

# Greenethorpe Public School

## Annual Report



2016



2070

## Introduction

The Annual Report for 2016 is provided to the community of Greenethorpe 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 school 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.

Garry Heath

Principal

### School contact details

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### Message from the Principal

2016 has been a productive year for Greenethorpe Public School. Once again, parents and teachers have worked as a collaborative team to ensure the best possible outcomes for all children. Individual learning programs are being developed for all students with additional support being given to identified students. All students are plotted on the literacy and numeracy continuum and substantial growth has been evident throughout the year. The school has appreciated the ongoing support of a dedicated Parent's' and Citizens' Association which is actively involved in financing projects that are designed to improve educational outcomes within the school. All staff have developed Performance and Development Plans and have set goals to build capacity for achieving departmental, school and personal objectives.

## School background

### School vision statement

Greenethorpe Public School aims to provide an education that will develop students intellectually, socially, physically and emotionally. In addition, the school promotes creativity, independent work habits, self-assessment and goal setting. Development of team work and technological skills are also promoted to equip students and staff for an ever changing society. A highly professional and dedicated team work together to provide a balanced, individualized and comprehensive curriculum. The staff, also strive to provide students with a supportive, safe and tolerant learning environment. The school works in close collaboration with the parent and wider communities to ensure all stakeholders are both informed and involved.

### School context

Greenethorpe Public School is a small rural school with a growing enrolment. It is situated between Cowra, Grenfell and Young. The school was established in 1903. At present, 17 students are enrolled. The student population is a blend of farming families and village residents. Several families are welfare recipients and experience low socio-economic circumstances. The school has recently been included in the Early Action for Success program. Through this program, the school is provided with an Instructional leader and an additional teacher allocation to deliver tailored interventions in Literacy and Numeracy. This will support our goal of achieving the Premier's Priorities. The program also provides a training allocation for teachers to strengthen personalized learning for K-2 students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 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.

#### LEARNING

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. The school consistently implements a whole-school approach to well-being that has clearly defined behavioral expectations and creates a positive teaching and learning environment.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive within their learning environment.

Students are encouraged to care for self, and contribute to the well-being of others and the wider community.

Curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning processes to support students as they progress through the stages of education. There are systematic strategies, programs and processes to identify and address student learning needs. During 2016 Literacy and Numeracy growth has been measured and analysed every 5 weeks.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Students are showing higher than expected growth on internal school performance measures.

#### TEACHING

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers provide explicit, specific and timely formative feedback to students on how to improve

results.

Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.. Teaching programs in literacy and numeracy during 2016 have been very much data driven. Specific weaknesses are subsequently targeted for greater focus.

Teachers actively share learning from targeted professional development with others. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' capacity for effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance. Greater emphasis on peer learning has taken place during 2016, with local stage group meetings and professional learning within the Young Small Schools Cluster.

## LEADING

The school solicits and addresses feedback on school performance .Leadership development is central to school capacity building. Parents are encouraged to contribute to the development of strategies which we use to implement departmental policy. All families are encouraged to comment on, and contribute suggestions for new initiatives such as changes to the reporting format which took place in 2016. The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Monitoring, evaluation and review processes are embedded and undertaken routinely. Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan. Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to maximize resources available to implement the school plan. Physical learning spaces are used flexibly, and technology is accessible to staff and students. The school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. All staff are encouraged to contribute to the success of the school plan in 2016 through the inclusion of school based goals in their Professional Development Plans.

Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education for our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

To provide a stimulating and innovative learning culture which enhances the opportunity for academic excellence and creativity through the delivery of an exciting, innovative and challenging program of learning for all.

### Purpose

To ensure all students have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations. To achieve the Premier's Priorities which include an eight per cent increase in the proportion of students in the top two National Assessment Program: Literacy and Numeracy (NAPLAN) bands by 2019. The State Priorities also include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019.

