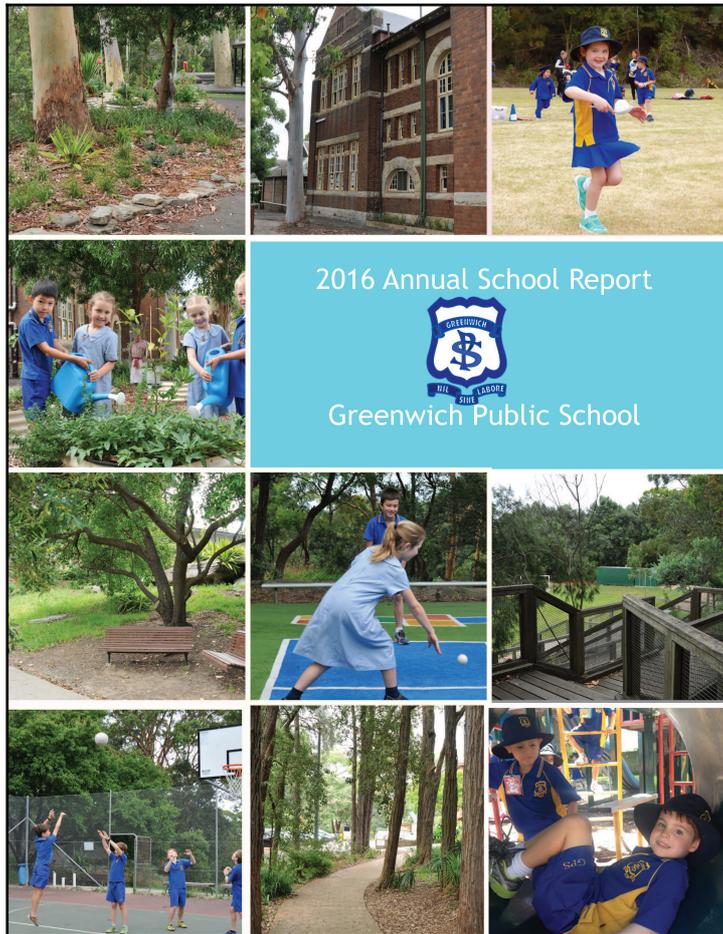


Greenwich Public School Annual Report



2016



2076

Introduction

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

The 2016 Annual School Report is a celebration of the successes, achievements and programs of students, staff and our parent community throughout the school year. Our academic results are excellent and are a result of the ongoing strategies being employed by the school to create high quality learning experiences and environment for all.

School contact details

Greenwich Public School

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Greenwich, 2065

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9436 3217

Message from the Principal

The students at Greenwich Public School enjoy a wide range of activities in the areas of traditional Key Learning Areas, Creative and Practical Arts, STEAM education and sporting opportunities. These occur because a strong partnership exists with the school community. I would like to thank the School Council, P&C, parent committees, volunteers and parent/carers for all your assistance to help us deliver wonderful opportunities for all students.

Our dedicated and talented teaching team have delivered once again outstanding learning opportunities for all students. Students are encouraged and nurtured to achieve their personal best through programs that are designed to develop the whole child. Our supporting staff, administration, school learning support officers and our general assistants all ensure that our school runs smoothly and looks beautiful.

It is a privilege and an honour to be the principal of Greenwich Public School.

Vicki McKenzie

Principal

Message from the school community

GREENWICH PUBLIC SCHOOL

PARENTS AND CITIZENS' ASSOCIATION INC

President's Report 2016

To the staff, parents, students and friends of Greenwich Public School,

Once again, the P&C would like to thank the Greenwich Public School staff for their contributions to our children's education. We would also like to especially thank our Principal Vicki McKenzie, who joined us early in 2016. Vicki in her short time has already added value to the school and quickly won the support of staff, parents and most importantly the students.

This year the P&C partnered with the school on many significant programs and projects. Our contributions are only possible due to the generosity of the school community—parents and carers, community groups, local sponsors and the Greenwich Public School staff. This year our revenue again exceeded expectations, with a greater number of families than ever making an Annual Resource Fee, outstanding fundraising returns and larger than expected Uniform Shop proceeds. As a result, the P&C was able to continue (and, in some cases, increase) its support in several key areas:

- Literacy Support & Teacher's Aides – Funding the hire of qualified STLA teachers and classroom aides who provide individual/small group support to those in need which directly lowers student to teacher ratios
- Classroom Materials – Providing current, relevant and engaging materials for all students,
- Technology – Equipping classrooms with modern technology so students are exposed to and learning in a progressive environment, and
- Grounds support – Contributing to the wages of the school's horticulturalist to ensure the school's grounds are preserved and maintained and the purchase of plants for the new Heritage Pathway

The P&C is progressing the Kingslangley site Playground Project which unfortunately has experienced long delays due to the Department of Education changing its policies.

Of course, we could not do our work without the efforts of our volunteer Committee and active members. In particular, there are several long-standing members whose experience, reliability and good nature form a much needed core to our Committee. A big thank you to all P&C office bearers; **Nola Pittorino, Leesa Feilen, Annie Simpson, Kylie Dark, Penny Williams, Gus Munro, Julie Morgan, Eloise Tucci, Anne Woodbridge, Craig Stafford, Sandra Murray, Jenny Polich, Collette Carroll, Edy Sirca** and **Hannah Walters** for continuing to work hard year after year. The P&C is able to have an extremely positive impact on our children's time at the school due to the very generous donation of time from these parents.

New members are of course always welcome and there is always an opportunity to get involved whatever your particular interests, skills or talents to benefit the children of Greenwich Public School!

Adam Pegg and Dave Cummins

Annual Report of the School Council 2016

The School Council continues to provide a forum for members of the community to participate in the planning and direction of the school. The School Council met on eight occasions during the year with a quorum reached at each meeting.

The council was comprised of the following members for 2016:

Vicki McKenzie	Rebecca Sainsbury
Anna Parrella	Amelia Rutherford
Johanna Smith	Penny Williams
James Hall	Sue Procopio
Jo Cooke	

The School Council in 2016 has taken a supportive role focusing on governance and procedure. During the course of the year we have worked with the executive staff on overall school numbers, staffing changes, budgets, traffic issues and other works being done at the school, parent information nights, safety, NAPLAN, technology in our school and supporting efforts to preserve and improve School resources and facilities.

The School Council would also like to recognise the contribution of all volunteers and staff, the people that put in their time, skills and resources, making this a better school and community for our children and future students.

James Hall

School Council President

greenwichpublicschoolcouncil@gmail.com

Bands

In 2016, our Training and Performing Bands were ably led by Mr David Braybook, who replaced our previous band conductor Ms Tracey Foster at the beginning of the year. David brought great enthusiasm to rehearsals with our largest ever Bands and was ably assisted by Mr Panayioti Karamanos. Our School Band captain, Amelia Street from year 6, was appointed and throughout the year prepared items for the school newsletter and keep the school abreast of band developments via announcements and reports in school assemblies.

