

# Green Hill Public School

## Annual Report



2017



2071

## Introduction

The Annual Report for 2017 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 – 2017

### School contact details

Green Hill Public School

196 River Street

West Kempsey, 2440

[www.greenhill-p.schools.nsw.edu.au](http://www.greenhill-p.schools.nsw.edu.au)

[greenhill-p.School@det.nsw.edu.au](mailto:greenhill-p.School@det.nsw.edu.au)

6562 5591

## 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 28 students with 96% 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, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### LEARNING CULTURE

- \* There is demonstrated commitment within the school community that all students make learning progress.
- \* Partnerships with parents and students support clear improvement aims and planning for learning
- \* The school collects and analyses information to inform and support students' successful transitions.
- \* The school seeks to collaborate with parents of students whose continuity of learning is at risk.

#### WELLBEING

- \* Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.
- \* The school plans for and monitors a whole school approach to student wellbeing and engagement.
- \* Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

#### CURRICULUM

- \* The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.
- \* Teaching and learning programs describe what all students are expected to know, understand and do.
- \* Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

#### ASSESSMENT

- \* Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt

their practice and meet learning needs of students.

- \* Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

- \* The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

## **REPORTING**

- \* The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

- \* Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

- \* Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

## **SCHOOL PERFORMANCE MEASURES**

- \* The school's value-add trend is positive.

- \* The school identifies growth targets for individual students, using internal progress and achievement data.

- \* The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

## **EFFECTIVE CLASSROOM PRACTICE**

- \* Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

- \* Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

- \* Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

## **DATA SKILLS AND USE**

- \* Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

- \* The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

- \* Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

## **PROFESSIONAL STANDARDS**

- \* Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

- \* The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

- \* All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

## **LEARNING AND DEVELOPMENT**

- \* Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes,

year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

- \* Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

- \* Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

- \* The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

## **EDUCATIONAL LEADERSHIP**

- \* Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

- \* The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member.

- \* The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

## **SCHOOL PLANNING, IMPLEMENTATION & REPORTING**

- \* The leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence-based school plans.

- \* The school plan aligns to student and system priorities and ensures responsiveness to emerging needs.

- \* Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.

## **SCHOOL RESOURCES**

- \* The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

- \* The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

- \* Technology is effectively used to enhance learning and service delivery.

## **MANAGEMENT PRACTICES & PROCESSES**

- \* The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

- \* Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

- \* The leadership team analyses responses to school community satisfaction measures.

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.

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

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 2017, the school leadership team identified a number of improvement measures to focus on throughout the duration of the 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 analysing 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)	Funds Expended (Resources)	Progress achieved this year
Early identification of student needs to develop a specific program in literacy and numeracy that caters to students' individual needs.	<b>Literacy and Numeracy Programs</b>  Funding Support  \$1,121.20  1 x SLSO Employed (full-time)  1 x SLSO Employed (casual)  \$52,337.99  Extra Teaching Staff  \$36,967.73 (inc. Principal Relief)	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:  <b>Reading</b>  * 100% of Kindergarten students at a RR level of 3–8  * 70% of Year 1 students at a RR level of 10 or above  * 55% of Year 2 students at a RR level of 18 or above  <b>Comprehension</b>  * 100% 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  <b>Numeracy (EAS)</b>  * 100% of Kindergarten students moved 1 or more clusters  * 75% of Year 1 students moved 1 more clusters  * 80% of Year 2 students moved 2 or more clusters
Implementation of L3 and TEN across the whole school.	Casual Salaries & Resources  \$11,447.34	Infants teacher continued OPL L3 (Kindergarten & Stage 1) training and TEN training this year. Both programs running in Infants class. One teacher commenced training with Instructional Leader to use for tiered interventions. Students familiar with

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation of L3 and TEN across the whole school.		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.	Learning Maps Professional Learning \$1,062.12	Staff development opportunities to attend professional learning sessions and participate in whole-school vision and Learning Maps workshops, including the implementation of individual learning practices.
Routines established for assessment, professional learning,, LaST evaluations, opportunities for interventions and collaborations.	Casual Salaries \$1,721.62	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.
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 developed for some students for Literacy and Numeracy.

## Next Steps

With a change in staffing, further training will be required throughout 2018. This will include:

- \* Teacher training in L3 Kindergarten, L3 Stage 1 and TEN.
- \* SLSO professionally developed under tutelage of Reading Recovery teacher to deliver targeted individual reading program to Year 3 students.
- \* RFF teacher to maintain STEM development and training to deliver whole-school programs in robotics and digital technologies.
- \* Whole-staff learning centered around Hattie's 10 Mindframes. Staff to understand the impact of their teaching.
- \* 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.

