

Greenwich Public School Annual Report



2017



2076

Introduction

The Annual Report for **2017** 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.

Vicki McKenzie

Principal

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Message from the Principal

Greenwich Public School provides students with activities in the areas of traditional Key Learning areas, Creative and Practical Arts, STEAM education and sporting opportunities. Strong partnerships exist with our school and the broader community. It is important that our gratitude be expressed to the School Council, P&C, parent committees, volunteers and parents/carers for their constant assistance to help us deliver quality opportunities for our students. Greenwich Public School is extremely fortunate to have a dedicated and talented teaching team who have delivered once again outstanding learning opportunities for all students. Students are all encouraged to achieve their best through programs that are designed to develop every child. Our support staff, administration, school learning support officers and our general assistants are all committed to making our school supportive, run smoothly and look beautiful. I am privileged to be the principal of Greenwich Public School.

Message from the school community

The School Council 2017

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 seven occasions during the year with a quorum reached at each meeting. The School Council in 2017 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, traffic issues, planned building works being done at the school, parent information nights, safety, NAPLAN, non-syllabus programming in our school and supporting efforts to preserve and improve school resources and facilities. The School Council would 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. I would like to thank the members of the School Council for their contribution over the past year, with special thanks to those teachers and parents who are standing down this year after a number of years of service to School Council. 2018 is looking to be another challenging year with changes to the Local Schools, Local Decisions policies for our school and while providing more autonomy this also brings greater governance and administration requirements, increased student enrolments stretching our limited resources, and ongoing traffic & safety issues. Particularly challenging but most exciting will be the major building works commencing on both campuses in 2018, bringing our school up to date in the 21st century.

It is a privilege to be able to serve on the School Council and I recommend that people get involved in their community to make a difference.

Penny Williams School Council President

greenwichpublicschoolcouncil@gmail.com

Message from the P&C The P&C have had an eventful and productive year – a revamped website and branding, an active Facebook group, key governance changes, introduction of a new banking system as well as administrative updates including collaborative reporting. We have held a number of fundraisers including Drinks By The Harbour, Picture Plates, Greenwich Village Arts Trail, Wine Drive, various cake stalls and the mighty School Disco. All of these have had huge financial support from the school community which we highly appreciate. Throughout the year we have been able to provide funding to support key school activities including school and learning resources, particularly mobile devices, a STLA teacher and ground maintenance. We have discussed and debated many subjects and community issues at our meetings such as traffic and safety, changes to urban density, canteen offerings, school funding, the proposed building works and the school playground project (which has been put on hold while the new building work plans are finalised so that a suitable location or alternative can be found). The GPS P&C Committee, the Uniform Shop, School Banking, Class Parents, String & Band Committee, Working Bees, Social and Fundraising events are all done by volunteers, people that have kindly given up their time to make the school and its environment a better place. I would like to thank all the staff and volunteers at Greenwich Public School for their time, effort and input. In 2018 we will have new challenges with the building works plus new and exciting commitments to help the school with resourcing. I would invite and welcome everybody to engage with the GPS P&C to help set our goals and priorities for 2018.

James Hall Greenwich Parents and Citizens Association

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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 2017 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.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Greenwich Public School is Sustaining and Growing in our capacity to deliver quality educational outcomes for students.

Our self-assessment and the external validation 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

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 again this year through a number of parent forums and opportunities for parents/carers to engage in their child's learning. Events such as Father's Day and Mother's Day breakfasts, Open Days, Educational evenings and forums, SRC fund-raising morning teas and Assemblies continue to enhance community partnerships. A wide range of extra-curricular programs make a significant contribution to community relationships.

Our continued participation in the Lane Cove River Alliance was enhanced with our participation in a joint Staff Development Day on Wellbeing held at Hunters Hill High School. With one of our staff presenting this promoted interschool sharing of expertise and provided rich professional learning opportunities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
25% increase in students performing in the top two bands in Year 5 Writing	Professional Learning \$22,706	All classes demonstrated ability-based grouping across literacy and numeracy. Teachers plotted students against the continuum and used these to guide groupings and differentiation.
80% of Year 5 students achieve at or above expected growth in Writing	Staffing \$15, 408.00	
100% of students demonstrate progress through school based assessments and the Literacy and Numeracy continuums	Resources \$30 0.00	Teachers analysed the progression of students through the Literacy and Numeracy Continuum clusters throughout the year.
50% reduction in 'Minors'—reported behaviour incidents	PBEL \$689.54	Students had opportunities to celebrate success throughout the year.
PBEL interventions strategies will be successfully implemented for all targeted students		

Next Steps

Following Validation in 2017 a number of next steps have been identified for 2018. These are:

Maintain and increase the numbers of students in the top 2 Bands in NAPLAN reading and Numeracy.