Both bands settled quickly into their routines, with the Training Band rehearsing for an hour on Monday mornings and the Performing Band for an hour on Tuesdays. The Bands were given a number of opportunities to practice their performance skills in front of their peers in school assemblies and at the end of Term 1 the Performing Band played during the recognition assembly.

All band members were invited to attend a half day Band Intensive held at the school in May. This year's theme was At the Movies, and everyone got into the movie spirit with some outstanding costumes, played some great movie theme-music, and competed in a movie music trivia challenge. A number of expert tutors were involved in coaching each section of the band to help improve their skills, and parents were treated to a performance at the end of the day.

Both the Training and Performing Bands represented the school at the University of NSW Band Festival in September with the both bands yet again proudly taking home silver awards.

A "Band Showcase Evening" was also held for parents and friends in Term 3 to show how much the bands had progressed over the year.

Auditions for the 2017 Training Band were carried out in Term 4. Due to a very successful recruitment campaign, the band programme remains popular with 2017 Training Band numbers staying at around 30. In addition most of the 2016 Training Band continued on into the 2017 Performing Band, resulting in the 2017 Performing Band remaining at over 30 members.

Both Bands participated in the end of year Performing Arts Concert on 5 December, and the same week the Performing Band joined in a combined performance of the theme from James Bond with the guitar and recorder groups at the end of year Presentation Day assembly.

The Band Committee farewelled two of its longstanding members, Fiona McKay and Jenny Polich, at the end of 2016, as well as Band Assistant Panayioti who will be focusing on completing his university studies in 2017. We look forward to another successful year in 2017 with our new Band Assistant Andrew Jeffries.

Band Committee

School background

School vision statement

To provide dynamic learning experiences which ensure all students become successful citizens of the future.

Our dynamic learning experiences will be focussed on 21st century fluencies and provide opportunities for students to develop creativity, critical thinking, teamwork and literacy and numeracy skills. We will maximise learning in our school with the aim being for students to 'achieve at least a year's worth of learning from every year's teaching'. (School Excellence Framework 2015).

We will inspire all students to be lifelong learners with a thirst for knowledge. They will be risk-takers and resilient learners who are self-directed and reflective. They will find joy in their learning and feel empowered to achieve. Students will see challenges as opportunities and strive to reach their full potential academically, creatively, physically and socially.

Teachers, leaders and parents will all take responsibility to nurture, guide, inspire and challenge students to build their skills so they can become successful citizens of the future. Our students will be adaptable, technological, ethical and empathetic global citizens equipped to make valuable contributions in the future.

Student learning is underpinned by high quality teaching and leadership (School Excellence Framework 2015). As such, we are committed to the pursuit of professional growth so that we can continue to provide high quality educational opportunities for each and every child.

Respect, Responsibility and Success are our values which are embedded in all student well-being initiatives.

School context

Greenwich PS is located in a bushland setting in Sydney's lower north shore. It was established in 1876 and consists of two campuses situated 1.5km apart. Our Kindergarten and Year 1 campus includes a heritage building, a 'before and after school care' centre (GOOSH) and an attractive playground with engaging play equipment. Our Years 2-6 campus offers a school oval, a tennis court, cricket nets, a science room, a bush learning environment and a modern school hall.

Quality, innovative and enthusiastic teachers provide challenging learning programs for all students with a strong focus on literacy and numeracy. Our 2016 enrolment is 492 students, drawn from a high socio-economic population base.

With positive partnerships between staff, students, parents and the community, our school is well regarded in the local area. High levels of community participation and strong local business links allow us to provide an enviable level of support for our students. Our parent community is well educated, supportive and values quality, inclusive education practices. High expectations of staff and parents underpin planning.

21st century information technology includes interactive whiteboards in all classrooms, two computer hubs, classroom computers and access to wireless mobile technology, including iPads and netbooks.

Mandarin is studied from Kinder to Year 6. Student Well-being programs emphasise the values of Respect, Responsibility and Success. The research based PBEL (Positive Behaviour Engaging Learning) program is being successfully implemented. K- 6 students interact through the Peer Support- Buddy Group program.

Extra-curricular activities include bands, choirs, strings, recorder, guitar, dance, sport, chess and gardening groups.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

The progress achieved across the domains of Learning, Teaching, and Leading has enabled staff to be active in their collaborative practice resulting in improved collegial participation. Our staff have improved their knowledge to provide enhanced personalised learning experiences allowing students to develop their critical and creative skills. Greenwich Public school staff are developing their partnerships with the local and global communities ensuring our students become respectful, responsible and successful learners.

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 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

Connecting quality learning for all students in a challenging, engaging and inclusive curriculum

Purpose

To ensure students at Greenwich PS are confident, reflective, compassionate and resilient life-long learners and global citizens.

We will enhance personalised learning experiences that allow students to develop their ability to think critically, creatively and ethically to achieve high levels of success.

Our students will be nurtured to become literate, numerate, collaborative and effective users of technology, whilst being socially, environmentally and culturally aware.

Overall summary of progress

High parent engagement was achieved through a number of parent forums and opportunities for parents/carers to engage in their child's learning. Events such as Father's Day Breakfast, Open Days, Educational evenings and forums, fund-raising Morning Teas and assemblies enhanced community partnerships. A wide range of extra-curricular programs make significant contributions to community relationships.

Our participation in the Lane Cove River Alliance was increased and led to a joint Staff Development Day on Gifted and Talented Strategies. This promoted interschool sharing of expertise and professional learning opportunities.

Networks have been set up and attended by staff for Gifted and Talented education and school administrative matters.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
25% increase in students performing in the top two bands in Year 5 Writing	All classes demonstrate ability-based grouping across literacy and mathematics. Teachers use the continuum markers to guide groupings and content.	Professional Learning \$6730
80% of Year 5 students achieve at or above expected growth in Writing	Teachers observe a movement forward of students through Literacy and Numeracy Continuum clusters over the year.	Staffing \$11764.12
100% of students demonstrate progress through school based assessments and the Literacy and Numeracy continuums	Student awareness of success criteria was increased in all classrooms.	Resources \$836.36
50% reduction in 'Minors'—reported behaviour incidents		PBEL \$ 2277.12
PBEL interventions strategies will be successfully implemented for all targeted students		

Next Steps

2017 will see all programs continue with an emphasis on literacy, numeracy and STEAM education. Focus will be on the development of understanding of the continuums and the profiling of students.

STEAM education will continue to be expanded upon through professional development opportunities.

A new emphasis in 2017 will be on using a range of digital technologies within project-based learning tasks.