## 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 2017 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 understanding of the Green Hill Public School "Window of Certainty" was deepened and embedded into our school culture. Our entire school community had the opportunity to contribute and provide feedback on our outcomes, beliefs and vision via a number of Community Yarn Up meetings held at the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of valid, appropriate assessment.		In consultation with Instructional Leader through Early Action for Success Small Schools Strategy, assessment processes have been streamlined and school-wide.
Maintaining and being informed by Best Start and PLAN data.	Course Fees & Accommodation  \$260.00	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.
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. Tell Them From Me survey provided students and community feedback. Learning Maps assisted in this process.
Achievement of high order teaching practice including consistency of teacher judgement, understanding of Aboriginal learning,	Casual Salaries \$5,614.84  Equipment & Training \$4,933.31  Casual Salaries – SASS \$440.00	The culture of excitement for learning has continued with high teacher expectations for student success maintained in 2017. This is directly related to the professional learning each staff member has undergone, which includes:  * OPL L3 training and workshops  * Targeted Early Numeracy (TEN) training  * PD in School Excellence Framework  * School Wellbeing Framework



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Achievement of high order teaching practice including consistency of teacher judgement, understanding of Aboriginal learning,		<ul style="list-style-type: none"> <li>* LaST training and development</li> <li>* Macleay Public Schools Computers, STEM and ICT learning days</li> <li>* ongoing training, planning and development with Instructional Leader</li> </ul>
Community input and specialist interventions in place for identified students.		<ul style="list-style-type: none"> <li>* Tiered intervention program established for targeted students</li> <li>* Speech therapy sessions with Angela Stringer (Durri ACMS)</li> <li>* Assessments with local audiologist and classroom program adjustments made.</li> </ul>
A culture of excitement for learning throughout the whole school learning community and the wider community.	Minor Expenses \$1,226.47	<ul style="list-style-type: none"> <li>* regular community celebration days</li> <li>* purchase of technology for in-class purposes</li> <li>* ongoing professional learning in Literacy &amp; Numeracy</li> <li>* collegial observations and feedback conferences</li> </ul>

## Next Steps

We will continue up-skilling our staff during 2018 with involvement in a number of professional learning opportunities which will foster quality teaching and enhance student learning outcomes. These will include:

- \* Establish a Small Schools Learning Network which will assist in delivering PL opportunities across the valley to assist in professional development and a greater consistency on teacher judgement.
- \* 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 future learning tools and techniques, particularly in circuitry and robotics. This will work in with our Digital technologies in Focus project which is happening in partnership with ACARA.
- \* Teaching and non-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 L3 teacher will become a member of the ongoing professional learning group as well as a local teacher network
- \* 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 maintain the strong links we had created with our partners within our own school, local and educational community as well as 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)	Funds Expended (Resources)	Progress achieved this year
Deficits in ability to access equity in learning identified and addressed.	Celebrations \$1,226.47 Aboriginal SLSO Salary \$25,000.00 School Signage \$140.00	Extra support timetabled into both classes.  2 x Aboriginal SLSOs employed to assist with the delivery of literacy and numeracy programs.  AEO working in consultation with class teacher and families to support additional learning needs of students.
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  * Memorandum of Understanding established with Durri ACMS  * 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
Staff maintain professional learning to inform their practice when teaching special needs students and issues specific to the learning of Aboriginal students.	Connecting to Country Program Costs \$2,520.00 Associated Travel Costs \$607.45	* Two staff participated in the Macleay Valley AECG Connecting to Country 3-day program  * LaST network training days each term.  * Principal heavily involved in NSWPPA Aboriginal Education Reference Group (quarterly meetings)

#### Next Steps

During 2018, Green Hill Public School will build upon the successes of 2017 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
- \* Maintaining 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 leader within the Macleay Public Schools community
- \* School Principal to maintain current role within the NSWPPA Aboriginal Education Reference Group.
- \* 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	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<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>\$52,337.99 (SASS Salaries)</p> <p>Staff TPL – Aboriginal Specific</p> <p>Connecting to Country –\$2,520.00</p>	<p>With 95% of our school's 2016 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 student. Meetings 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 maintained via gardening program and PDHPE sessions.</p>
<b>Low level adjustment for disability</b>	<p>Extra teaching days provided for LaST support throughout the week.</p> <p>\$36,967.73 (Extra teaching staff)</p>	<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 maintained to continue to reduce the number of playground incidents.</p> <p>The Learning and Support team met monthly 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>
<b>Norta Norta</b>	N/A – funding was discontinued in 2017	N/A
<b>Early Action for Success</b>	<p>Casual Salaries &amp;Resources</p> <p>\$11,447.34</p> <p>Minor Expenses</p> <p>\$1,226.47</p>	<p>An Instructional Leader was employed under the Small Schools Strategy to work within seven local schools – Green Hill PS, Willawarrin PS, Bellbrook PS, Dundurriban PS, Medlow PS, Gladstone PS and Kinchela 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>The Instructional Leader trained Kindergarten teachers in Language, Learning and Literacy</p>

