</p> <p>This data supports the school identifying reading to become a focus goal for 2024 across Stages 1, 2 and Stage 3.</p> <p><b>SEF-SaS</b></p> <p>At the beginning of 2023, we recorded our school against SEF-SaS Version 2. Due to the release of SEF-SaS Version 3 and the start of our external validation process, we will be updating our measures against the following</p>

<p><b>Check-In (Years 3 - 6)</b></p> <ul style="list-style-type: none"> <li>• In reading, increase by 2% compared to 2022, the 'school all' % of questions correct.</li> <li>• In numeracy, increase by 2% compared to 2022, the 'school all' % of questions correct.</li> </ul> <p><b>SEF-SaS</b></p> <p>Maintaining Sustaining and Growing in Internal and external measures against syllabus standards</p> <p>Maintaining Sustaining and Growing in Feedback</p> <p>Maintaining Sustaining and Growing in Data Use</p>	<p>areas hoping for growth as we have maintained our 2022 standards.</p> <ul style="list-style-type: none"> <li>• Internal and external measures against syllabus standards</li> <li>• Feedback</li> <li>• Data Use</li> </ul>
<p><b>Progressions: (K - 6)</b></p> <ul style="list-style-type: none"> <li>• 85% of students meet expected growth in Literacy (Reading - Understanding Text, Phonics, Phonological Awareness and Spelling) and Numeracy (Number and Algebra - Numbers and Place Value, Counting Sequences and Forming Groups) using the literacy and numeracy progressions PLAN 2 data and syllabus indicators.</li> </ul> <p><b>PAT (based on base-line data): (Years 1 - 6)</b></p> <ul style="list-style-type: none"> <li>• Expected growth in reading of 68% of students in 12 months for 1 band and 20% for 2 bands.</li> <li>• In reading and numeracy, increase the percentage of students in Stanine 4 or above to 85%.</li> <li>• Expected growth in numeracy of 65% of students in 12 months for 1 band and 15% for 2 bands.</li> </ul>	<p><b>Progressions</b></p> <p>In 2023, staff continued to use ALAN analysis, with the support of middle leaders and the Assistant Principal Curriculum and Instruction, to triangulate whole school data. In 2024 we will continue to support staff to build capacity and consistency in entering ALAN data in line with new syllabi outcomes.</p> <p><b>PAT</b></p> <p>Expected growth in reading of 68% of students in 12 months for 1 band and 20% for 2 bands was achieved in Years 2, Year 3 and Year 4. This compares favourably from 2022 where only Year 2 achieved expected growth. Year 2 achieved 95% growth of at least 1 band and 77% growth of at least 2 bands. Year 3 achieved 81% growth of at least 1 band and 42% growth of at least 2 bands. Year 4 achieved 73% growth at least 1 band and 42% growth of at least 2 bands. Expected growth of 68% was not achieved in Year 5 with 52% of students achieving growth of at least 1 band and 7% achieving 2 bands or more. 46% of Year six students achieved growth of at least 1 band. However, Year 6 met expected growth of 2 bands or more with 21%.</p> <p>The percentage of students across the school achieving stanine 4 and above in reading is 76% and 72% in numeracy.</p> <p>In numeracy, expected growth of 65% of students in 12 months for 1 band was achieved by Year 2 with 77%, Year 3 with 67% and Year 5 with 65%. All years achieved greater than 15% of expected growth for 2 bands.</p> <p>Overall, greatest growth across all years in both reading and numeracy was achieved by Year 1 and Year 2.</p>



Maths rotations

## Strategic Direction 2: Explicit teaching through evidence-based practices

### Purpose

Staff evaluate and refine school learning and teaching programs demonstrating knowledge of evidence informed strategies and embedded evaluative practice which results in differentiation to meet the needs of every student.

### Initiatives

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

- Consistency of Delivery and Expectations
- Informed embedded practice that enables differentiation

### Resources allocated to this strategic direction

QTSS release

AP Curriculum & Instruction

Professional learning

Socio-economic background

Low level adjustment for disability

### Summary of progress

After engaging with the new English and Mathematics syllabi, Glenfield Public School revised its focus to Component A, explicit teaching in English and unpacking the big mathematical ideas in numbers. Stage teams have participated in weekly one hour Quality Teaching, Successful Students (QTSS) sessions through term based cycles for curriculum reform and collaborative planning. The Teacher Professional Learning (TPL) agenda has also been revised to reflect a collaborative team inquiry model.

At Glenfield Public School, TPL was often sporadic in nature and would jump between managerial and curriculum based professional learning sessions. At the end of 2022, we surveyed teachers and students from Years 1 to 6 around our Strategic Directions 1 and 2. As a result of survey responses, in 2023, Glenfield Public School trialled a restructure of our TPL processes and agendas. Whole school TPL agendas were term based to ensure a deep and narrow focus on the new curriculum. They were delivered in two week cycles, where teachers attended whole school sessions based on the SIP initiatives, new curriculum and feedback from the previous cycles. Week A was a whole school focus session, and Week B was teacher collaborative planning sessions. Parallel to this structure was the revised stage based QTSS agendas which were devised to work in conjunction with the two week cycle structure. Week A was stage based classroom walkthroughs or learning walks (AISTL, 2017) to implement and observe quality teaching through the new curriculum and monitor the implementation of professional learning. Week B was stage-based teacher collaborative planning.

In Term 3, we examined the impact in our school's learning and teaching programs of collaborative planning TPL and classroom walkthroughs when implementing the new curriculum. We examined collaboration as an open system of professional development in implementing the new curriculum and explored the moral purpose at a whole school level and the role of change management and leadership management in teacher professional learning to drive improvement. Middle leaders were the facilitators of this new structure, with the support of the Assistant Principal, Curriculum and Instruction (APCI). Collaborative planning TPL and classroom walkthroughs have shown positive trends, with teacher comments highlighting the impact of peer observation and collaboratively planned programs on teaching and learning. Teachers have gained confidence in their ability to plan for all students and identified strategies to use with their classes. The collaborative planned program is hitting the mark with the ranges in classes, but next year, extending the top students further will be a priority. The classroom walkthroughs in Stage 2 focused on improving student engagement and understanding using differentiation and the big idea in mathematics. Students reported enjoying the new curriculum and the fun learning experiences, with some finding mathematics challenging but enjoyable. We are currently analysing data and planning for 2024 by triangulating the artefacts and analysing them with student attainment data for impact.