Continued collaboration within the schools associated with the Lane Cove River Alliance.

Effective feedback and reflection on learning will continue to be focusses (visual Thinking Routines developed and implemented).

Continued improvement in the strategic management of communication to all stakeholders including website, newsletter, staff bulletin and the school app will be seen.

Class blogs will be trialled in a number of classrooms in 2017.

Continue to implement the Seven Steps to Writing Success in classes to improve results in writing K-6.

Expand staff capabilities to use the original and new SENA assessments (K-6) and develop a school wide system for administering this.

Staff to engage in further professional development in assessing and programming in literacy and numeracy.



Strategic Direction 2

Excellence in teaching, leadership and management through collaborative practices

Purpose

To enable staff to be active, fearless and collaborative learning facilitators through improved collegial practices.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability to inspire learning.

Our staff will learn from each other, provide feedback on performance and follow accreditation procedures, leading to increased development of staff and leadership capability, management practices and succession planning.

Overall summary of progress

2016 teachers continue to write their Performance and Development Plans (PDPs). Teachers set goals with their supervisors. This has resulted in them taking risks to further their teaching practice and developing their skills set. Opportunities have been provided for teachers to assume leading roles and in some cases mentoring each other. Progress has been made in the area of teaching, leadership and management.

Extensive and targeted professional learning has taken place in the area of writing with the help of a professional. This has resulted in an intensive concentration on literacy as well as continued effort in the further development of numeracy.

Professional learning in differentiation and the catering of individual learning needs has provided a broaden perspective to the teachers pedagogical skills.

LMBR was fully implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of staff members have Performance and Development Plans identifying goals and review processes for further improvement</p> <p>An increased number of teachers are accredited by the Board of Studies and Teacher Education Standards (BOSTES) at proficient and highly accomplished level</p> <p>100% of teaching and learning programs evidence collaborative planning and differentiated learning</p> <p>Successful implementation of LMBR (Learning, Management and Business Reform), management practices and whole school systems to strengthen our school community</p>	<p>All members of staff successfully completed a Performance and Development Plan (PDP) to assist in their professional development.</p> <p>Teachers worked collaboratively to confidently program, deliver and assess new Geography and History units of work.</p>	<p>Salaries to support strategy \$20836.24</p> <p>Resources \$803.09</p> <p>LMBR Resources \$10020</p>

Next Steps

Teachers will continue to collaboratively plan for each unit of learning. Members of staff will continue to learn from each other through involvement in class observations, performance feedback and professional development sessions.

Identified staff involved in opportunities to extend their leadership and management skills. Steps taken to upskill and mentor beginning teachers in 2017 to improve teacher quality.

Effective feedback opportunities in 2017 will be flexible and linked with continuum differentiation and plotting (e.g. classroom walkthroughs, team teaching).

Stage planning days will continue with programs making explicit reference to the Quality Teaching focus and continuum clusters.

Teachers will reflect on student work samples in consistent teacher judgement sessions.



Strategic Direction 3

Developing authentic, sustainable local and global partnerships

Purpose

To build authentic partnerships with local and global communities to achieve the school's vision and values so that all stakeholders become respectful, responsible and successful learners.

Our sustained partnerships will ensure the development of a positive learning culture with students becoming successful global citizens of the future.

Overall summary of progress

Student and staff knowledge increased through the Mandarin program however Chinese sister school program is to be yet established.

Parent and community engagement has increased across KLAs through the provision of opportunities to engage in the children's learning. Partnerships through our local 'Community of Schools' has provided excellent professional learning opportunities for staff. Greenwich Public School had two teachers deliver professional learning workshops on Gifted and Talented strategies for students at the Staff Development Day for the Lane Cove River Alliance schools. This alliance has provided enhanced opportunities for teachers to share teaching expertise across primary and secondary settings.

Teachers attended network meetings for Gifted and Talented education, Sport, Creative and Practical Arts, Library and School Administrative Matters.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent and community engagement and improved understanding of student learning at Greenwich PS Relationships are established and maintained with a Chinese sister school and indigenous school or community to build intercultural understanding An increased number of staff (50%) involved in 'communities of practice' within and across networks	Staff knowledge of Mandarin language and culture increased. Increased parent and community engagement across some KLAs.	Professional Learning Mandarin \$695 Resources Multicultural Day \$2645

Next Steps

In 2017 relations with a Chinese sister school and an Indigenous school hope to be realised.

Staff members to continue building networks across the Lane Cove River Alliance and to reach out to other schools and establish connections.

School newsletter to include more information about class programs and learning.

A visit from a famous author to encourage students to continue their learning journey started by 7 Steps to Writing Success.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	An 'English as an Additional Language or Dialect' (EAL/D) teacher was employed one day per week to support students with their English language proficiency. Additional time was provided to conduct assessing and reporting tasks and provide in-class support. Students from non-English speaking backgrounds continue to perform well in NAPLAN and school assessments.	\$1802
Low level adjustment for disability	Teachers have been given release time to design adjustments for identified students requiring additional support in the classroom. Student Learning Support Officers (SLSOs) have been utilised to provide assistance to students in classrooms and to implement individual programs for targeted students. Growth for students receiving support has been impressive.	\$18,182
Quality Teaching, Successful Students (QTSS)	Support was provided from executive staff to mentor, coach and observe early career teachers as they work towards Accreditation at Proficient Teacher level.	\$22,286

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	220	222	229	232
Girls	268	262	267	263

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.8	96.3	96.5
1	96.6	96.8	96.8	96.3
2	97.2	96.6	95.1	96.8
3	96.5	97.6	95.1	96
4	96.6	96.3	96.1	95.9
5	98.2	97.8	95	96.4
6	97.5	97.1	95.9	95.9
All Years	96.9	96.9	95.8	96.3
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

concerns, including persistent lateness, are reported to the Learning Support Team and referred to the DoE's Home School Liaison Officer, if required, for further support or action under DoE Policy and legal requirements.

Class sizes

Class	Total
KKJ	21
KJB	21
K/1JS	23
KMR	22
1AK	24
1OF	23
1KB	23
2MS	25
2/3NP	22
2SH	20
2SF	22
3TO	28
3NH	27
3/4AR	27
4RR	29
4AP	29
5JB	29
5CR	28
6LV	29
6CB	29

Management of non-attendance

Attendance rates are consistent with state levels. Teacher and executive staff carefully monitor attendance. Non-attendance may be reported by parents/carers via a written note, email or phone call. Teachers follow up with parents where no explanation of absence is given within a couple of days. For long term absences of more than 10 school days, parents/carers must apply for leave as per Department of Education (DoE) policy guidelines. All absence documentation is kept on file. Any attendance

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.64
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	0.6
School Administration & Support Staff	4.36
Other Positions	0.18

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. There are currently no teachers of Indigenous background in the workforce of Greenwich Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

Professional learning and teacher accreditation

Professional Learning and Teacher Accreditation

All staff members actively participate and engage in a variety of professional learning activities which are aligned to the school plan. Mandatory training has been undertaken meeting all requirements of the DoE. Teachers and support staff attend weekly professional learning sessions which run for one hour.