Provide expanded opportunities for students to achieve excellence outside the school in the areas of Sport and Performing Arts.

Professional development for teachers in the areas of Future Focussed Learning components, Collaboration, Creative and Critical Thinking, Debating, Public Speaking and Performing Arts, Using plotting tools to monitor student progress.

Develop a School Wellbeing Framework.

.Develop a K–6 programming approach to promote differentiation across all KLAs.



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

In 2017 teachers participated in the Validation process which gave a valuable opportunity to analyse practice and progress. Opportunities were taken for non-executive teachers to participate in mentoring roles particularly in the area of literacy.

Targeted professional learning was undertaken by staff in the area of writing and literacy. This resulted in enhanced scores in NAPLAN and school based assessment processes.

Continued professional learning was undertaken in the area of differentiation and the development of individual learning strategies. This has broadened individual teacher perspectives.

Budgeting as part of the LMBR initiative was implemented.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Professional Learning \$3086.00</p> <p>LMBR PL \$4000.00</p>	<p>Executive staff fully implemented Performance and Development Plans with all staff.</p> <p>All staff achieved accreditation at proficient level.</p> <p>Teachers worked collaboratively to confidently program, assess, deliver a differentiated approach to delivery. Executive Staff worked teachers to plan collaboratively to deliver differentiated learning K-6.</p> <p>LMBR was successfully implemented and fully integrated into all school systems.</p>

Next Steps

Teachers will continue to participate in mentoring programs and expand to embrace Quality Teaching Rounds.

Professional Learning will take place to plot student ability against the Literacy and Numeracy Continuums (or

equivalent).

Mathematics extension opportunities will be provided for students.

STEAM principles will be embedded across all KLAs and evident in all classrooms.

Professional learning opportunities for the use of PLAN, ENA 1–4 and Writing will continue to be a priority.

Focus will occur on Reading, Spelling and Grammar through targeted PL.

Utilise the components of Future Focussed Learning in classrooms in preparation for the new build.

Using value-added analysis to drive learning opportunities.

Commitment to professional learning through partnerships with external agencies.

Continue the development of whole school emphasis on assessment and reporting.



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 knowledge of Mandarin increased through the program however the program will not continue into 2018 due to financial considerations.

Parent and community engagement has increased across KLAs through the provision of opportunities to engage in the children's learning. Continued participation in the local "Community of Schools" has provide excellent opportunities for staff to learn and develop valuable networks with teachers. This alliance has provided excellent 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)	Funds Expended (Resources)	Progress achieved this year
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	Professional Learning \$1770.57 Parent forum \$2,455.00	All staff are involved with the 'Community of Schools' through the Lane Cove River Alliance. Parent Forums are highly successful promoting aspects of students learning at Greenwich Public School.

Next Steps

Data driven evaluation of the Seven Steps to Writing program. Systematic processes established for evidence gathering and storage. Develop a whole school approach to using SENA as a tool assessment of and for learning. Develop an integrated school based Scope and Sequence that utilises Project Based Learning practices to meet the needs of students. Review PBL program. Track, process and analyse PBEL data to inform decisions concerning consistent behaviour management Use Tell Them From Me Surveys for parents, students and the community to inform leadership of school directions. Develop Parent/ Teacher Forums and group discussions. Refine operational systems including communication across both campuses. Introduce LMBR Budgeting and Forecasting systems. Strengthening practices to support the attainment and maintenance of teacher accreditation particularly support for pre 2004 colleagues.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$19058	An 'English as an Alternative Language or Dialect' (EALD) teacher was employed one day a week to support students with their English Language Proficiency. Additional time was provided by the Learning and Support Team 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.
Low level adjustment for disability	\$64342	Teachers are given time to design adjustments for students identified as requiring additional support in the classroom. School Learning Support Officers (SLSOs) have been utilised to provide assistance in classrooms and to implement individual programs for students with an identified need. This support is given in conjunction with the LaS team platform. Growth for students receiving support has been impressive.
Quality Teaching, Successful Students (QTSS)	\$37887	Support was given to Executive staff to mentor, coach and observe both early career teachers and teachers as they progress towards and maintain Accreditation at Proficient level.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	222	229	232	220
Girls	262	267	263	263