### 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
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**Evidence-based practices based on effective strategies and processes that enable differentiation in Literacy and Numeracy**

- Classroom teachers enter and track in ALAN, ensuring consistent teacher judgment and time for program/class observations feedback based on the new curriculum English Component A: Phonological Awareness, Phonics, Spelling, Fluency and Understanding Text and Number concepts including Representing Numbers and Place Value, Counting Sequences, and Forming Groups.
- The Learning Support team review, evaluate and develop systems and processes to ensure consistent use of ALAN and Literacy and Numeracy progressions data for programming to enable differentiation and ensure responsive curriculum delivery.
- Systems devised to monitor the teaching and learning of English Component A through data, the scope and sequences, program monitoring and class timetables.
- Implement, reflect, evaluate and review English Component A scope and sequences and data to align with rubrics and students' work samples. Sample programs built to ensure consistency and delivery, saved to Sentral or Google Drive.
- Implement, reflect, evaluate and review Number scope and sequences and data to align with rubrics and students' work samples. Sample programs built to ensure consistency and delivery, saved to Sentral or Google Drive.

**Evidence-based practices based on effective strategies and processes that enable differentiation for wellbeing**

- Staff to develop whole school expectations of communicating LISC to families.
- 65% of students are able to communicate their personalised learning goals in Literacy and Numeracy.

**Evidence-based practices based on effective strategies and processes that enable differentiation for EAL/D students**

- Continue to revise, develop and implement whole school systems and practices based on providing an individualised focus on the implementation of the EAL/D progressions for students who are

With the engagement and enacting of curriculum reform in Kindergarten to Year 2 and early adoption in Stages 2 and 3, we intended to use ALAN as a data entry and analysis tool for English Component A: Phonological Awareness, Phonics, Spelling, Fluency and Understanding Text and Number concepts including Representing Numbers and Place Value, Counting Sequences, and Forming Groups. However, each stage team used negotiated platforms to collect, organise, analyse and synthesise student data from the teaching and learning programs. The first step in this process was collaboratively unpacking with stage teams the DoE's units of work and revising our learning programs with the syllabus and supporting documents. This process occurred during the collaborative planning time in TPL and QTSS. As the focus was on pedagogical practices and developing content knowledge for teachers based on the needs of the stage teams, we are still working towards achieving these progress measures.

As a school, each team has taken a deep and narrow focus on pedagogical practices within Component A. All stages unpacked their daily literacy routines over 2023. In Term 1, teachers investigated and reviewed literature on how to build a literacy block based on the Science of Reading, including Scarborough's Reading Ropes, Effective Reading Instruction in the Early Years of School and other works.

Throughout the year, each stage has reviewed student formative data in the classroom with external data sources including PAT-R and Check-In Assessment and modified their routines to suit the cohort. Stage 3 explored spelling in Terms 1 and 2, working with the APCI to develop pedagogy (including word searches, word sums and word matrix) to support spelling strategies for differentiating for our support and intervention tiers (both extension and intensive English tiers). Stage 3 teachers have observed improvement in students transferring spelling skills and knowledge into their text creation. Stage 2 examined fluency in Term 1 with paired reading, a revised sentence of the day in Term 2, and spelling in Term 3 by redeveloping the spelling scope and sequence. This has also impacted Stage 3, who are redeveloping their spelling scope and sequence for the beginning of 2024. Stage 2 and 3 are revising their grammar scope and sequence to align with 2024 Component B units and student needs as outlined in Term 4 data (including PAT, Check-In and internal summative assessment data). In 2024, both Stages 2 and 3 will have a narrow and deep focus on explicit reading routines for Component A, including comprehension areas of main idea, characterisation and inferences. They will also look at ways to target interventions for students. These focus areas have been identified through triangulation of all our data sources.

In 2023, Stage 1 undertook the implementation of the new English and mathematics syllabi. This included a focus on students and teachers using decodable readers in Component A of the English syllabus. The phonics screener data indicates positive student growth, with 63% of students obtaining expected outcomes. Resourcing Component B was a priority. By the end of Term 1, there was a need to modify and make the Department of Education's prescribed units of work contextual for the students at Glenfield Public School. Teachers worked collaboratively to adjust them and will continue to do this in 2024. Pat-R assessment data indicates that we have students in stage 1 working beyond the code, and they will need to focus on the main idea comprehension skills in 2024.

At first, the implementation of component B in mathematics was overwhelming for all teachers and it was quickly realised that we needed to adapt the department units of work to make them more contextual for our students. A new scope and sequence was implemented to reflect the big ideas in mathematics. In Term 2, we began the journey of programming collaboratively and making the units of work stage based with four levels of differentiation. Next year, we will continue to use these units with the suggestion that we may need to add another level of differentiation.

In Term 3, Stage 1 began classroom walkthroughs or learning walks (AISTL, 2017) to implement and observe quality teaching through the new curriculum and monitor the implementation of professional learning. The walkthroughs allowed teachers to better understand the unique pedagogy of

