

Green Hill Public School

Annual Report



2016



2071

Introduction

The Annual Report for 2016 is provided to the community of **Green Hill 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.

Paul Byrne

Principal

School contact details

Green Hill Public School

196 River Street

West Kempsey, 2440

www.greenhill-p.schools.nsw.edu.au

greenhill-p.School@det.nsw.edu.au

6562 5591

Message from the Principal

Green Hill Public School used 2016 to redefine our standards, goals and practices and produce a document by which all professional development opportunities, learning programs and classroom teaching would be answerable to. We created a "Window of Certainty". With input from all staff and our community, Green Hill Public School now has defined beliefs and values which underpin our vision for school excellence. To link in with this vision, large scale community events were held and Personalised Learning Plans continued to be developed with inclusion of all stakeholders in line with our Strategic Direction of Strong Communities in the School Plan. All PLPs include goals in attendance, behaviour and educational outcomes and health plans have been developed where necessary. All staff are trained in health programs, Aboriginal perspectives and educational development for all students. The Learning and Support team analyses progress regularly and makes decisions based on school data as to the next step for each student. These include moderation of learning, acquisition of outcomes and progressing against the literacy and numeracy continuums and extension of learning according to individual needs. Our students have all made significant progress this year, particularly in reading. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Paul Byrne Principal – 2016.

School background

School vision statement

We believe education should address the needs of the whole child including cultural, spiritual, cognitive, physical and emotional needs – in a safe, child-centered environment using a variety of open-ended activities to maximize the growth of each individual. Students need to be supported to “develop into confident and creative individuals with the personal resources for future success and well-being.”

School context

Green Hill Public School is a small school on the edge of Kempsey, a large regional town on the mid-north coast of NSW. The school has an enrolment of 23 students with 100% of enrolled students identifying as Aboriginal. The school is in a low socio-economic area and caters for students with a range of challenges and talents, in collaboration with a highly supportive Aboriginal community (Dunghutti). The school places a high priority in implementing the NSW Department of Education Aboriginal Education Policy with respect to local culture, history and educational support, high expectations and community aspirations for its 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, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

LEARNING CULTURE

- * All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- * Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
- * School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).
- * Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.
- * Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

WELLBEING

- * The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
- * The school encourages students to recognise and respect cultural identity and diversity.
- * School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe
- * Students care for self, and contribute to the wellbeing of others and the wider community.

CURRICULUM & LEARNING

- * The school has an effective plan for student transitions in place.
- * Curriculum delivery integrates technology, library and information services.
- * Teachers differentiate curriculum delivery to meet the needs of individual students.

- * There are systematic policies, programs and processes to identify and address student learning needs.

ASSESSMENT & REPORTING

- * The school analyses internal and external assessment data to monitor, track and report on student and school performance.
- * Individual student reports include descriptions of the student's strengths and areas of growth.
- * Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.
- * Parents are updated on the progress of their children.
- * Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

STUDENT PERFORMANCE MEASURES

- * Students are showing expected growth on internal school performance measures.

EFFECTIVE CLASSROOM PRACTICE

- * Teachers regularly review and revise teaching and learning programs.
- * Teachers routinely review previous content and preview the learning planned for students in class.

DATA SKILLS & USE

- * Teachers analyse and use student assessment data to understand the learning needs of students.
- * The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- * Data analysis informs the school's learning goals and monitors progress towards them.
- * School analysis of student performance data is provided to the community on a regular basis.
- * The school leadership team regularly uses data to inform key decisions.

COLLABORATIVE PRACTICE

- * Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.

LEARNING & DEVELOPMENT

- * Teachers participate in professional learning targeted to school priorities and their professional needs.
- * The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.
- * The school has processes in place for teachers' performance and development.
- * Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.
- * Teachers actively share learning from targeted professional development with others.