Funds have been allocated from both DoE professional learning funds as well as school funds in order to deliver quality professional learning. The total spend on professional learning for 2016 was \$25,740 which equates to on average \$1030 per teacher.

All staff participated in Staff Development Days (SDD) where the following topics were explored: Child

Protection, Asthma, Anaphylaxis and CPR training, Performance and Development Framework, School Plan, Code of Conduct, Utilising the Literacy and Numeracy Continuums, GPS Writing Project, Improving Student Writing through Seven Steps to Writing, PBEL and team building activities.

During the year other professional learning sessions took place namely: Maths workshops and demonstration sessions, preparing for accreditation, Disability Discrimination Act (DDA) and Disability Standards of Education (DSE), Wellbeing Framework, MAPA training, Supporting Students with Anxiety, Work Health and Safety workshops and Learning and Support and catering for individual needs. Greenwich Public school also participated in the Lane Cove Alliance Gifted and Talented SDD for both High Schools and Primary Schools. Staff also facilitated as presenters of workshops on this day.

The principal attended network meetings, briefings, conferences and forums designed to keep abreast of current policies, practices and research in education.

At Greenwich Public School 1 teacher is working towards achieving Accreditation at Proficient Teacher level, 4 achieved their accreditation at Proficient Teacher in 2016. 16 are maintaining their accreditation, which means they are completing 100 hours of professional development over 5 years.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	226 443.56
Global funds	340 749.84
Tied funds	167 190.34
School & community sources	400 865.74
Interest	5 791.52
Trust receipts	62 446.30
Canteen	0.00
Total income	1 203 487.30
Expenditure	
Teaching & learning	
Key learning areas	169 722.17
Excursions	33 459.47
Extracurricular dissections	107 299.81
Library	7 247.04
Training & development	49 920.37
Tied funds	119 936.41
Short term relief	46 291.85
Administration & office	95 376.92
School-operated canteen	0.00
Utilities	43 904.14
Maintenance	37 276.05
Trust accounts	67 121.14
Capital programs	18 093.04
Total expenditure	795 648.41
Balance carried forward	407 838.89

The information provided in the financial summary includes reporting from 5 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	766 415.97
(2a) Appropriation	435 009.82
(2b) Sale of Goods and Services	6 722.96
(2c) Grants and Contributions	323 489.52
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 193.67
Expenses	-355 234.81
Recurrent Expenses	-355 234.81
(3a) Employee Related	-197 951.38
(3b) Operating Expenses	-157 283.43
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	411 181.16
Balance Carried Forward	411 181.16

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

These amounts of money include a contribution from GOOSH towards a program. The school plan has committed to spend on programs which include the community building of a playground, new notebooks for the library on the 2-6 campus and a full set for senior classes, 3 smart boards for classrooms, refurbishment of the office and the payment of a Support Teacher Learning Assistance full time.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 122 584.69
Base Per Capita	26 954.31
Base Location	0.00
Other Base	3 095 630.38
Equity Total	85 740.71
Equity Aboriginal	1 802.23
Equity Socio economic	2 661.80
Equity Language	22 286.33
Equity Disability	58 990.35
Targeted Total	83 050.87
Other Total	106 480.69
Grand Total	3 397 856.97

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.

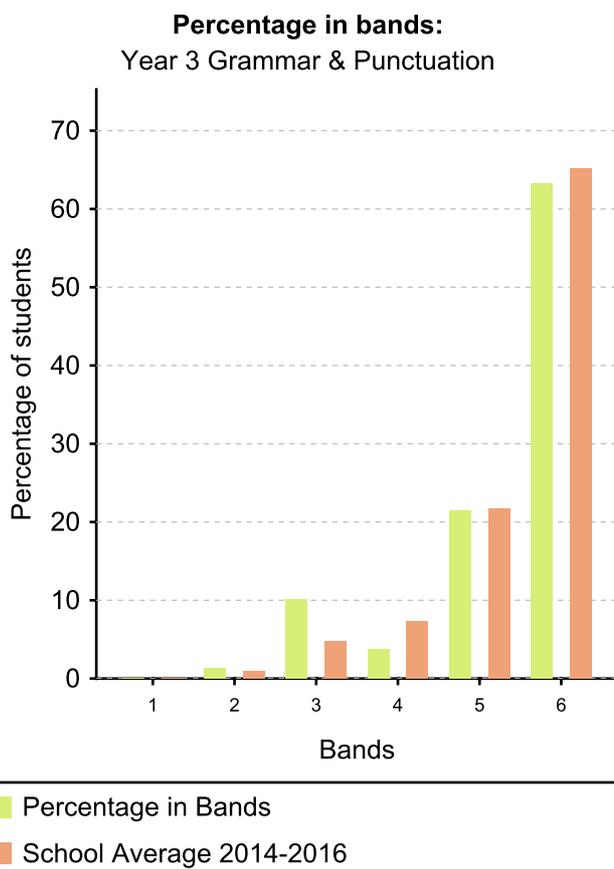
School performance

NAPLAN

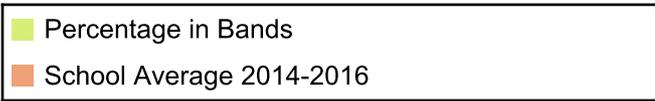
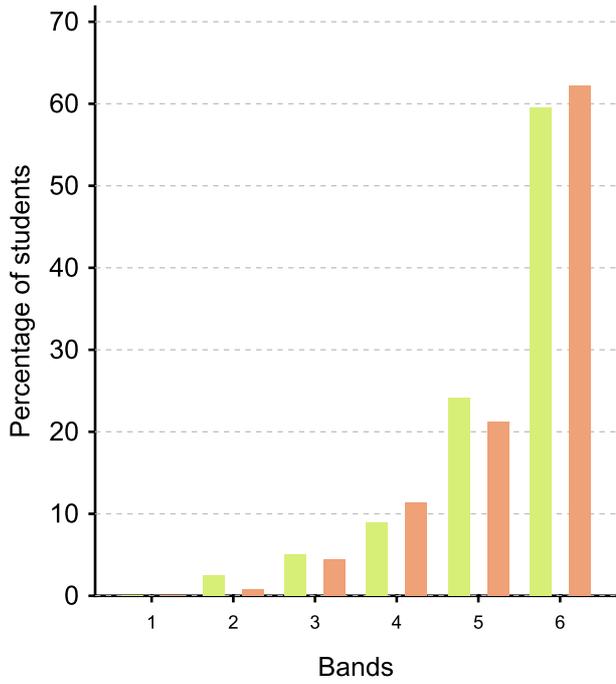
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Highlights

