

Greenethorpe Public School

Annual Report



2017



2070

Introduction

The Annual Report for **2017** 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

Greenethorpe Public School

Main St

Greenethorpe, 2809

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

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

6343 6324

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 situated between Cowra, Grenfell and Young. The school was established in 1903. At present, 12 students are enrolled. The students are all village residents. Most families earn a single income and some experience low socio-economic circumstances. The school is included in the Early Action for Success program. Through this program, the school is provided with an Instructional leader to support the classroom teacher in the delivery of tailored interventions in Literacy and Numeracy. Involvement in the program supports our goal of achieving the Premier's Priorities. It also provides some training for teachers in pedagogy 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Our Learning Culture will be a focus for 2018 with the school working toward a greater alliance with parents to achieve improved educational outcomes for all students.

Our school adopts a positive approach to student wellbeing and we try to create a nurturing environment in which children are happy, secure and productive.

A more formal approach to student wellbeing will be introduced in 2018 with the use of the Wellbeing Tool.

Student behaviour continues to be monitored and a close alliance with parents ensures that issues are dealt with promptly and justly.

Student reports have been adjusted to inform parents how students are achieving indicators to meet the outcomes for their stage.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Continuum mapping was completed for all primary students and PLAN data was regularly updated for all students. This will be replaced by the use of literacy and numeracy progressions for all children in 2018 using updated PLAN software.

Early Action for Success continued within the school and improved reading results were evident in the lower and middle grades. Writing and vocabulary development will continue to be a focus in 2018.

Children continued to enjoy Coding throughout the year and the Infants class was introduced to robotics coding. This aspect of STEM will continue to be explored in 2018 when we hope to form an alliance with another local school.

Our debating program was highly successful and two children were selected to participate in the 2018 small schools debating competition.

Children enjoyed a number of educational, sporting and social interactions with other small schools. Greenethorpe Public School hosted both a Science Day and a Circus Workshop for several other schools in the district. Both these events were highly successful and will become regular events on our school calendar.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Commence Continuum mapping using PLAN in both Literacy and Numeracy K–6.	Funded from external source for Instructional Leader. Early Action for Success.	All children now plotted on PLAN Data. Progression mapping will replace this in 2018
Improved student outcomes in the Syllabus areas of History, Science and Technology and Creative Arts through the use of assessment Rubrics..	No funding required.	To be addressed in 2018

Next Steps

Writing and vocabulary development is to be a key focus in 2018. A greater commitment to the use of emerging technologies has also been included in the 2018–2020 School Plan. More focus on developing self responsibility and commitment to improvement across all grades. Visible learning will help to support self interest in learning for both teachers and students.

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

All staff had the opportunity to be involved in a range of professional learning opportunities. A major focus was the mentoring offered by our Early Action for Success Instructional Leader.

The Instructional leader was able to provide advice on implementing improved Literacy and Numeracy teaching strategies and was also utilised as a resource person to provide differentiated learning strategies and the development of individual learning plans for students needing additional support or for those students requiring extension.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$4757	After a great deal of professional learning and mentoring, strategies have been put into place to provide students with a range of engaging activities to support their learning. Reading results have improved considerably in the last 12 months.

Next Steps

More regular visits from the Instructional leader will be beneficial for professional development on the implementation of Literacy and Numeracy Progression Mapping in 2018. Attendance at local professional learning is anticipated for teachers who will be assessing students against the progressions every five weeks.

A focus on Visible Learning strategies will also be a priority in 2018 and an allocation from the professional learning budget has been made to train staff in the use of Visible Learning.

The formation of a school alliance to support the learning of both staff and students in the implementation of STEM, with a particular focus on coding and robotics. Peer teaching colleagues to mentor staff on the use of this technology in classrooms.

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

A connection was made with the local Aboriginal Education Consultancy Group AECG and a staff member represented the school at some of these meetings. However, this connection was lost when we were unable to sustain communication with the group. In 2018 the AECG will be invited to contribute to the development of our school plan and it is hoped we can resume attendance at meetings by changing our timetable to suit the afternoon meeting schedule.

Staff at the school have developed an Aboriginal Education Strategy in consultation with our DET Aboriginal Education Consultant. This document forms part of our commitment to ensuring Aboriginal Education permeates our curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$3522	Teaching programs show a significant improvement in the selection of themes and texts which are aligned with Aboriginal and Torres Strait Islander Education. Additional reading materials and computer software has also been purchased to support programing. SLSO support for ATSI students.