PROFESSIONAL STANDARDS

- * Teachers understand and implement professional standards and curriculum requirements.
- * Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

- * The school has a culture of supporting teachers to pursue higher-level accreditation.
- * Teachers are committed to their ongoing development as members of the teaching profession.
- * Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

LEADERSHIP

- * Parents and community members have the opportunity to engage in a wide range of school-related activities.
- * The school community is positive about educational provision.
- * The school is committed to the development of leadership skills in staff and students.
- * Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- * The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.
- * Leadership development is central to school capacity building.
- * The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

SCHOOL PLANNING, IMPLEMENTATION & REPORTING

- * Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- * The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- * The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- * Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- * The school acknowledges and celebrates a wide diversity of student, staff and community achievements.
- * There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

SCHOOL RESOURCES

- * School staffing ensures that full curriculum implementation and delivery requirements are met.
- * Systematic annual staff performance and development reviews are conducted.
- * The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
- * School and other facilities are used creatively to meet a broad range of student learning interests and needs.
- * Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.
- * Physical learning spaces are used flexibly, and technology is accessible to staff and students.

MANAGEMENT PRACTICES & PROCESSES

- * Administrative practices effectively support school operations and the teaching and learning activity of the school.
- * Accountability practices are tied to school development and include open reporting to the community.
- * All school staff are supported to develop skills for the successful operation of administrative systems.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to

further improvements in the delivery of education to 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

Raising expectations and enhancing the quality of student learning

Purpose

To improve the performance of all students through a targeted approach across the school.

Overall summary of progress

In 2016, the school leadership team identified a number of improvement measures to focus on throughout the duration of the new School Plan. As an Early Action for Success school, our students and staff have benefited from the expertise of a highly-qualified and motivated Instructional Leader. Her guidance has enabled each of the identified improvement measures to be addressed in relation to identifying student needs, establishing individual learning programs, regularly analysis relevant and specific data and establishing and creating routines and professional learning opportunities for teachers. Restructuring staffing arrangements has had an enormous impact on our ability to meet our targets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Early identification of student needs to develop a specific program in literacy and numeracy that caters to students' individual needs.	<p>Through <i>Early Action for Success</i> and the implementation of best teaching practice, higher levels of student engagement have enabled our students to achieve the following School Plan targets:</p> <p>Reading</p> <ul style="list-style-type: none">* 87% of Kindergarten students at a RR level of 3–8* 66% of Year 1 students at a RR level of 10 or above* 50% of Year 2 students at a RR level of 18 or above <p>Comprehension</p> <ul style="list-style-type: none">* 87% of Kindergarten students moved 1 or more clusters* 100% of Year 1 students moved 1 or more clusters* 100% of Year 2 students moved 1 or more clusters <p>Numeracy (EAS)</p> <ul style="list-style-type: none">* 75% of Kindergarten students moved 1 or more clusters* 66% of Year 1 students moved 1 more clusters* 100% of Year 2 students moved 2 or more clusters	<p>Literacy & Numeracy Programs</p> <p>Funding Support</p> <p>\$453.73</p> <p>2 x SLSOs Employed</p> <p>\$86,347.23</p> <p>Extra Teaching Staff</p> <p>\$24,099.72</p>
Implementation of L3 and TEN across the whole school.	Kindergarten teacher commenced L3 (Kindergarten) training in Term 1 and TEN training in Term 3 this year. Both programs running in Infants class. One teacher commenced L3 Stage 1 training to use for tiered interventions. Students	<p>Casual Salaries</p> <p>\$9,200.00</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementation of L3 and TEN across the whole school.	familiar with the language and structure of each program.	
Collaboration between all stakeholders involved with each student.	PLP meetings set up between teacher, parent and student to discuss learning needs and expectations.	
Whole-school focus on individual learning.	Staff development opportunities to attend professional learning sessions and participate in whole-school vision, including the implementation of individual learning practices.	See Strategic Direction 2 for PL funding.
Routines established for assessment, professional learning,, LaST evaluations, opportunities for interventions and collaborations.	Regular meetings occur where a large degree of collegial discussion, planning and assessment takes place. Data is analysed and guides programming for upcoming lesson sequences. Individual needs are catered for through lesson differentiation. Targeted tiered intervention program established.	Casual Salaries \$22,039.32
Aboriginal education standards addressed.	In line with the Aboriginal Education policy, our school worked towards achieving the Premier's Priorities in relation to educational achievement.	
Evidence based use of tiered intervention/s in literacy and numeracy according to need.	Targeted literacy intervention program established to explicitly teach and assist students with high needs in Stages 1 and 2. Tier 3 interventions and Individual Education Programs will be developed for some students for Literacy and Numeracy.	