<p>Beginning English, Emerging English, Developing English and Consolidating English phases. This includes EAL/D support based on tracking of external and internal assessment data.</p>	<p>the big idea in mathematics and gain confidence in what they were teaching to their students. After each walkthrough, teachers participated in a collaborative pedagogical discussion, resulting in teachers becoming more confident in their teaching and receiving feedback from their colleagues. Data (Pat-R) indicates that in mathematics, we have a small number of students who are still trusting the count, a large portion of Stage 1 are working on place value skills and a small number of students are working on their multiplicative thinking skills.</p> <p>Early Stage 1 also implemented the new English and mathematics syllabi. The focus was on students and teachers using the Jolly Phonics program and decodable readers in Component A of the English syllabus. End of year data reflected 72% of students scored at or higher than stage expectations and 28% of students scored below stage expectations in the school's phonics assessment. As a result, the school is resourcing and trialling the Initial Lit program in 2024 as a targeted intervention. Teachers continue to use the IFSR assessment as an assessment of learning and will review formative assessment and ALAN in 2024.</p> <p>This year, our stage teams reviewed stage based mathematics scope and sequences. Until now, each team had devised their own and this resulted in inconsistencies with implementation expectations and resulted in difficulties with cross stage classes. Members from the Curriculum Reform Team worked with the APCI to develop a scope and sequence that was reflective of the big ideas in mathematics and the syllabus and support documents. Each stage is now aligned, making cross stage programming more efficient. The scope and sequence also reflects the needs of the school as evidenced in the ongoing data.</p>
<p><b>Consistent delivery and expectations in literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>Teaching staff complete the Teacher Evaluation Survey to track staff confidence, understanding, deployment of teaching assessment strategies, and opinions of the new English curriculum over the year (Term 4 2022 to Term 4 2023). This data will be used to guide further implementation of professional learning for staff.</li> <li>90% of staff to review, reflect and evaluate practices based on data, evidence-based research and professional learning to ensure consistent delivery and expectations of English component A including Phonological Awareness, Phonics, Spelling, Reading and Vocabulary.</li> <li>Teaching staff complete the Teacher Evaluation Survey to track staff confidence, understanding, deployment of teaching assessment strategies, and opinions of the new Mathematics curriculum over the year (Term 4 2022 to Term 4 2023). This data will be used to guide further implementation of professional learning for staff.</li> <li>90% of staff to review, reflect and evaluate practices based on data, evidence-based research and professional learning to ensure consistent delivery and expectation in Number using Big Ideas: Strong Start, Connecting Big Ideas and syllabus content when designing units of work.</li> </ul> <p><b>Consistent delivery and expectations of well-being practices</b></p> <ul style="list-style-type: none"> <li>Stages collaboratively use evidence-</li> </ul>	<p>This year, we have monitored teachers' surveys and informal feedback to track staff confidence around assessment and the new curriculum. This led to teacher professional development reflecting the Teacher Professional Learning term based agendas.</p> <p>Most staff have completed module 6 of Big Ideas Strong Start this year. 94% of staff reported they collaboratively planned mathematics K-6. 43% of K-6 teachers reported having a clear understanding and ability to communicate the Big Ideas with some of these teachers happy to mentor others. 87.5% of classroom teachers reported they have started programming using the Big Ideas, with 87.5% of support staff beginning to assist in programming with the Big Ideas. 17% of teachers reported only 'somewhat' using assessments/observations to guide their teaching and student learning. However, it was minuted in meetings that the primary focus was teaching new pedagogy and not formally recording data from lessons. This has had a negative impact on the consistency of data-driven practices and how student data is reflected in programming. Stage 3 differentiated their collaborative program by continuing mathematics groups (data aligned). In contrast, Stage 2 found mathematics groups hindered their ability to know their class (students) and report on outcomes. However, they did differentiate based on collaborative dialogue in their cooperatively planned programs. Classroom walkthroughs provided a platform to reflect on assessment and data skills. As a result, teachers will have focus areas for 2024 and will be given time to enter data as a stage. This allocation of QTSS time intends to continue a deep and narrow focus on data-driven practice. All staff have indicated that Big Ideas in Mathematics needs to stay on our agenda.</p> <p>This year, all K-2 teachers used the school developed Phonological Awareness and Phonics assessment. This drove the collaboratively planned Component A for Stages 1-3 in English. The Kindergarten team used this as a summative assessment for their phonics program as they utilised Jolly Phonics. However, in 2024, they are investigating the use of Initial Lit for the lower 28% of students and the intention is that all teachers will be trained. Mini Lit has been resourced, and SLSO and LST teachers are being trained to implement the program in Term 1 2024. The school is also investigating Macq Lit for Stage 3 intensive intervention. As a result of the assessment, Stages 2 and 3 also engaged in decodable texts for instructional support. The school resourced decodable texts for older learners. These texts</p>

based practices to ensure consistency around the use of LISC. Stages review and evaluate our ongoing collective understanding of LISC based on evidence-based research.

**Consistent delivery and expectations of EAL/D practices**

- All teaching staff are familiar with the EAL/D practices based on evidence-based research and EAL/D progressions, and literacy/numeracy progressions and develop stage-based systems and processes to ensure consistency.
- All class teachers report on EAL/D progressions and phases for all EAL/D students.

allowed students to engage in comprehension strategies in a range of genres.

All stages collaboratively used evidence-based practices to ensure consistency around using LISC in our Component A programming. All 'morning routines' or 'daily reviews' were guided by teacher/team identified learning intentions and developed success criteria. In 2024, as a part of the TPL and QTSS model, stage teams will continue to review Component A LISC to ensure that it reflects the needs of students in their classrooms. As a part of the APCI Community of Practice in 2024, some of our teachers will collaboratively develop a writing rubric with shared samples displaying success criteria.

In 2023, all teaching staff continued to develop EAL/D practices based on evidence-based research, EAL/D progressions, and literacy/numeracy progressions. Each stage worked with our EAL/D specialist teachers to develop stage-based systems and processes to ensure consistency. All teachers reported on the EAL/D progressions in the semester reports. Further development is needed linking the new syllabi with the EAL/D progressions ensuring consistent teacher judgment.



Harmony Day



Coding

## Strategic Direction 3: Connections with community

### Purpose

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Establish collaborative relationships within our learning ecosystem by expanding professional networks and collegial learning opportunities. Reduce barriers for parental participation in student learning and build opportunities for parental involvement. Promote student voice to enhance student outcomes and engagement.

### Initiatives

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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.

- Student Voice Through Engagement
- Professional Networks
- Crafting Community

### Resources allocated to this strategic direction

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English language proficiency  
Low level adjustment for disability  
AP Curriculum & Instruction  
Socio-economic background

### Summary of progress

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With the implementation of the new mathematics and English syllabi in Early Stage 1 and Stage 1, all classroom teachers were given the opportunity to observe teachers from an early adopter school and engage in collegial discussions for strategies and resources for implementation. Teachers in both stages participated in reciprocal walkthrough visits in each others classrooms during either a mathematics or English lesson, to share teaching strategies and resources and to allow for consistency in teaching between the classes and collegial feedback for all teachers. A new home reading program was introduced to increase student interest in home reading, especially in the older stages, with feedback from teachers indicating minimal increase in student engagement. The teachers will continue to promote home reading within their stages.