Next Steps

Contact has been made with our AECG President with a request that we be invited to regular AECG meetings. Staff will continue to ensure that programing content is aligned with our commitment to ensuring all subjects have an Aboriginal Education focus where possible.

A budget allocation will be made to provide current Aboriginal Education resources suitable for both classroom and library use.

Regular contact to be made with all Aboriginal parents to ensure student personal learning plans are developed and implemented in a collaborative way. Parents will be involved in goal setting for their children and also be encouraged to be actively involved in all school activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$11445	Employment of SLSO to support classroom teachers with differentiated learning for students with additional needs.
Quality Teaching, Successful Students (QTSS)	\$1524	Utilised to supplement the professional learning budget.
Socio-economic background	\$17333	Funds used to supplement a part time temporary teacher so that infants and primary grades could work independently 4 days per week.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	14	7	5
Girls	6	11	10	6

Student enrolment has declined during the last few years with a number of families leaving the district. There should be a slight improvement in numbers during 2018 and 2019.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.4	91.4	94.1	96.8
1	91.4	92.6	95.3	96.2
2	97.8	93	96.4	91.2
3	92.8	88.6	95.7	96.8
4	95.3	92.9	98.6	94.6
5	97.8	93	88.2	
6	90.2	90.1	92.5	
All Years	93.6	91.9	95.2	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	
6	94.2	93.5	93.4	
All Years	94.8	94	94	94

Management of non-attendance

Student attendance is closely monitored and parents are contacted in the event of unexplained absences. Parents are encouraged to submit explanation notes in a timely manner when children have been away from school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.13
Other Positions	0

*Full Time Equivalent

There are currently no Aboriginal or Torres Strait Islanders working at the 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	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff have completed mandatory professional learning. Teachers have also received professional learning from Early Action for Success instructional Leaders. Mentor training and peer observations have also been used to improve teaching practices in literacy and numeracy. A considerable amount of training is anticipated in 2018 on the use of the new Literacy and Numeracy Progressions. One teacher is working toward accreditation and will continue with this 2018. The school principal has attended a number of professional learning events including regular principal network meetings. A great deal of training has been delivered in the use of the new departmental finance package or LMBR. The principal attended 5 training days and the school SAM attended 10 days during initial training. Since then there have been a number of training sessions on using the school budgeting tool.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

A school resource fee of \$30 per child will be introduced in 2018 to help cover the cost of consumable items such as stationery and photocopying paper.

Receipts	\$
Balance brought forward	37,050
Global funds	62,570
Tied funds	29,583
School & community sources	11,980
Interest	531
Trust receipts	1,172
Canteen	0
Total Receipts	105,836
Payments	
Teaching & learning	
Key Learning Areas	11,604
Excursions	2,366
Extracurricular dissections	6,298
Library	112
Training & Development	6,647
Tied Funds Payments	34,446
Short Term Relief	10,248
Administration & Office	15,512
Canteen Payments	0
Utilities	6,757
Maintenance	4,192
Trust Payments	1,171
Capital Programs	0
Total Payments	99,352
Balance carried forward	43,534

line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	50,291
Appropriation	44,034
Sale of Goods and Services	0
Grants and Contributions	6,258
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-29,086
Recurrent Expenses	-29,086
Employee Related	-18,090
Operating Expenses	-10,996
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	21,205
Balance Carried Forward	21,205

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom

	2017 Actual (\$)
Base Total	263,671
Base Per Capita	2,598
Base Location	9,002
Other Base	252,072
Equity Total	32,300
Equity Aboriginal	3,522
Equity Socio economic	17,333
Equity Language	0
Equity Disability	11,445
Targeted Total	0
Other Total	25,539
Grand Total	321,510

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

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.

Unfortunately the school cohort is too small to report on NAPLAN data. All families are provided with individual student reports.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Parent/caregiver, student, teacher satisfaction

Parent satisfaction was at 96% based on the Tell Them from Me survey questions. Because of the small cohort we do not do formal student and teacher surveys.

Policy requirements

Aboriginal education

The school has developed an Aboriginal Education Strategy which will be published in 2018. Our Aboriginal students each have a personalised learning plan which is developed in consultation with parents and the learning support teacher. Our local AECG has been invited to contribute to our 2018 – 2020 School Plan.

Multicultural and anti-racism education

The school has recently renewed the training of an ARCO (Anti Racism Co-ordinator). Students are aware of their responsibilities when it comes to anti-racism. Multiculturalism and Anti-Racism are included in our scope and sequence for Personal Development and Health . We also have a special community focus day on Harmony day which is a day of celebrating our multicultural society. Tolerance and acceptance are promoted in all aspects of our