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.8	96.3	96.5	96.1
1	96.8	96.8	96.3	97.2
2	96.6	95.1	96.8	96.8
3	97.6	95.1	96	97.7
4	96.3	96.1	95.9	96.3
5	97.8	95	96.4	97
6	97.1	95.9	95.9	95.9
All Years	96.9	95.8	96.3	96.7
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	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance rates are consistent with state levels. All teachers and executive monitor attendance. Non-attendance may be reported by parents/carers via a written note, email or phone call. Teachers follow up with parents as per our school procedures when no explanation is given. For long term absences of more than 5 school days parents/carers must apply for leave as per Department of Education (DoE) guidelines. All absence documentation is kept on file. Any attendance concerns, including persistent lateness, are reported to the schools Learning and Support Team and also to the DoE's Home School Liaison Officer, if required, for further support or action under DoE policy and legal requirements.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.97
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.6
School Administration & Support Staff	3.18
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on the Aboriginal composition of their workforce. There is one teacher of Indigenous background in the workforce at 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

All staff members at Greenwich Public School actively participate and engage in a variety of professional learning activities which are aligned to the school plan. Mandatory Training is undertaken to meet all requirements of the DoE. Teachers and support staff attend weekly professional learning sessions which run for one hour.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	411,181
Revenue	3,956,039
Appropriation	3,395,769
Sale of Goods and Services	31,709
Grants and Contributions	522,956
Gain and Loss	0
Other Revenue	0
Investment Income	5,604
Expenses	-4,239,884
Recurrent Expenses	-4,239,884
Employee Related	-3,617,337
Operating Expenses	-622,546
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-283,845
Balance Carried Forward	127,336

Greenwich Public School use Departmentally recommended financial management processes and governance structures to meet audit financial policy requirements.

The school plan has committed to spend on programs which included the community building of a playground (funds held due to prospective building program), new notebooks for the completion of the senior computers, smart board replacements and the payment of 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.

	2017 Actual (\$)
Base Total	2,996,354
Base Per Capita	75,649
Base Location	0
Other Base	2,920,705
Equity Total	88,227
Equity Aboriginal	1,674
Equity Socio economic	3,154
Equity Language	19,058
Equity Disability	64,342
Targeted Total	48,116
Other Total	126,305
Grand Total	3,259,002

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

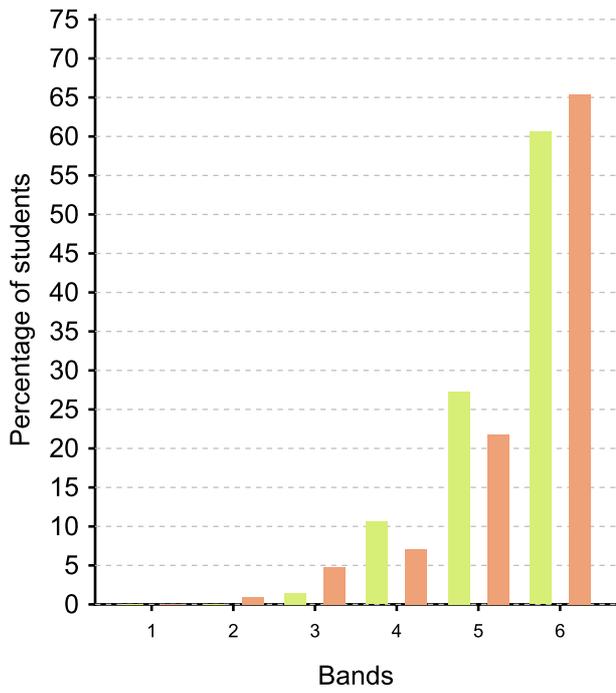
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Achievement in Literacy

Year 3: In Reading, 80% of students achieved proficiency (top two bands) compared with 51% for the State. In Writing, 74% achieved proficiency compared with 45% for the State. 85% achieved in the top two bands in Spelling compared with 46% for the State. In Grammar and Punctuation, 88% achieved in the top two bands compared with 56% for the State.

Year 5: In Reading, 82% achieved proficiency (top two bands) compared with 37% for the State. In Writing, 50% achieved proficiency compared with 15% for the State. 73% achieved in the top two bands in Spelling compared with 35% for the State. In Grammar and Punctuation, 68% achieved in the top two bands compared with 35% for the State.