According to our Tell Them from Me survey, our strongest areas for our students in 2023 were extra curricula participation, with 85% of our students reporting a sense of positive wellbeing, while our weaker areas were a sense of belonging and student interest and motivation. This will lead to a focus in 2024 on student voice and High Potential and Gifted Education in order to increase student engagement and motivation as substantiated by research. Peer support in 2023 had a focus on belonging, resulting in positive feedback from our Stage 3 leaders. Positive Behaviour for Learning (PBL) remains our main platform for teaching positive behaviour with over 90% of students from Years 4, 5 and 6 demonstrating positive behaviour at school. Year 6 wellbeing was supported by the Year six to seven transition program with 75% of the students feeling prepared for the change to high school. Both the Kindergarten orientation program and playgroup were well attended, with 100% positive feedback from parents for both programs. The majority of students have had a very settled start to Kindergarten in 2024. Both the Year 6 and Kindergarten transition programs will continue to be conducted, with adjustments reflective of the feedback from students and parents.

Attendance remains a major focus at our school. We continue to encourage attendance by students by arranging meetings with parents of students with attendance concerns, articles in our newsletter, PBL explicit lessons and weekly teacher discussions during stage meetings. Falling short of our targeted 60% in 2023, 57.2% of our students attended school at least 90% of the year. We will be continuing to research new strategies to improve this figure in 2024.

Parents have been offered multiple opportunities to be engaged with their child's school community. From large events such as Market Day, assemblies and Education Week where parents could get hands on in the classroom with their child's learning, to stage based events including the Pair Reading program in Year 2. Both academic and events that encompass the whole child were offered. The school will continue to seek out opportunities for parents to be involved in their child's education.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Over 60% of students attend school 90% or more.</li> <li>• An increase of 4% of students with attendance =&gt;90%</li> <li>• 95% of teaching staff explicitly teach the importance of attendance through PBL lessons</li> <li>• Discussions on attendance and student well-being are mandatory at the commencement of each stage meeting. Teachers reflect on patterns of absenteeism. Students with attendance and well-being concerns are monitored.</li> <li>• Maintaining above State, Network and SSSG targets in attendance.</li> </ul>	<p>Although we are above network attendance rates by 3.4%, we are nearly 1% below SSG attendance rates, falling 1.2% short of our 60% of students attending 90% or more. In 2024 we will introduce a reward incentive for students achieving a 90% or above attendance, including those with justified leave, in an attempt to reduce the amount of students with unjustified absenteeism to increase the attendance of the 19% of students who attend school 85-90% of the time. Attendance will continue to be a stage focus each week at meetings, where status of absenteeism and strategies for students of concern are discussed and reviewed. Weekly recognition of 100% attendance occurs at assemblies, information on the benefits of attendance are included in each newsletter and school protocols are followed when addressing attendance issues with parents. 15% of students have an attendance rate of 80-85% and these students will continue to be encouraged to attend school, incentivised by the reward system. The school will continue to make connections with outside agency support eg Uniting Care to support our targeted students with a record of high absenteeism and support the wellbeing of these families. A well established relationship with the Home School Liaison Officer allows the close monitoring of students at risk of educational neglect due to high levels of absenteeism and an MRG is conducted to register students with an attendance of 80% or less.</p>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• 95% of teaching staff explicitly teach the importance of attendance through PBL lessons</li> <li>• The proportion of students reporting a positive sense of well-being (advocacy at school, sense of belonging and expectations of success) to increase by 3%.</li> <li>• Over 85% of students report positive well-being in the Tell Them From Me (TTFM) survey.</li> <li>• SEF S-as: Excelling in Transition and Continuity of Learning.</li> <li>• SEF S-as: Maintain Excelling in a planned approach to wellbeing.</li> </ul> <p>Anti-Bullying - PBL Focus</p> <ul style="list-style-type: none"> <li>• Implement a whole-school focus through explicit PBL lessons in all classrooms on 'anti-bullying' and 'sense of belonging'.</li> <li>• 75% of students feel a 'sense of belonging' when coming to school as identified in the Tell Them From Me Survey.</li> <li>• Review and revise whole school systems and teachings on expectations around student wellbeing. Explicit lessons on 'Bullying' to be implemented as part of the PBL scope and sequence.</li> <li>• Use student survey data to evaluate lessons in peer support programs.</li> </ul>	<p>According to the Tell Them From Me survey completed by the Years 4, 5 and 6 students, categories including 'participation in sport' and 'extra curricula activities' have stayed well above state average. Two areas which have stayed well below state average are 'students have a sense of belonging' and 'students are interested and motivated'. This has led to the need to investigate strategies to increase student voice over the coming twelve months to give students more freedom of choice in how they present their work and in the topic areas, to provide increased motivation and a sense of cohort input. Student advocacy is currently at 71%, below the state average of 79%. This will continue to be reviewed to ensure all students feel they have a voice and to improve student advocacy particularly in boys.</p> <p>Positive Behaviour for Learning (PBL) remains our main platform for defining and modelling school expectations and behaviour resulting in 90% of our students from Years 4, 5 and 6 demonstrating positive behaviour at school. Weekly rules are discussed as a reflection of observed behaviours and these rules are explicitly taught in the classroom. Rewards are given out for positive behaviour in the playground, with these rewards being acknowledged during weekly assemblies. Anti-bullying PBL lessons were implemented over five weeks this year and nine lessons connected to a sense of belonging. While the incidence of bullying reduced from the first semester to the second, there was a drop in the number of students feeling a sense of belonging. Bullying incidents are addressed immediately by the Assistant Principal with all parties involved in attendance.</p> <p>The Peer Support program was implemented this year in Term 2 with a focus on 'Belonging'. This involved every student in the school and gave all Year 6 students the opportunity to lead their group, teaching organisational skills and establishing strong cross stage bonds in the school. Weekly lessons involved group discussions, collaborative activities and games in an inclusive environment. The Peer Support program will continue to be delivered with a change of focus next year.</p> <p>Parents have been offered multiple opportunities to be engaged with their child's school community. From large events such as Market Day, assemblies and Education Week where parents could get hands on in the classroom with their child's learning, to stage based events including the Pair Reading program in Year 2. Both academic and events that encompass the whole child were offered, such as the James Meehan Cup and the whole school musical production promoting music from around the globe. Parents were invited to participate in workshops, have access to translators and give feedback through P&amp;C meetings offered on Zoom to cater for the community's commitments.</p>

## Student Voice

### Transition Programs

- 88% attendance to the kindergarten orientation program with positive feedback from students and their families.
- 75% of students felt the Year 7 transition program helped prepare them for high school.