Next Steps

Our school will restructure it's staffing for each class to enable further training to take place throughout 2017. This will include:

- * A new teacher will be trained in L3 Stage 1 and TEN.
- * Previously-trained teacher will become a member of the ongoing professional learning group for L3 Stage 1..
- * SLSo will continue with an established mentoring program with trained Reading Recovery teacher to deliver an individual reading program for targeted Year 4 students.
- * Reading Recovery teacher will commence sessions with targeted Year 1 students.
- * RFF teacher to commence STEM classes across the school with a vision to building the technological and problem-solving capabilities in all students
- * Instructional leader will conduct professional learning days and provide opportunities for observations between all teachers. She will also monitor very closely (with Principal collaboration) the progress of teaching practice and student achievement.
- * Targeted literacy intervention program established to explicitly teach and assist students with high needs in Stages 1 and 2.
- * Principal and Instructional Leader will work with teachers to identify learning goals and directions and evaluate the quality of teaching and learning outcomes for staff.
- * Tier 3 interventions and Individual Education Programs will be further developed for some students for Literacy and Numeracy.

Strategic Direction 2

Quality Teaching

Purpose

All teachers committed to identifying the most effective teaching methods to develop each student's achievement. This would include staff commitment to professional development, effective use of data, evidence driven decision making, whole school responsibility for every students learning, collaborative planning and whole school approach.

Overall summary of progress

Throughout 2016 our professional learning in literacy and numeracy was directly aligned to the school plan and the quality of teaching and learning outcomes were evaluated accordingly. We implemented whole school processes which enabled all staff to regularly assess and identify student achievement and progress which then informed student directions. This was done through Best Start, PLAN, PLPs, Literacy and Numeracy continuums tracking and NAPLAN assessment. Student achievement was then publicly recognised via the school's website and social media accounts as well as school assemblies and local media services. As a document which over-arches everything we do, the Green Hill Public School "Window of Certainty" was established. Our entire school community had the opportunity to contribute and provide feedback on our outcomes, beliefs and vision.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Development of valid, appropriate assessment.	In consultation with Instructional Leader through Early Action for Success initiative, assessment processes have been streamlined and school-wide.	
Maintaining and being informed by Best Start and PLAN data.	Regular analysis and whole-staff discussion about Best Start and PLAN data has enabled greater and more meaningful collegial discussions in relation to student achievement and movement as well as planning and programming. This has created dynamic and fruitful lessons which increase student engagement. As an Early Action for Success school, the teachers enter PLAN data every five weeks throughout the school year.	Quality Teaching – TPL Course Fees \$1,922.94
Individual plans in place with explicit needs of all students identified and kept up to date.	Targeted intervention programs implemented for students in Years 2, 3 and 4 with regular discussions taking place at Learning Support team meetings around progress and further identification.	
Systems in place to provide feedback for teaching practice for all staff.	Mentoring sessions established between supervisor and teaching staff. TTFM survey provided students and community feedback.	
Achievement of high order teaching practice including consistency of teacher judgement, understanding of Aboriginal learning,	The culture of excitement for learning has come about with a change in teacher expectations for student success which is directly related to the professional learning each staff member has undergone, which includes: * L3 training and workshops * Targeted Early Numeracy (TEN) training * PD in School Excellence Framework * School Wellbeing Framework * LaST training and development	Art of Leadership \$3,000.00 Casual Salaries \$403.14 Casual Salaries – SASS \$624.96 Travel & Accommodation \$2,831.93