### Overall summary of progress

Early Action for Success continued to have a significant impact on our school during 2016. Once again, Children have been closely monitored to ensure levels of progress in both Literacy and Numeracy are satisfactory. Our Instructional Leader has provided additional support and training for our Infants teacher. An added feature has been the mentor teaching aspect of this year's Professional Learning Program. Teachers from other local schools have met for the purpose of professional development and networking.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Commence Continuum mapping using PLAN in both Literacy and Numeracy K–6.	Continuum mapping has continued during 2016 and adjustments to data have been made during weeks 5 and 10 of each term.  EAfS training and teacher employment.	\$16997 Teacher  \$4106 Teaching Resources  \$2000 Professional Learning
Improved student outcomes in the Syllabus areas of History, Science and Technology and Creative Arts through the use of assessment Rubrics..	Resources have been purchased for the improved delivery of the Science and Technology Syllabus. Some allocation has also been spent on History and Geography Resources.	\$650 Science Kits

### Next Steps

Review of Scope and Sequence in History, Geography and Creative and Practical Arts. Also review assessment procedures for these Key Learning Areas. Staff development day allocation to the development of Rubrics associated with Scope and Sequence Syllabus content. This will also form part of forward planning for 2018–2020.

Continuation of involvement in Young Small Schools Reading and Writing Projects which aim at boosting the outcome achievement for those children in the middle group of achievers.



## Strategic Direction 2

A professional learning strategy which will build the capacity of all staff to adapt to change and strive toward best practice through continuous learning.

### Purpose

To provide staff with systematic training through careful goal setting based on Departmental, School and Personal professional needs. To identify needs for change and well researched methodology to enhance the delivery of the Curriculum. To improve forward financial planning, so that a realistic Professional Learning Budget and timeline for training can be established.

### Overall summary of progress

During 2016 staff have adopted a more self directed approach toward professional learning. Professional Development Plans have been developed by all teachers to meet departmental, school and personal needs. Goal setting has allowed us to budget more accurately for training costs. One staff member was able to attend the Future schools Conference in Sydney which was part of our school commitment to the development of an improved Science Technology Engineering and Maths Program (STEM). We have also utilized mentoring from colleagues who use technology to plan, store and implement lessons. Networking with other multistage and inclusive classroom teachers. Visiting teachers who are facilitating successful literacy and numeracy programs in a multistage classroom. Continuing discussion time with my EAfS Coordinator. Online or face to face workshops that address the above. will all be continuing strategies..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The extent to which teachers express confidence and competence in implementing new initiatives within the classroom and the extent to which students demonstrate proficiency in learning outcomes.	Use of Coding and Robotics across all grades has commenced and children are using their skills to problem solve and to explore the world of current technology.	\$1500 \$ 1000 P&C Donation

### Next Steps

To continue using teachers with particular expertise in technology as a source of professional learning. More peer mentoring sessions from our Early action for Success Instructional Leader. School visits to witness STEM in action and to watch best practice in the classroom. To become actively involved in a team teaching approach to literacy within the Young Small School's Network with the intention of boosting reading and writing levels for the middle group of students in our small cohort. Introduction of new equipment as finances permit. New STEM applications such as coding of drones and structural engineering will be introduced during 2017 and beyond.

### Strategic Direction 3

To identify local members of the Aboriginal community and establish links to assist in the development and implementation of school Aboriginal Education Strategies.

### Purpose

To establish a strong and ongoing partnership with the local Aboriginal community.

### Overall summary of progress

This Strategic Direction has now been achieved and it is hoped that we will continue to enjoy good relationships with local Aboriginal groups. This continuing relationship will ensure we have access to participation in local Aboriginal celebrations and events. A School strategies document aligning to Departmental Policy is currently being used and we will continue to review and develop this document as part of our commitment to growth and best practice. Many of the tasks we now need to complete are more administrative and will be achieved prior to the commencement of our next school plan.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching and learning programs show improved evidence of Aboriginal education being embedded into the curriculum, as per the Aboriginal Education and Training Policy and Aboriginal and Torres Strait Islander Education Plan.	Aboriginal and Torres Strait Islander Education strategies have now been drafted, evaluated, edited and published following consultation with Parents and the Aboriginal education Team. This final publication will be sent home to parents in 2017.	