Transition programs are used to assist students in the transition from pre-school to Kindergarten and Year 6 to Year 7. 100% of students from the Kindergarten 2024 cohort enjoyed orientation and there was significant improvement in the settling time between the first and the third week, boding well for a short expected adjustment period for the start of 2024. This year, social stories are being developed for transition between all year groups, to assist any students who are anxious about the transition to the following year and have been sent home to be shared between the student and their family over the end of year holiday period.

In regards to the Year 6 to 7 transition, the majority of students surveyed enjoyed the transition program and are feeling moderately-highly prepared for high school. The most highly rated activities were learning how to use a timetable and how to read a school map. Future suggestions included learning how to strike up a conversation, extending the program to be conducted over the whole day and more visits and connections with the high school they are attending. This would be restricted due to the large range of high schools the students will be attending.

The pre-school Playgroup program was held once per week to aid the transition between pre-school and Kindergarten. A range of age appropriate games and toys were available for students to play with, followed by story time led by one of the kindergarten teachers and a craft activity to develop fine motor skills. 100% of parents reported that playgroup was a positive experience for their child/children observing an improvement in their socialisation with their peers. Greatest attendance at playgroup was seen when advertised through the school newsletter and School Bytes platform. Most students who attended the playgroup program demonstrated greater confidence during the three orientation days and were familiar with the school environment. It also allowed the teachers to support students with known concerns about starting school.

This year we offered local pre-schools a lesson taster delivered by one of our Kindergarten teachers after analysis of last year's feedback exposed the difficulties of arranging school visits by the pre-schools due to staffing and administration. The lessons were well received by the two pre-schools who took up the offer and they were encouraging in implementing the program next year. Next year we will extend the offers earlier in the semester to more pre-schools.

## Professional Networks

### Community of Schools

- All class teachers are given the opportunity to visit with practitioners from other schools to observe the implementation of the new English and mathematics syllabi.

### Reciprocal Mentoring

- All teachers are exposed to the reciprocal mentoring process based on the Quality Teaching Rounds (QTR) with an emphasis on identified elements
- All teachers participate in observations based on the new curriculum in literacy or numeracy.
- Internal measures indicate that by the end of 2023, 80% of classroom teachers are positive about the observation and collaborative opportunities given for the new curriculum.

In order to assist in the implementation of the new English and mathematics syllabus, all classroom teachers from Early Stage 1 and Stage 1 were given the opportunity to visit another school to observe the practice of an early adopter school, Guise Public School and Wattlegrove Public School respectively. Early Stage 1 were able to make comparisons between the Jolly Phonics program taught at Glenfield and the InitialLit program taught at Guise. As a result, InitialLit will be offered to some of our targeted students in 2024. The feedback from the Stage 1 teachers was that the experience was beneficial to see the teaching in practice at an early adopter school. However, the visit also created some confusion and the need for further clarification. We are looking at extending this opportunity to Stage 2 and Stage 3 in the coming year with the implementation of the new mathematics and English syllabi for these stages.

All classroom teachers were given the opportunity to have reciprocal walkthrough visits in each others classrooms during either a mathematics or English lesson to share teaching strategies and resources and to allow for consistency in teaching between the classes. This gave an insight into the delivery of the new syllabus in Early Stage 1 and Stage 1 and the individual interpretation of the lessons by different teachers. Teachers reported the process incentivised the inclusion of different resources and strategies, resulting in higher student engagement in subsequent lessons.

In 2024, we will continue to review and adjust the teacher observation processes and opportunities to increase the collaborative process and to maximise staff development. These adjustments will be made according to analysis of teacher feedback, implications on student learning and the logistics of staff management to allow for teacher time off class.



Father's Day Stall



P and C organised healthy breakfast



Enjoying free healthy breakfast

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,503.19</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> <li>• purchase of resources for refugee student</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- refugee students provided with the necessary equipment for day to day use at school and paid for to go on excursions</li> <li>- a focus on our refugee students in literacy</li> <li>- students from refugee backgrounds being supported with language acquisition and wellbeing programs</li> <li>- use of interpreters when required for communication between school and home</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue with in class EAL/D support and withdrawal where needed for these students.</li> <li>- continue to provide uniforms and supplies to ensure their basic needs are met</li> <li>- continue to give students opportunities to go on excursions</li> <li>- continue to offer the use of interpreters to sustain relationships with culturally and linguistically diverse parents, within all home-school communication processes.</li> </ul>
<p>New Arrivals Program</p> <p>\$49,290.00</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 Glenfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all students were supported to improve their vocabulary based on the phase they began at Glenfield Public School and showed growth over the year. Evidence showed that students were more equipped to access the curriculum and engage with others.</li> <li>- these students have gained confidence working in a small group, with their writing showing a greater understanding of punctuation and usage</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to report using New Arrivals Program (NAP) Report</li> <li>- continue to provide targeted interventions for NAP students by specialist EAL/D teachers</li> </ul>
<p>Integration funding support</p> <p>\$154,638.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenfield Public School in mainstream classes who require moderate to high levels of adjustment.</p>



<p>Integration funding support</p> <p>\$154,638.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around behaviour intervention</li> <li>• mulit lit and Heggerty's programs implemented by SLSOs</li> <li>• social program in the playground</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Stage 1 - the SLSO-led Multi Lit program included a number of students who had different focusses. Some focused on phonological awareness and did the Heggerty program, some focused on high-frequency sight words, some on phonological awareness and Phonics, and some on phonics. All students have progressed in focus areas, with one no longer needing intensive support next year</li> <li>- Stage 2 - the SLSO-led program decodable and phonological awareness program included "Intensive support" students.</li> <li>- Stage 3 - the SLSO-led Multi Lit program included "Intensive support" students. Three students completed the program. Year 5 students will continue in 2024.</li> <li>- Playground program for targeted students. SLSOs were able to model and support targeted students to engage in positive play.</li> <li>- Developed resources to support classroom teachers including pictorial routines, visuals and learning resources.</li> <li>- Supported teachers and students when attending incursions and excursions.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- implementing Mini Lit, Initial Lit and Mac Lit.</li> <li>- training all staff in these intervention programs.</li> <li>- continue the playground program and investigate evidence-based programs for the playground.</li> </ul>
<p>Socio-economic background</p> <p>\$32,994.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenfield Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed embedded practice that enables differentiation</li> <li>• Crafting Community</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of additional staff to support curriculum differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- development of individualised learning programs for identified students</li> <li>- additional support groups created catering for more students</li> <li>- all identified students requiring uniforms, supplies and student assistance for activities, including excursions, camps and gala days, receiving the necessary support</li> </ul>