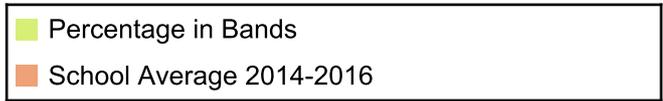
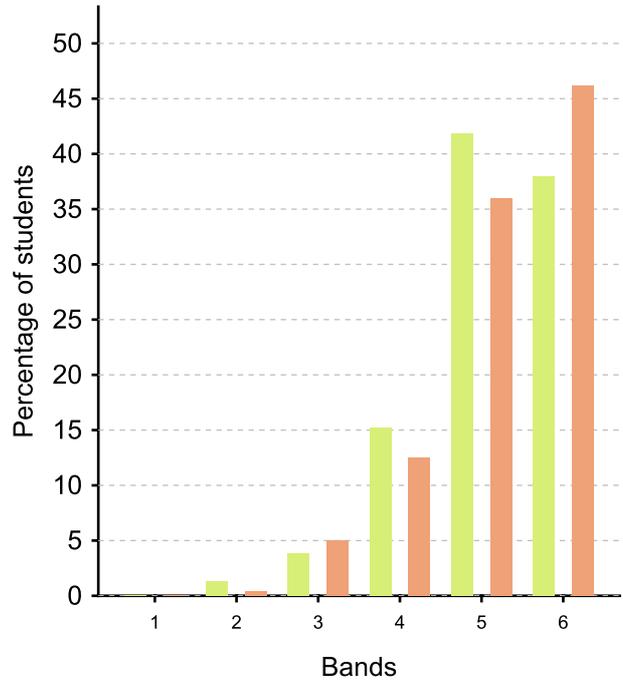
- In Reading, 84% of Year 3 and 63% of Year 5 students scored in the top two bands, compared to 52% and 39% in the state respectfully. 60% of Year 5 students achieved greater or equal to the expected level of growth.
- In Spelling, 85% of Year 3 and 58% of Year 5 students scored in the top two bands, compared to 55% and 33% in the state respectfully. 63% of Year 5 students achieved greater or equal to the expected level of growth.
- In Grammar and Punctuation, 85% of Year 3 and 65% of Year 5 students scored in the top two bands, compared to 53% and 31% in the state respectfully. 53% of Year 5 students achieved greater or equal to the expected level of growth.
- In Writing 80% of Year 3 and 23% of Year 5 students scored in the top two bands, compared to 54% and 19% in the state respectfully. No growth data was made available due to a change from students being required to write a persuasive text in previous years to a narrative text in 2016..
- Year 3 has continued to perform above our Similar School Group in all areas of Literacy.



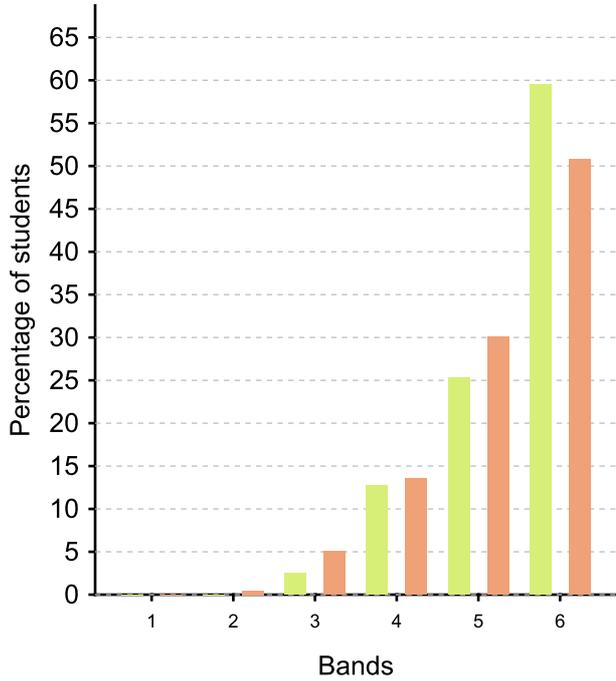
Percentage in bands:
Year 3 Reading



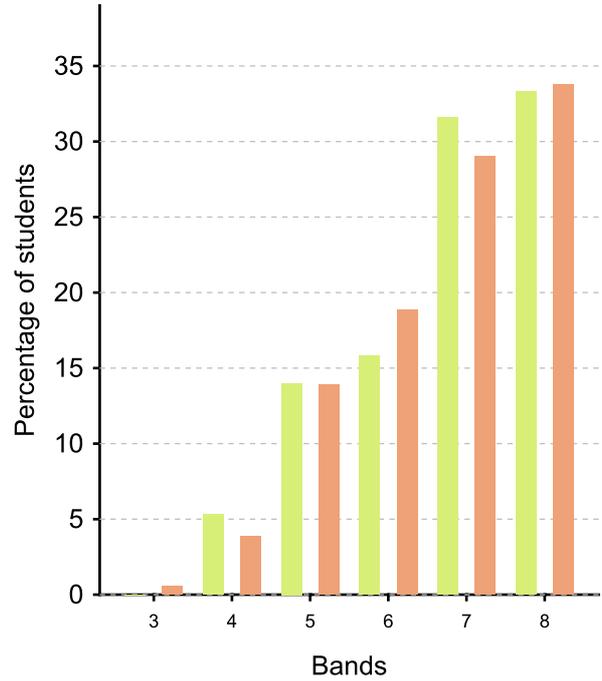
Percentage in bands:
Year 3 Writing



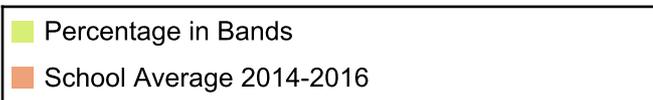
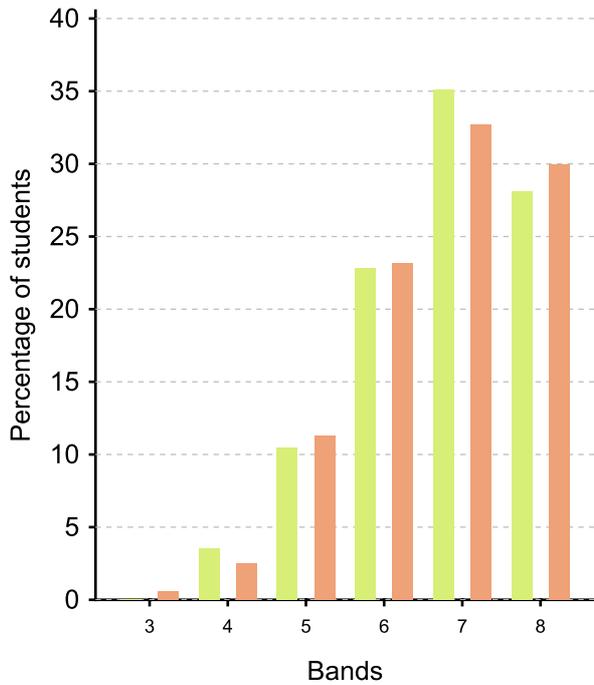
Percentage in bands:
Year 3 Spelling