### Next Steps

Further research and recording of all available school based resources needs to be completed. Inclusion of Aboriginal Education in Scope and Sequences has also commenced. This will need additional work prior to the development of our next school plan.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	SLSO employed to work with class teacher to support learning of focus children in both literacy and numeracy.	\$2079
<b>Quality Teaching, Successful Students (QTSS)</b>	Release provided for teachers to work with other teachers on best practice based on current research. Working within school clusters to develop units of work and assessment strategies. Peer observation of lessons.	0.015 FTE Release
<b>Socio-economic background</b>	No fees are charged to purchase resources and all excursions and local performances are heavily subsidized. All decisions requiring financial input from parents are carefully considered. Also used to support employment of SLSO.	\$4734



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	12	14	7
Girls	6	6	11	10

Enrolments continue to fluctuate each year. this trend has been normal for many years with some of the population being more transient residents.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	98.1	92.4	91.4	94.1
1	99.4	91.4	92.6	95.3
2	91	97.8	93	96.4
3	94.7	92.8	88.6	95.7
4	89.9	95.3	92.9	98.6
5	92.1	97.8	93	88.2
6	94.4	90.2	90.1	92.5
All Years	94.7	93.6	91.9	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Improved attendance during 2016 and was actually above State average for the year.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.13
Other Positions	0.1

\*Full Time Equivalent

Aboriginal Employees – Nil.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

1 teacher working toward accreditation in 2017. All staff have completed mandatory professional learning and have attended other optional professional learning based upon goals expressed in their Performance and Development Plans. Professional Development is closely monitored and all records of same are available at the school.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>25 852.83</b>
Global funds	51 646.50
Tied funds	54 861.07
School & community sources	10 631.25
Interest	821.32
Trust receipts	695.50
Canteen	0.00
Total income	144 508.47
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 244.24
Excursions	4 892.78
Extracurricular dissections	4 072.63
Library	276.05
Training & development	789.29
Tied funds	45 416.97
Short term relief	6 592.42
Administration & office	16 632.86
School-operated canteen	0.00
Utilities	8 133.09
Maintenance	4 712.94
Trust accounts	695.50
Capital programs	0.00
Total expenditure	107 458.77
<b>Balance carried forward</b>	<b>37 049.70</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

All students are plotted on the continuum using PLAN data. Current results indicate pleasing progress for all students in both Literacy and Numeracy. Major improvements in growth have been noted in Reading since the introduction of the Early Action for Success Program. Writing will be a focus during 2017 as data indicates some children need additional support in this area.

## NAPLAN

In the National Assessment Program, the results across

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

Unfortunately our cohort is too small to publish the results of 2016 NAPLAN Testing. All results are sent home to parents as they become available. Pleasing progress is being made across a range of the Literacy Aspects. A focus on writing will continue in 2017. Problem solving skills will need further attention in Numeracy during 2017.

## Parent/caregiver, student, teacher satisfaction

Due to the size of our school and the good relationship enjoyed between parents and staff, conversations with parents are a regular occurrence and satisfaction levels are often expressed during these conversations. Parents are encouraged to communicate with both positive and constructive feedback and are often asked for opinions during conversations, at P&C meetings or in more formal ways such as the school newsletter. Overwhelmingly, these opinions are positive. Some dissatisfaction was expressed by the limited opportunities for socialization with a wider range of peers and this will be addressed in 2017 where a number of opportunities for interaction with other schools have been planned.

## Policy requirements

### Aboriginal education

Resource allocations are allocated toward the support of Aboriginal students within our school. Additional support is given to these students through both the learning support teacher and the SLSO who works in conjunction with class teachers. Students are also involved with additional projects such as the Indigenous reading Program. The school has developed a document listing local strategies to support the implementation of Aboriginal and Torres Strait Islander Education.

### Multicultural and anti-racism education

The school principal has been trained as the anti-racism coordinator. Multi-cultural perspectives are embedded into many aspects of the curriculum. As our school is not a multi cultural community, it is important to give children the opportunity to compare and contrast a range of cultures. We celebrate Harmony Day each

year by highlighting other cultures, their people and traditions. Children are encouraged to respect and be accepting of all races, creeds and cultures.