<p>Socio-economic background</p> <p>\$32,994.03</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue with all notes asking if parents/carers require financial assistance to contact the school</li> <li>- continue with staff sending home student assistance forms when requested or after discussions</li> <li>- continue creating small group support for identified students</li> </ul>
<p>Aboriginal background</p> <p>\$5,877.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenfield Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- recognition of individual identity, cultural knowledge, language learning, community connection and/or responsibilities. Students needed more knowledge on their Aboriginality, totems, culture and belonging.</li> <li>- Koori club started in Term 3 for students to be connected to their culture with dot paintings, dances, music and languages. Meetings took place with students discussing wellbeing, connection to Aboriginal culture and discussing thoughts on various Indigenous initiatives the school is involved in. Koori Club has been great for students as they needed more knowledge of their Indigenous Background. In Term 3, we focused on looking at totems and discussing their connection to their culture. In Term 4, we have began working on a dot painting linked to their totem, adding colours relevant to their culture and mob.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- consolidate prior knowledge, linking in new content. Explore Aboriginal language, Acknowledgement and Welcome to Country, Tribes, Totems and links to Aboriginal dances, paintings and music</li> <li>- students to develop a greater knowledge of positive Aboriginal role models by researching and discussing a role model and their importance to the community</li> <li>- investigation of the community they live in and how they approach the Aboriginal culture, what has the community done well and what can they do better</li> <li>- form a closer connection to students in need of extra support</li> <li>- focus on more Aboriginal recognition around the school, incorporating events and days into the school to celebrate and/or recognise the importance of the event</li> </ul>
<p>English language proficiency</p> <p>\$315,625.11</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Student Voice Through Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> </ul>

English language proficiency

\$315,625.11

- provision of additional EAL/D support in the classroom and as part of differentiation initiatives
- additional staffing for intensive support for students identified in Beginning and Emerging phases
- withdrawal lessons for small group (Developing) and individual (Emerging) support
- EAL/D Progression levelling PL provided to staff
- engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms
- employment of additional staff to support delivery of targeted initiatives
- additional teacher time to provide targeted support for EAL/D students and for development of programs
- establish a core practice for supporting students learning English as an Additional Language or Dialect

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

- K-2 EAL/D teacher supported 12 students with withdrawal support and worked within classrooms to work shoulder to shoulder with classroom teachers in all 10 classes.
- 45% of time is spent in Early Stage 1, with explicit teaching in class in literacy, focussing on vocabulary acquisition and correct usage, and numeracy, as well as teaching a Kindergarten withdrawal group, including new arrivals.
- the majority of Kindergarten students have moved from the Beginning to Emerging phases.
- the new arrival students have gained vocabulary to help them engage with others and access the curriculum. 40% have moved from Basic Limited to Basic Some, while 20% have moved from Basic Some to Emerging.
- 38% of the EAL/D K-2 time is spent with Stage 1, with in class explicit teaching and support, focussing on literacy, including writing, language conventions, phonics and grammar, as well as a Year 1 withdrawal group. 60% of these students are Emerging and 40% are Developing. These students have gained confidence working in a small group, with their writing showing a greater understanding of punctuation and usage.
- Kindergarten: students are increasing their vocabulary and are improving in forming sentences. They can answer a question in a sentence.
- Year 1 have acquired more vocabulary. They are becoming more familiar with the correct punctuation and pronouns to use when writing
- 3-6 EAL/D teacher supported over 15 students with withdrawal support and worked within classrooms to work shoulder to shoulder with classroom teachers
- extra attention was given to high-frequency 'tricky' words. As a result, these students have achieved PKW4.7 - reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. was, you, one, said, have, were). Other students, have been practising their comprehension skills and have made progress towards achieving UnT6.9 - makes connections between texts, and UnT6.15 uses cohesive devices to connect ideas or events.
- Stage 3: Students showed evidence, in their writing, of progress towards achieving UnT6.20 - interprets simple imagery (e.g. simile, onomatopoeia), and UnT6.23 understands the use of common idiomatic or colloquial language in texts (e.g. get your head around it).

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

- Kindergarten: Continue with vocabulary acquisition, sentence structure modelling and practice
- Year 1: Continue with vocabulary building and assistance with writing
- students will be assessed in the first week of each term to identify current needs. The focus will be adapted to these needs as they arise.
- continued teacher allocation to support the development and implementation of programs for EAL/D learners
- continue with additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds
- continue to utilise the expertise of our specialist EAL/D teachers in upskilling other staff
- revisit the plan created with our EAL/D consultant to ensure best practice and improvement in the EAL/D framework

<p>English language proficiency</p> <p>\$315,625.11</p>	<p>- increased professional learning and support for classroom teachers</p>
<p>Low level adjustment for disability</p> <p>\$159,833.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenfield Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Informed embedded practice that enables differentiation</li> <li>• Student Voice Through Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention multilit to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- LST intervention teachers worked with students in the classroom and withdrawn across the school.</li> <li>- all teachers have completed Curriculum Planning for every student: Disability.</li> <li>- all students requiring adjustment have a collaboratively planned PLaSP to support their schooling.</li> <li>- all students with a disability have engaged in PLaSP collaborative cycles twice this year, with students receiving an adjusted report if required.</li> <li>- two teachers completed APLaS facilitated PL on ADHD.</li> <li>- coordinated with departmental and external services to plan student initiatives collaboratively.</li> <li>- increase in supported students receiving support through diagnostic processes at a stage-base level and supported by the APCI.</li> <li>- data wall with all students tiered for reading and mathematics.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue supporting students both with IFS and school based funds.</li> <li>- all teachers will participate in trauma training and working with an occupational therapist for staff training.</li> <li>- Early Stage 1: Completed the phonic diagnostic assessment to provide data on how they are progressing in their phonics. This will assist me in deciding their future focuses in accordance to their ZPD, so that the LG is neither too difficult nor too easy - just challenging enough to help them develop new skills.</li> </ul> <p>Stage 1 Year 1: Many students in Group 4 can be tested off the program. A focus for next year needs to be encoding. Some students may benefit from the Mini Lit program.</p> <p>Stage 1 Year 2: These students will continue with phonological awareness, sentence structure, punctuation and writing. All year two students will be picked up for Multi Lit with support moving to SLSO programs for 'Red' Intensive target support students.</p> <p>Stage 2: Withdrawing students from the needs analysis assessments at least three times a week was the most effective use of support in Stage 2 that had an impact on student growth. With the range of support staff on different days across the week, keeping the groups consistent and using a standard program should be continued in future years. Withdrawing from at least two classes at a time to split behaviours was also effective.</p> <p>Stage 3: Support will transition to assist the incoming Year 4 students with SLSO introducing the Mac Lit program. A continued explicit teaching of</p>