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Achievement of high order teaching practice including consistency of teacher judgement, understanding of Aboriginal learning,	<ul style="list-style-type: none"> * MPS Computers, STEM and ICT learning days * ongoing training, planning and development with Instructional Leader 	Miscellaneous \$295.49
Community input and specialist interventions in place for identified students.	<ul style="list-style-type: none"> * Tiered intervention program established for targeted students * Speech therapy sessions with Angela Stringer (Durri ACMS) * Assessments with local audiologist and classroom program adjustments made. 	As above
A culture of excitement for learning throughout the whole school learning community and the wider community.	<ul style="list-style-type: none"> * regular community celebration days * purchase of technology for in-class purposes * ongoing professional learning in Literacy & Numeracy * collegial observations and feedback conferences 	Minor Expenses \$1,297.93

Next Steps

We will continue up-skilling our staff during 2017 with involvement in a number of professional learning opportunities which will foster quality teaching and enhance student learning outcomes. These will include:

- * Infinity Learning Maps – 6-day program for the Principal and leadership team to assist students in "learning how to learn". Develop a whole-school approach consistent with current DoE guidelines, syllabus outcomes and encompass the School Excellence Framework and the School Wellbeing Framework.
- * Ongoing involvement in the Computer and ICT professional learning days to enhance quality teaching by using futures learning tools and techniques, particularly in circuitry and robotics.
- * Teaching staff directly linking their Professional Development Plan goals with the school's vision and School Plan goals. This will have a significant impact on collegial lesson observations and feedback sessions
- * Previously-trained teacher will commence L3 (Stage 1) training and become a member of the ongoing professional learning group.
- * Teachers working collaboratively with the Instructional Leader to develop high quality teaching and learning programs as a result of continual data reflection and analysis.

Strategic Direction 3

Strong Communities

Purpose

Organisational improvement through a collaborative, three tiered approach to decision making that is accountable, transparent and reflects local, and systematic priorities

Overall summary of progress

Our focus for Strategic Direction 3 was to build on the strong foundation we formed in 2015 in creating links within our school, local and educational community to enhance relationships with families, community members, elders and local organisations. This in turn created greater opportunities for our students to participate in additional learning experiences and involve a large number of people who have a variety of skills they can offer our small school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Deficits in ability to access equity in learning identified and addressed.	Extra support timetabled into both classes. Aboriginal SLSO employed to assist with intensive reading program. AEO working in consultation with class teacher and families to support additional learning needs of students.	Aboriginal Language \$5,601.88 Celebrations \$1,297.93 Aboriginal SLSO Salary \$45,600.00 School Banners \$968.18
Aboriginal and health services and health specialists working with school and family to address student needs.	* Weekly speech therapy sessions * In-school visits and assessments from dental teams * In-school visits and assessments from hearing specialists * Partnership with local optometrist established * Link with children's counselling/therapy group	
Plans in place specific to the needs of individual students.	* PLPs created, discussed, reviewed and modified throughout the year. * ILPs created for students with particular needs. This is done via Learning Support team meetings.	
Staff maintain professional learning to inform their practice when teaching special needs students and issues specific to the learning of Aboriginal students.	* Two staff participated in the Macleay Valley AECG Connecting to Country 3-day program. * LaST network training days each term. * All teaching staff participated in the 8 Ways of Aboriginal Learning program. Implement culturally appropriate programming across the school.	Connecting to Country Program Costs \$2,700.00 8 Ways of Aboriginal Learning \$1,930.00

Next Steps

During 2017, Green Hill Public School will build upon the successes of 2016 by continuing to participate in community events and programs and support local organisations and community members who can make positive contributions towards the learning and development of our students. These will include:

- * Actively supporting our community group's fundraising efforts and activities
- * Consolidating our pre-school Reading Program with both local pre-schools
- * Establishing a school music program under the guidance of a local community member to develop culturally-appropriate skills in the didgeridoo and guitar
- * Working closely with a local aged care facility to ensure students and elders have significant opportunities to discuss and pass down traditional stories and customs. This will be done via regular participation in community activities and events, as well as a fortnightly reading program.
- * Continuing to be an active member and move into a leadership role within the Macleay Public Schools community
- * Key partnerships maintained and further-developed with community organisations including Macleay Valley AECG, Dunghutti Elders Association, Durri Aboriginal Medical Services, Burrun Dalai Children's Services, MALPA, Kempsey PCYC, Kempsey Healing Committee and the Red Cross.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>With 100% of our school's 2015 enrolment identifying as ATSI, both funding sources (Socio-Economic Background) were combined to address the learning needs of our students.</p> <p>Personalised Learning Plans developed for every Aboriginal student. Meeting took place between parents, teachers and AEO/AEW.</p> <p>Aboriginal students supported in Literacy and Numeracy through L3 and TEN.</p> <p>Whole-school Healthy Living program implemented via gardening program and PDHPE sessions.</p>	<p>Aboriginal School Learning Support Officer (SLSO) employed 5 days a week.</p> <p>Students Learning Support Officer employed 5 days a week.</p> <p>Extra half-day for School Administrative Manager per week.</p> <p>\$453.73 (SLSO Employed – Funding Support)</p> <p>\$86,347.23 (SASS Salaries)</p> <p>Staff TPL – Aboriginal Specific</p> <p>Connecting to Country – \$2,700.00</p> <p>8 Ways of Aboriginal Learning – \$1,930.00</p>
Low level adjustment for disability	<p>Adjustments made to support the learning needs of all students. Parents were part of the consultation process and assisted in developing risk assessments and behaviour plans.</p> <p>Structured outside activities were implemented to reduce the number of playground incidents.</p> <p>The Learning and Support team met weekly to discuss and monitor student progress and wellbeing.</p> <p>The LaST was able to liaise with outside agencies to assist students' learning and health needs. These included speech therapists, optometrists, dental workers, hearing specialists and dieticians.</p>	<p>Extra teaching days provided for LaST support throughout the week.</p> <p>\$24,099.72 (Extra teaching staff)</p>
Norta Norta	<p>In class reading support for targeted Year 4 Aboriginal students.</p> <p>Four students received additional support with improvements of 10–12 Reading Recovery levels recorded for all participants.</p>	<p>Aboriginal SLSO employed as Reading Tutor</p> <p>\$7,340.55</p>
Early Action for Success	<p>An Instructional Leader was employed at Green Hill PS, Willawarrin PS and Bellbrook PS.</p> <p>The Instructional Leader worked shoulder-to-shoulder with K–2 teaching staff to develop best practice and explicit teaching in each classroom. Literacy and Numeracy PLAN data was entered every five weeks and this informed future planning in the teaching and learning cycle.</p>	<p>In line with Strategic Directions 1 and 2, EAfS staffing allocation used to enable Principal, Instructional Leader and classroom teachers time for mentoring, coaching, planning and reflection conferencing</p> <p>Casual Salaries \$9,200.00</p>

<p>Early Action for Success</p>	<p>The Instructional Leader trained Kindergarten teachers in Language, Learning and Literacy (L3) and teachers submitted reading level, written vocabulary and hearing and recording sounds data every 5 weeks. This data showed steady student growth</p> <p>.K–2 teachers were also trained in Targeting Early Numeracy (TEN). This ensured the implementation of a balanced numeracy session and explicit instruction for all levels of numeracy learning. As a result, 75% of K–2 students achieved the age appropriate milestones for Early Arithmetical Strategies on the Numeracy Continuum.</p>	<p>Minor Expenses \$1,297.93</p>
--	---	----------------------------------

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	17	11	13
Girls	15	13	10	10

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.1	90.5	90.1	90.2
1	81.8	85.9	85.3	95.5
2	88.4	92.9	91.7	90.3
3	85.6	95.1	92.3	89.9
4	90.9	82.7	95.2	91.9
All Years	86.5	89.3	91.5	91.4
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
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	1.9
Other Positions	0.11

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their

workforce. Green Hill Public School has a full-time Aboriginal Education Officer (AEO) as well as full-time Aboriginal Student Learning Support Officer (SLSO). We also employ an Aboriginal SLSO on a day-to-day casual basis when required.