<b>Early Action for Success</b>	Casual Salaries &Resources	(L3) and teachers submitted reading level, written vocabulary and hearing and recording sounds data every 5 weeks. This data showed steady student growth.
	\$11,447.34	
	Minor Expenses	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, 70% of K–2 students achieved the age appropriate milestones for Early Arithmetical Strategies on the Numeracy Continuum.
	\$1,226.47	

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	11	13	13
Girls	13	10	10	9

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.5	90.1	90.2	92.1
1	85.9	85.3	95.5	86
2	92.9	91.7	90.3	90.6
3	95.1	92.3	89.9	87.1
4	82.7	95.2	91.9	87.3
All Years	89.3	91.5	91.4	88.1
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
All Years	94.9	94.1	94.1	94

### Management of non-attendance

Attendance levels were slightly down in 2017 compared to previous years. This was largely due to a student who was enrolled at our school who had serious medical issues which required continual hospitalisation. At GHPS, we monitor our data in order to address any patterns of non-attendance and to reduce the attendance gap in-line with state percentages. We continually encourage students to attend daily and regularly contact families with absence information. Students with patterns of non-attendance are monitored by the school learning support team. Class teachers, AEOs and school executive liaise with parents of students with frequent partial absences about the importance of whole day attendance. HSLO referrals are made when student attendance is of concern.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.37
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.9
Other Positions	0

\*Full Time Equivalent

Green Hill Public School has a full-time Aboriginal Education Officer (AEO) as well as a full-time Aboriginal Student Learning Support Officer (SLSO). We also employ Aboriginal SLSOs 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	0

### Professional learning and teacher accreditation

During 2017, one teacher was working towards maintaining a proficient accreditation. Our school continued its focus 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, SCOUT Training, extensive LMBR training, SASS Conference, Aboriginal Language, 8 Ways of Aboriginal Learning, Connecting to Country, STEM, Aboriginal Mental Health, First Aid and professional network learning days.

## 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.

Receipts	\$
<b>Balance brought forward</b>	<b>51,162</b>
Global funds	76,542
Tied funds	110,000
School & community sources	9,199
Interest	732
Trust receipts	27
Canteen	0
<b>Total Receipts</b>	<b>196,501</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,037
Excursions	987
Extracurricular dissections	5,469
Library	1,164
Training & Development	8,578
Tied Funds Payments	56,432
Short Term Relief	6,450
Administration & Office	22,152
Canteen Payments	0
Utilities	8,881
Maintenance	6,678
Trust Payments	27
Capital Programs	0
<b>Total Payments</b>	<b>128,854</b>
<b>Balance carried forward</b>	<b>118,809</b>

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.

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

December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>127,240</b>
Appropriation	122,419
Sale of Goods and Services	340
Grants and Contributions	4,451
Gain and Loss	0
Other Revenue	0
Investment Income	30
<b>Expenses</b>	<b>-59,896</b>
Recurrent Expenses	-59,896
Employee Related	-44,729
Operating Expenses	-15,167
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>67,345</b>
<b>Balance Carried Forward</b>	<b>67,345</b>

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.

	2017 Actual (\$)
<b>Base Total</b>	423,960
Base Per Capita	3,515
Base Location	1,660
Other Base	418,785
<b>Equity Total</b>	194,139
Equity Aboriginal	91,879
Equity Socio economic	75,303
Equity Language	0
Equity Disability	26,957
<b>Targeted Total</b>	0
<b>Other Total</b>	2,748
<b>Grand Total</b>	620,847

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.

All Year 3 students participated in the 2017 NAPLAN assessments in Reading, Writing, Spelling, and Grammar and Punctuation. Green Hill Public School performed at or above the average of their Similar Schools Group in each area according to SMART data sources.

All Year 3 students participated in the 2017 NAPLAN assessments in Numeracy. Green Hill Public School performed at or above the average of their Similar Schools Group according to SMART data sources.

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

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 a number of countries in 2017, 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 cultures and find links and contrasts to Aboriginal culture. We believe contrasts make us special and links make us feel inclusive.