<p>Low level adjustment for disability</p> <p>\$159,833.89</p>	<p>spelling, sentence structure, and sentence of the day will need to occur. Students in the cohort still require help to generate ideas and write them with correct spelling and punctuation into paragraphs. They need to consolidate what they have learnt next year and also work on their editing skills.</p>
<p>Professional learning</p> <p>\$30,469.25</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 Glenfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Informed embedded practice that enables differentiation</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teachers engaging in professional learning to build capacity based on their PDP goals</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• purchasing resources to support professional learning and build professional knowledge</li> <li>• school leaders engaging in professional learning to build their capacity to lead others</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- school leaders engaged in professional learning to build their capacity to lead others with curriculum reform</li> <li>- teachers engaged in professional learning to enhance teacher capacity with a revised model of TPL and QTSS to a bi-weekly cycle of stage-based collaborative planning and PL</li> <li>- collaboration opportunities are embedded into the school structures and culture</li> <li>- human and non human resources were engaged and funded to support professional learning and build professional knowledge including SLSO programs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to build our community of schools and networking opportunities</li> <li>- continue cycles of observation and feedback through Classroom Walkthroughs to support implementation of the new curriculum</li> <li>- continue our focus on collaboration as a model for building capacity</li> </ul>
<p>Beginning teacher support</p> <p>\$38,954.50</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Glenfield Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• working with mentors on focus areas requiring further development</li> <li>• new scheme mentor working with beginning teachers on their accreditation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- beginning teachers worked with stage APs to develop report writing</li> <li>- beginning teachers worked with APCI and Beginning Teacher Mentors to develop their accreditation</li> <li>- beginning teachers worked shoulder to shoulder with AP and APCI in the classroom to support quality teaching</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Beginning teacher support</p> <p>\$38,954.50</p>	<ul style="list-style-type: none"> <li>- AP and APCI to continue working with beginning teachers to build capacity in the classroom</li> <li>- BT mentor to continue working with BT to achieve their accreditation</li> <li>- AP and APCI to work with beginning teachers to build assessment and reporting capacity</li> </ul>
<p>QTSS release</p> <p>\$88,657.63</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenfield Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• School systems and practices in assessment and content delivery</li> <li>• Consistency of Delivery and Expectations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high quality curriculum</li> <li>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- every classroom and LST/RFF (pro rata) received Collaborative Curriculum Planning and APCI/AP led QTSS.</li> <li>- stage based embedded Big Ideas evidence-base in all collaboratively planned mathematical programs K-6</li> <li>- stage based collaboratively designed Component A English evidence-base in all classroom programs K-6</li> <li>- Kindergarten to Stage 2 have engaged with Component B and mentor texts, whilst designing differentiated units of work to meet the needs of students in their classroom</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- deep and narrow focus areas each semester:</li> </ul> <p>Early Stage 1 - What pedagogical practices have the most impact when we differentiate for trusting the count? Sub Focus: To what extent does component B match the needs of our students?</p> <p>Stage 1 - What pedagogical practices are having the most impact when we differentiate for tiers in reading? Sub focus: Decoding and beyond.</p> <p>Stage 2 - What pedagogical practices are having the most impact when we differentiate for tiers in reading? Sub focus: Engaging in Mentor Text Units for the new curriculum with Main Idea and Decoding.</p> <p>Stage 3 - What pedagogical practices have the most impact when we differentiate for characterisation and inferential comprehension? Sub-focus: Engaging in Mentor Text Units for the new curriculum.</p> <p>Learning and Support - Data Driven practices to guide future learning</p>
<p>COVID ILSP</p> <p>\$57,860.69</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul>

<p>COVID ILSP</p> <p>\$57,860.69</p>	<ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Phonics and Phonological Awareness</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing SLSOs to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Stage 1 - the SLSO-led Multi Lit program included four "Intensive support" students. Student A focused on phonological awareness and did the Heggerty program, Student B focused on high-frequency sight words, Student C phonological awareness and Phonics and Student D did phonics. All students have progressed in focus areas, with one no longer needing intensive support next year</li> <li>- Stage 2 - the SLSO-led program decodable and phonological awareness program included nine "Intensive support" students.</li> <li>- Stage 3 - the SLSO-led Multi Lit program included "Intensive support" students. Three students completed the program. Year 5 students will continue.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- implementing Mini Lit, Initial Lit and Mac Lit.</li> <li>- training all staff in these intervention programs.</li> </ul>
<p>AP Curriculum &amp; Instruction</p> <p>\$124,070.40</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> <li>• Consistency of Delivery and Expectations</li> <li>• Informed embedded practice that enables differentiation</li> <li>• Professional Networks</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead learning support including implementing QTSS and meetings, supporting executives to analyse and implement learning support programs</li> <li>• develop, revise, evaluate and present to executives, teachers and the P&amp;C APCI protocols for Glenfield Public School</li> <li>• executive worked with APCI to create a database that teachers can review on the phases of the progressions</li> <li>• coordinate the Curriculum Reform Team and attend curriculum implementation meetings as the school coordinator for curriculum</li> <li>• administer support to the coordination of the Cross Network Community of Practice for St Andrews and Glenfield networks</li> <li>• APCI and executive planned QTSS sessions collaboratively and devised a timetable that reflects HIPL</li> <li>• provide demonstration programming and teaching for lessons/units of work and implemented improvement cycles for each stage.</li> <li>• develop consistent and continuous relevant TPL with the executive team, presented TPL agenda and managed staff and resources for TPL.</li> <li>• worked with staff to demonstrate effective assessment practices K-6 in Phonics and phonological awareness and lead the revision of the assessment scope and sequence</li> <li>• worked with staff members and executive to develop English and Mathematics scope and sequences that reflect our school context.</li> <li>• worked with APs to implement classroom walkthroughs as an observation and feedback model for Curriculum Reform</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- adjusted timetable QTSS/RFF/LST to reflect data driven learning and learning support that is fluid with a deep and narrow focus.</li> <li>- reviewed and revised Phonics and Grammar scope and sequences for the new curriculum, developed English and Mathematics scope and sequence</li> </ul>