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	

Professional learning and teacher accreditation

One teacher was working towards maintaining a Proficient accreditation in 2016. Our school has focused on up-skilling all members of staff and therefore professional learning took place for the Principal and Classroom Teachers as well as the Learning and Support Teacher, Aboriginal Education Officer, two Student Learning Support Officers and the School Administrative Manager. Learning opportunities included L3 and TEN training, Business Intelligence Training, Art of Leadership, SASS Conference, LMBR, Aboriginal Language, 8 Ways of Aboriginal Learning, Connecting to Country, STEM and ICT learning days.

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.

Income	\$
Balance brought forward	51 402.46
Global funds	73 636.42
Tied funds	129 388.26
School & community sources	9 956.24
Interest	1 388.10
Trust receipts	121.00
Canteen	0.00
Total income	265 892.48
Expenditure	
Teaching & learning	
Key learning areas	10 558.57
Excursions	3 658.27
Extracurricular dissections	6 931.79
Library	1 619.81
Training & development	9 078.46
Tied funds	127 370.48
Short term relief	10 472.05
Administration & office	28 795.83
School-operated canteen	0.00
Utilities	12 139.56
Maintenance	3 984.38
Trust accounts	121.00
Capital programs	0.00
Total expenditure	214 730.20
Balance carried forward	51 162.28

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

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name

in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Surveys were taken and interviews conducted with members of the whole school community, including:

- * Members of staff
- * Students
- * Parents and community members.

The parents indicated in surveys that the school is aware of the cultural influences which impact on the community. They agreed that community values and beliefs which contribute to learning are identified, promoted and celebrated. They agreed that the school knows the families and community well and that the school leaders have a positive influence on school culture.

Parents were very happy with the positive feedback in the form of praise or rewards that students receive, and that the students were the main focus of the school.

Parents strongly agreed that the school caters for the learning needs of all students.

Staff felt that the school respects and celebrates achievement in positive ways and that the school supports a sense of ownership. The school encourages the students to do their best. The school is continually finding ways to improve the things it does.

Students agreed that lovely behaviour or progress in their work had a positive response from the school. They felt that they could comfortably ask for help from staff and they were always encouraged to achieve in their learning.

Policy requirements

Aboriginal education

Aboriginal education is embedded in all our studies at Green Hill Public School. Cultural awareness and Aboriginal perspectives are part of every lesson.

All Aboriginal celebrations are honoured. A valid history of the local Aboriginal settlements is provided through the community in the form of stories, input into programs, sharing resources, Dunghutti language and

explicit teaching programs.

Dunghutti language is an integral part of the school culture. Teachers greet the students in language and support the tutor by maintaining language in many situations throughout the week. Displays are labelled in both English and Dunghutti language.

Our students are taught Aboriginal history as part of all history units.

Our core business is enhancing Aboriginal student's learning to bring them in line with mainstream outcomes appropriate to each individual's potential and to teach the rich local history of the Dunghutti nation.

Multicultural and anti-racism education

Australia is becoming more and more globalised in our approach to financial, cultural, technical, digital and a myriad of other applications and we believe it is important for students have pride in their own culture but also seeing it as an important part of global citizenship.

In order to do this we studied Egypt in 2016, cooking food from different regions, dressing up for Harmony Day in varied apparel, comparing histories, language and cultural celebrations.

Each year we will study a different culture and find links and contrasts to Aboriginal culture. We believe contrasts make us special and links make us feel inclusive.