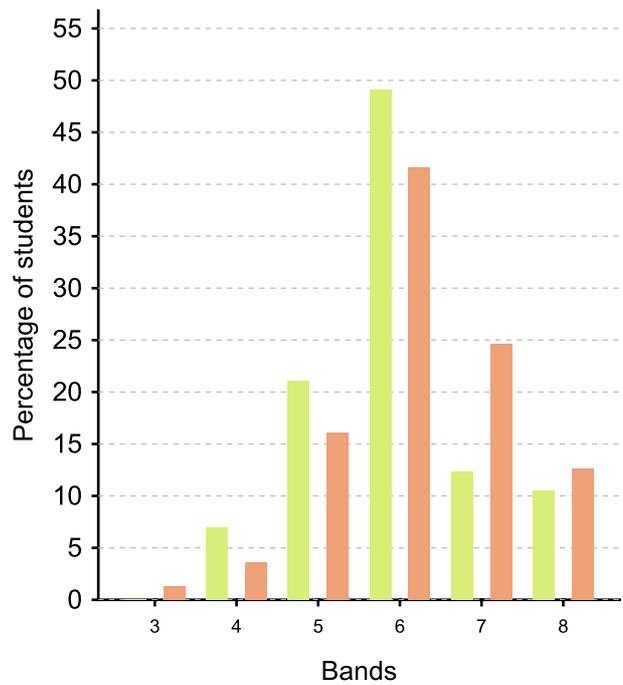
Percentage in bands:
Year 5 Grammar & Punctuation



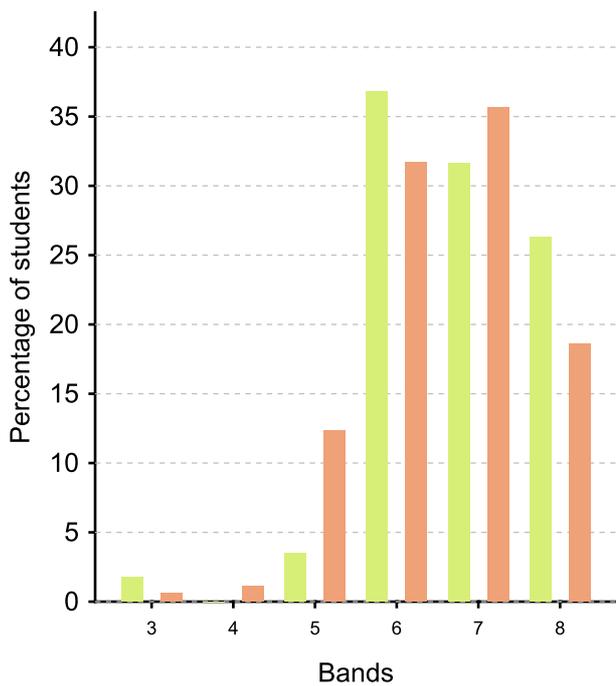
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



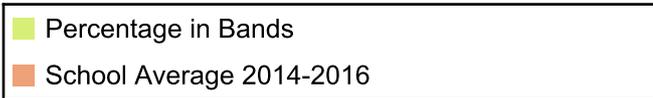
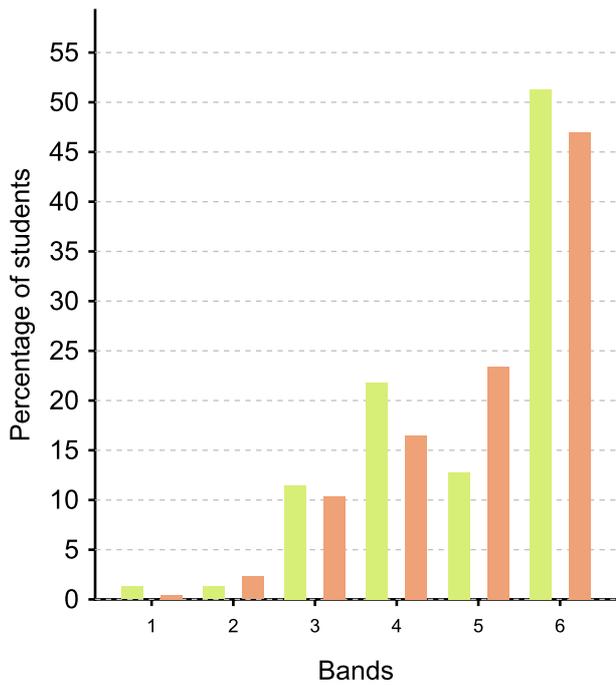
Percentage in bands:
Year 5 Spelling



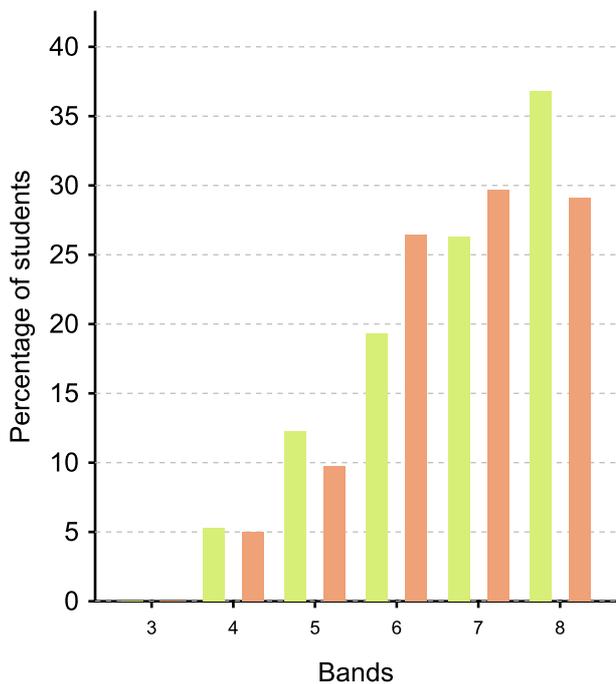
Highlights

- In overall Numeracy, 64% of Year 3 and 63% of Year 5 students scored in the top two bands, compared to 39% and 31% in the state respectively. 70.9% of Year 5 students achieved greater or equal to the expected level of growth
- Within Numeracy and with reference specifically to Number, Patterns and Algebra, 69% of Year 3 and 74% of Year 5 students scored in the top two bands, compared to 38% and 36% in the state respectively. For the first time, Greenwich PS Year 5 students outperformed the Similar Schools Group.
- With reference specifically to Data, Measurement and Geometry, 60% of Year 3 and 56% of Year 5 students scored in the top two bands, compared to 36% and 40% in the state respectively. For the first time, Greenwich PS Year 3 students exceeded the number of students achieving the top band in the Similar Schools Group.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. An online School Survey form was used to collect responses.