AP Curriculum & Instruction

\$124,070.40

from DoE examples and worked with CRT to modify for our context

- Learn, Do, Reflect, collaborative open team, and classroom Walkthrough models included in QTSS to build the capacity of staff
- classroom teachers who worked shoulder to shoulder with the APCI saw positive growth in reading and numeracy in Check In and PAT-R/PAT-M
- school wide visual data walls that drive communication of student outcomes
- worked with the executive and CRT to embed the new curriculum into Glenfield Public School's system and practices, ensuring research based and data driven practice target areas for student improvement
- building the capacity of middle and aspiring leaders

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

- continue to build the capacity of middle and aspiring leaders to ensure sustainability of improvement culture
- continue to build the capacity of staff with the new curriculum.
- continue to support teachers shoulder to shoulder in the classroom.



Students enjoying Harmony Day activities.



# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	226	231	225	257
Girls	213	222	224	226

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.1	94.5	86.0	88.5
1	91.4	93.5	87.8	89.7
2	92.5	92.8	88.8	92.0
3	90.6	93.8	87.2	89.4
4	93.5	94.2	86.4	89.6
5	89.7	93.8	88.8	89.6
6	89.1	92.4	86.7	88.8
All Years	91.8	93.6	87.4	89.7
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.8
Classroom Teacher(s)	17.35
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher EAL/D	2.2
School Administration and Support Staff	3.23

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	373,487.80
<b>Revenue</b>	5,049,248.50
Appropriation	4,855,603.73
Sale of Goods and Services	6,987.56
Grants and contributions	164,977.38
Investment income	17,652.58
Other revenue	4,027.25
<b>Expenses</b>	-4,823,478.38
Employee related	-4,426,453.30
Operating expenses	-397,025.08
<b>Surplus / deficit for the year</b>	225,770.12
<b>Closing Balance</b>	599,257.92

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	98,203
<b>Equity Total</b>	514,331
Equity - Aboriginal	5,878
Equity - Socio-economic	32,994
Equity - Language	315,625
Equity - Disability	159,834
<b>Base Total</b>	3,465,319
Base - Per Capita	116,857
Base - Location	0
Base - Other	3,348,462
<b>Other Total</b>	337,956
<b>Grand Total</b>	4,415,808

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2023, a comprehensive survey was conducted to gauge teachers' confidence and readiness in various aspects of teaching. The survey encompassed participation from all staff members and was instrumental in shaping evidence-based professional development initiatives. These initiatives involved collaborative sessions led by school-based specialist teachers and stage executive leaders, with staff engaging in both K-6 and stage-specific group settings.

The introduction of a new curriculum necessitated a reassessment of teacher confidence levels to effectively align with our Strategic Improvement Plan (SIP) objectives. Adjustments were made to our progress measures, focusing particularly on mathematics, which emerged as a priority area for enhancement through triangulated data analysis.

Throughout the year, tailored capacity-building support was provided across various stages through coaching and mentoring sessions, facilitated by the Assistant Principal Curriculum and Instruction (APCI) in conjunction with middle leaders during Quality Teaching Successful Students (QTSS) sessions. While staff perceived QTSS as beneficial, ensuring uniformity in its implementation remains a key objective for 2024. Emphasis will be placed on maintaining a concentrated effort to ensure consistent curriculum delivery and the adoption of evidence-informed differentiated practices school-wide.

Feedback from staff indicates a noticeable boost in confidence and proficiency regarding EAL/D Progressions, ESL Scales and the EAL/D Framework. The introduction of the classroom teacher tracking spreadsheet has allowed teachers to be active in determining the progression of EAL/D students. Further professional learning around assessment and curriculum design needs to be undertaken in 2024. Also, a focus on EAL/D data-driven practices with targeted teaching and learning, including invention programs, should occur in 2024.

The establishment of the Curriculum Reform Team (CRT) in the final term of 2022, under the guidance of the APCI, is beginning to empower middle leaders and aspiring leaders to drive impactful professional development initiatives within their teams. Their focus has been on refining teaching programs, enhancing classroom practices, and spearheading the implementation of the K-2 English and Mathematics syllabi. This year, members of the team designed mathematics scope and sequence, reviewed the reading resource systems within the school and thematically redesigned the Multi-Purpose reading room to meet the research on text complexities.

Student voice, analysed in the Tell Them from Me survey, indicated our strongest areas were extra curricula participation, while our weaker areas were a sense of belonging and student interest and motivation. This will lead to a focus in 2024 on student voice and high potential and gifted education, in order to increase student engagement and motivation as substantiated by research. Peer support in 2023 had a focus on belonging which had positive feedback from our Stage 3 leaders. Positive Behaviour for Learning (PBL) remains our main focus for behaviour, with over 90% of students from Years 4, 5 and 6 demonstrating positive behaviour at school.

Year 6 participated in a Year six to seven transition program with 75% of the students feeling prepared for the change to high school. 100% of parents were happy with the playgroup provided on a Tuesday morning with parents indicating the greatest value being the opportunity to socialise and get the children used to school learning habits. Parents requested more days for the playgroup to be conducted but due to staffing, this initiative is not available. The Kindergarten Orientation program was well received with 100% of students enjoying the program, particularly the craft aspect of the morning. 95% of our parents visited the online information page with 100% of those finding this useful. 90% of parents found the face to face information session informative, with the 5% negative feedback stating they wished to hear more information about the curriculum. This will be improved next year in the presentation with a focus on the new syllabus and the strategies for implementation. We are also considering a hands on mathematics and English session for the parents during orientation sessions. The majority of students have had a very settled start to kindergarten in 2024. Both transition programs will continue to be adjusted to reflect feedback from students and parents.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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