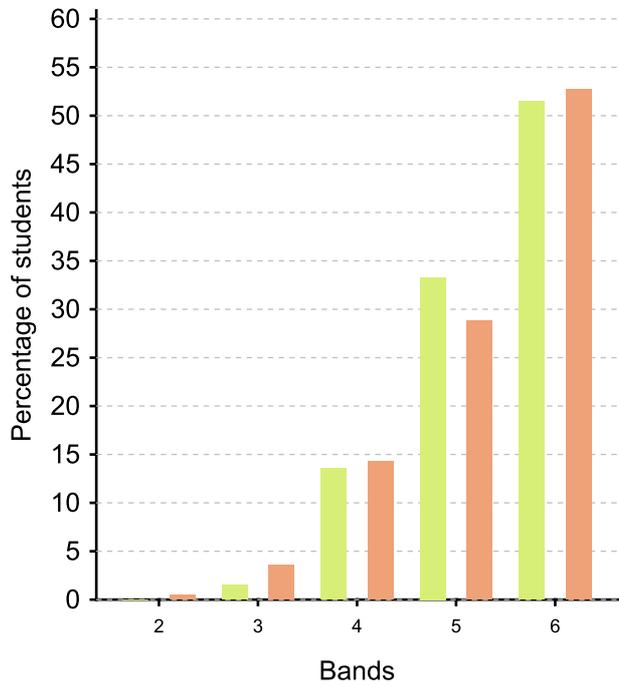
Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	1.5	10.6	27.3	60.6
School avg 2015-2017	0.0	0.9	4.8	7.1	21.8	65.4

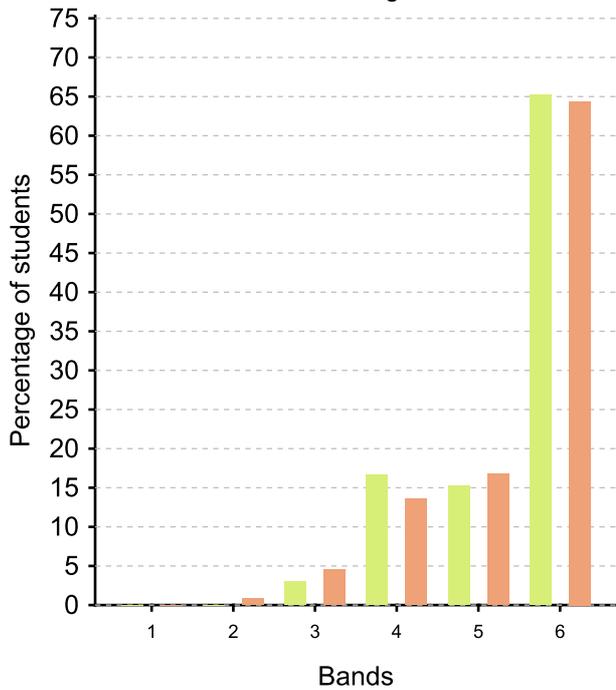
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	3.0	16.7	15.2	65.2
School avg 2015-2017	0.0	0.8	4.5	13.6	16.8	64.4

Percentage in bands:
Year 3 Spelling

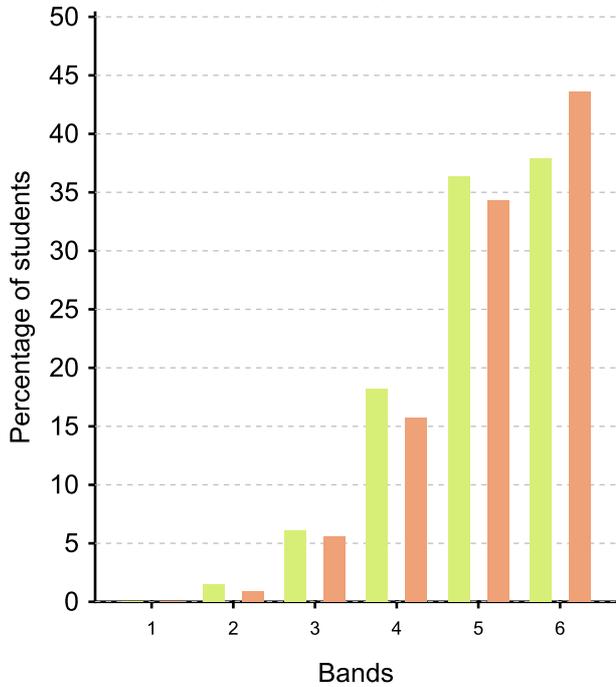


Band	2	3	4	5	6
Percentage of students	0.0	1.5	13.6	33.3	51.5
School avg 2015-2017	0.5	3.6	14.3	28.8	52.7