Parents, students and staff members were surveyed and asked to indicate their level of satisfaction with a number of school practices. The highest and lowest areas of satisfaction for each group of stakeholders are summarised below. The responses represent only common themes and are paraphrased from the data set. The full data set is available at the school office.

Parent/Carers:

Positive Feedback

- Parents/carers appreciate the community feel of the school and believed it was highly student focused
- Parent/carers believed that the educational programs within the school were literacy and numeracy focussed
- Parents/carers report that their children are happy and the school was tolerant and accepting of all students

Feedback for Consideration

- Parents/carers felt the school's website could be improved
- Parents/carers would like enhanced communication from school
- Student access to technology could be improved

Teachers:

Positive Feedback

- Teachers believe the school has a strong welfare program where students are the main concern.

Teachers feel the school has a strong focus on literacy and numeracy while also providing a wide range of extracurricular programs

Feedback for Consideration

- Teachers would like to see the access to technology for students improved
- Teachers would like to be up skilled in the area of technology

Students:

- Students continue to respond enthusiastically to the PBEL program and proudly strive to

achieve each of the awards.

- Students report that they have a clear understanding of what is expected of them in the classroom and playground.
- Students expressed constructive and creative ways to be more engaged in the playground and were particularly constructive when consulted.
- Students have reported engagement in lessons through utilising iPad and Netbook mobile technologies and would like enough devices for each student.



Policy requirements

Aboriginal education

Aboriginal Perspectives form an integral part of teaching and learning programs across key learning areas as per syllabus requirements. This has involved research and viewing or handling artefacts. All students have studied Aboriginal visual, literary and/or informative texts. Class groups have viewed and discussed the Aboriginal information plaque with the school's *Heritage Pathway* located at the Kingslangley Road campus. Our special Assemblies, run by our student leadership team, begin with an 'Acknowledgement of Country'.

Across both campuses at Greenwich Public School, a range of Aboriginal style artworks have been proudly displayed in classrooms and shared areas. Artworks have been composed individually and in groups using symbolism to tell stories.

Years 3 and 4 took part in an incursion conducted by a representative from the 'Aboriginal Heritage Trust'. Students listened to a presentation about the history of Aboriginal people in the local area, their relationship with the land, the significance of the Aboriginal flag as well as daily activities practiced by the Cammeraygal people. Students in Stage 2 also participated in the 'Koomurri' incursion, a hands-on experience that allowed students to engage with Aboriginal traditions such as face-painting, smoke ceremonies, dance, music and art. Students listened and danced to the sounds of a didgeridoo, deepened their understandings of a range of artefacts such as the 'coolamon', and threw boomerangs.

Individualised Learning Programs were developed for Aboriginal students. Through the establishment of learning goals and the implementation of personalised teaching and learning practices, these students successfully achieved and exceeded their learning goals. Through the integration of social skills programs into individualised education plans, engagement of these students with areas of the school beyond the classroom was maximised.



Multicultural and anti-racism education

Through studies in all Key Learning Areas, our students at Greenwich Public School are encouraged to view the world from a multicultural perspective, with particular consideration given to the cross-curricular priority of Asia through our Mandarin language program. 23% of students at our school are from language backgrounds other than English and our programs are designed to incorporate the schools' rich multicultural community. Of these LBOTE students, 18 received extra small group support by a specialist English as an Additional Languages/Dialect Teacher (EALD). Other LBOTE students received support within their regular class groups.

Lessons in Mandarin continued in 2016 for all students K–6. Students participated in a 40 minute lessons each week taught by a native Mandarin speaker and teacher, Miss Rebeca Guo. Students were introduced to simple phrases in Mandarin, pinyin (the phonetical writing of Mandarin), written Chinese characters and traditional Chinese culture.

The school held a special celebration to highlight the rich multicultural and Aboriginal history involving all students K–6 in a day of celebration including African Drum sessions, Dragon Dancing and the making of 'Me' boxes which were incorporated into a school mural. A trained Anti-Racism officer responds to any allegations of racism within our school.

The school continues to have a strong focus on values that promote respect for others and celebration of individual differences both in public forums and classroom settings. The Anti-Bullying policy was discussed with students and sent home to the community.

Our Year 5 students formed the welcome guard of honour for the Commonwealth Day lunch at NSW Parliament House on Monday 10 March 2016. Over 57 countries were represented by ambassadors and dignitaries. Students had researched their allocated country, and its flag and some engaged in conversations about their designated country with dignitaries.

Other school programs

Student Representative Council.

The Student Representative Council is held on both campuses and is a K–6 initiative. They meet once a week throughout the year.

One of the major roles is to raise funds for a variety of charities. In 2016 they collected gold coins for Stewart House, held cake stalls to raise funds for Taronga Zoo Endangered Animals program and the Cerebral Palsy Alliance.

Another of the SRC's roles is to organise celebrations within the school such as ANZAC Day and Remembrance Day ceremonies. An Easter craft competition was initiated based on the egg and was known as Eggstravaganza.

Other tasks include taking new visitors around the school, organising clean-ups and collecting old mobile phones for the Mobile Muster.

Kindergarten Celebrate 100 Days of School

Kindergarten students and teachers celebrated their 100th day of school at Greenwich Public School. Leading up to and on the day students were immersed in mathematical learning around the concept of '100'. From counting forwards and backwards to making groups, sorting, measuring and timing, students and teachers celebrated the milestone enthusiastically.

Environmental initiatives

The Years 2–6 Gardening Club met once a week to maintain a vegetable garden and assist the grounds manger with planting, weeding and nurturing the school grounds.

A similar group met once a week on the K–1 campus. They also planted flowers and helped maintain the vegetable garden.

The whole school participated in 'Clean Up Australia Day' and 'Plant A Tree Day'.

The Arts –

In 2016 the performing arts was coordinated by Ms Jenni Bittar. Our school offers a vast range of opportunities and programs for students.

Dance

In 2016 a group of Year 5 students successfully auditioned and performed in the Sydney North Public Schools Dance Festival. This festival is held in the last two weeks of Term 2. Our students performed a contemporary dance piece choreographed and taught by Mrs Rebecca Radovanic and assisted by Ms Jenni Bittar. The dance group also performed in our Semester 1 Performing Arts Concert.

In Semester 2 dance was offered to any student in Years 4–6. This was a popular program and 3 dance groups were formed choreographed and taught by Mrs Emily Tamborini. Mrs Rebecca Radovanic and Ms Jenni Bittar. The groups performed at the Semester 2 Performing Arts Concert.

Choir

The K–1 Choir participated in a number of performances and enjoyed having the opportunity to perform before their peers, teachers, parents and the wider community. The highlight for the choir was participation in the Performing Arts Concerts. The choir was conducted by Miss Angie Kiehne and Miss Michelle Ryan.

The **Senior Choir** represented the school in the Arts Alive Primary Choral Concert at the Opera House ably taught by Ms Amelia Rutherford and assisted by Ms

Jenni Bittar. Both the **Junior** and **Senior Choirs** performed at our K–6 Performing Arts Concerts.

The **Junior Choir** consisted of over 80 students in Years 2–4 and was also conducted by Ms Amelia Rutherford assisted by Miss Siobhan Harburg.

Band

In 2016, our Training and Performing Bands were ably led by Mr David Braybook, who replaced our previous band conductor Ms Tracey Foster at the beginning of the year. David brought great enthusiasm to rehearsals with our largest ever bands and was ably assisted by Mr Panayioti Karamanos. Our School Band captain, Amelia Street from Year 6, was appointed and throughout the year prepared items for the school newsletter and keep the school abreast of band developments via announcements and reports in school assemblies.

Both bands settled quickly into their routines, with the Training Band rehearsing for an hour on Monday mornings and the Performing Band for an hour on Tuesdays. The Bands were given a number of opportunities to practice their performance skills in front of their peers in school assemblies and at the end of Term 1 the Performing Band played during the Recognition Assembly.

All band members were invited to attend a half day Band Intensive held at the school in May. This year's theme was 'At the Movies', and everyone got into the movie spirit with some outstanding costumes, played some great movie theme–music, and competed in a movie music trivia challenge. A number of expert tutors were involved in coaching each section of the band to help improve their skills, and parents were treated to a performance at the end of the day.

Both the Training and Performing Bands represented the school at the University of NSW Band Festival in September with the both bands yet again proudly taking home silver awards.

A “Band Showcase Evening” was also held for parents and friends in Term 3 to show how much the bands had progressed over the year.

Auditions for the 2017 Training Band were carried out in Term 4. Due to a very successful recruitment campaign, the band programme remains popular with 2017 Training Band numbers staying at around 30. In addition, most of the 2016 Training Band continued on into the 2017 Performing Band, resulting in the 2017 Performing Band remaining at over 30 members.

Both Bands participated in the end of year Performing Arts Concert on 5 December, and the same week the Performing Band joined in a combined performance of the theme from James Bond with the guitar and recorder groups at the end of year Presentation Day Assembly.

The Band Committee farewelled two of its longstanding members, Fiona McKay and Jenny Polich, at the end of 2016, as well as Band Assistant Panayioti who will be

focusing on completing his university studies in 2017. We look forward to another successful year in 2017 with our new Band Assistant Andrew Jeffries.

Recorder

2016 has been another wonderful year for our Recorder Ensembles who have continued their tuition under the excellent guidance of Ms Bev De Luis. The recorder group entertained us on many occasions including the Arts Unit Combined Public Schools String Ensemble, Jacaranda performance at the Opera House where they performed a piece by the composer Stephen Chin entitled *Pagodas*.

Strings

Our String Ensemble has continued their studies this year under the tuition of Mr Shaun Warden. Under Shaun's direction, we continued to improve the performance skills of our members and to gather and nourish new talent. Notable performances of the String Ensemble included the Performing Arts Concerts and the Presentation Day Assembly.

Guitar

Greenwich Public School Guitar group continued their studies in 2016 under the tuition of Mr Richard Clark. They have performed in our Performing Arts Concerts, the combined item in the Presentation Day Assembly and for a local retirement home.

Achievements in Sport

Premiers Sporting Challenge

Students in Years K–6 took part in the Premier's Sporting Challenge. Students were encouraged to be engaged in sport and physical activity on a regular basis. The student's enthusiastic response and success in meeting the requirements of the challenge resulted in students making healthy lifestyle choices and the acquisition of extra sports equipment being supplied to Greenwich Public School .

Congratulations to all students who participated in the 2016 Premiers Sporting Challenge.

Sports Carnivals.

Our sports carnivals were a wonderful success this year. The swimming carnival was held at the Lane Cove Aquatic Centre for students aged eight years and over. Four swimmers qualified to swim at the Regional carnival and one swimmer swam at state level. Greenwich Public School won the Handicapped Trophy for the Regional event and one child was age champion.

The cross country carnival for years 2–6 was held at school in our beautiful grounds.

The K–6 Athletics Carnival was held at the Rotary Field at Chatswood West. Students cheered their peers with great enthusiasm. K–1 students participated in novelty events and age running races whilst years 2–6 in track events. Field events being held at school. Our students went on to zone, regional and state representation. Our school won the handicapped trophy and we also had the honour of one student being age champion and another student runner up age champion.

The students' efforts in all these carnivals was outstanding and they should be very proud of their efforts as are we.

Our champions were:

Swimming Carnival Winning House: Bradman

Junior Girls Champion: Hannah M

Junior Boys Champion: Noah R

Senior Girls Champion: Samantha H

Senior Boys Champion: Jordan M

Cross Country Winning House: Bradman

Junior Girls Champion: Lucinda W

Junior Boys Champion: Jesse C

Senior Girls Champion: Samantha H

Senior Boys Champion: Ryan A

Athletics Winning House: Bradman

Junior Girls Champion: Sienna W

Junior Boys Champion: Jesse C

Senior Girls Champion: Samantha H

Senior Boys Champion: Ryan A

PSSA and Sport

Students in Years 3–6 participated in PSSA AFL, Soccer and Netball. Our Greenwich Boys 1 AFL team and the Greenwich Girls team won their competitions.

Students who did not participate in PSSA undertook tennis lessons or school based sport skills activities including individual and team games.

Years 2–6 Physical Education (PE)

During the year students in Years 2–6 participated in skill based lessons to improve their ability in gymnastics, dance and fitness. Class PE lessons included gross motor, ball skills, modified games and athletics skills.

K–1 Sport

Kindergarten and Year 1 students were involved in a number of sporting programs and activities throughout 2016.

During Term 1 students participated in FLIP Gymnastics program though which they developed the ability to perform a range of gymnastics related skills such as balancing, rolling, stretching and jumping.

During Term 4 students participated in the FLIP dance program in which they developed an awareness of the ways their bodies move and the space in which they move. They learnt a new dance each week and explored how they could communicate and express themselves through movement.

Throughout the year, students also participated in regular class PE lessons and programs which focused on fostering the skills and attitudes necessary to be life-long participants in a variety of physical activities beyond the school setting.