Percentage in bands:
Year 3 Reading



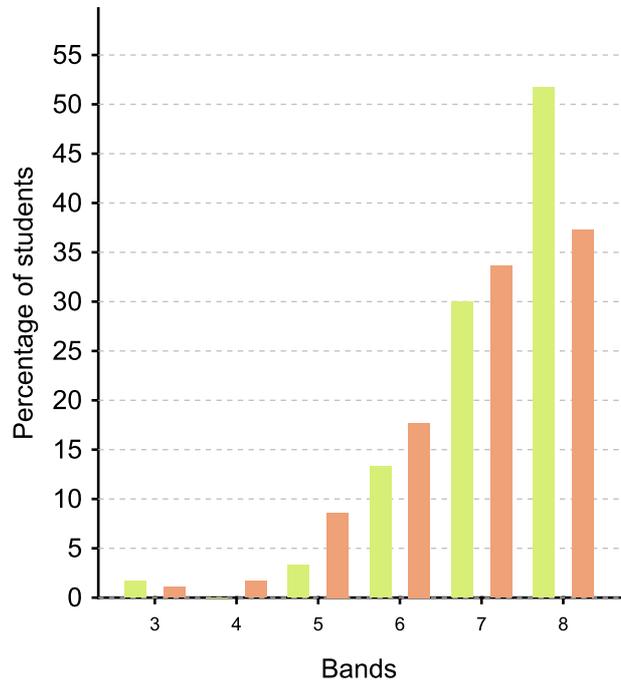
Percentage in bands:
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	1.5	6.1	18.2	36.4	37.9
School avg 2015-2017	0.0	0.9	5.6	15.7	34.3	43.6

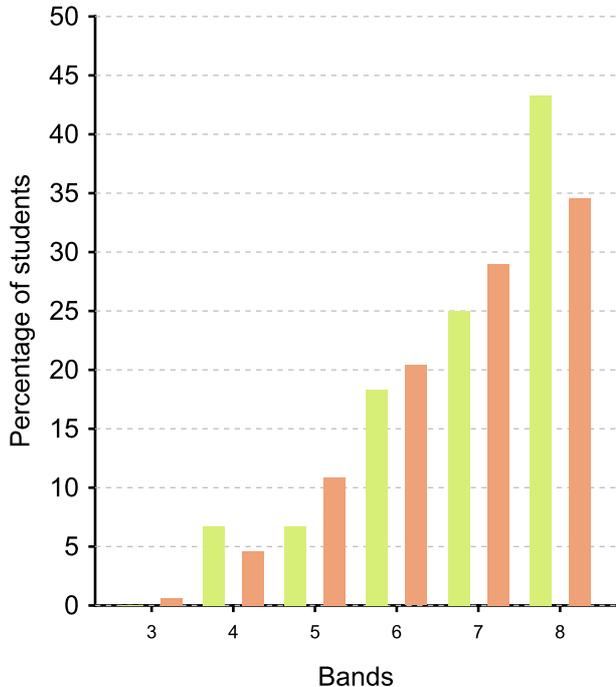
Band	3	4	5	6	7	8
Percentage of students	0.0	6.7	6.7	18.3	25.0	43.3
School avg 2015-2017	0.6	4.6	10.9	20.4	29.0	34.6

Percentage in bands:
Year 5 Reading

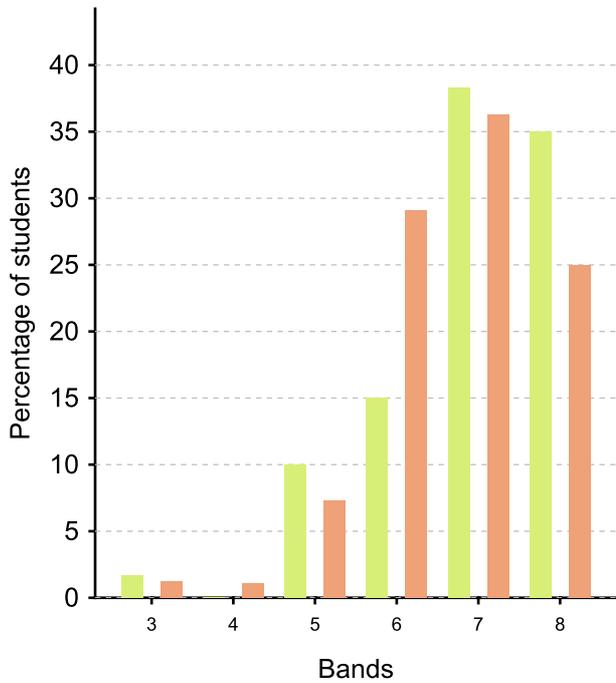


Band	3	4	5	6	7	8
Percentage of students	1.7	0.0	3.3	13.3	30.0	51.7
School avg 2015-2017	1.1	1.7	8.6	17.7	33.6	37.3

Percentage in bands:
Year 5 Grammar & Punctuation



**Percentage in bands:
Year 5 Spelling**

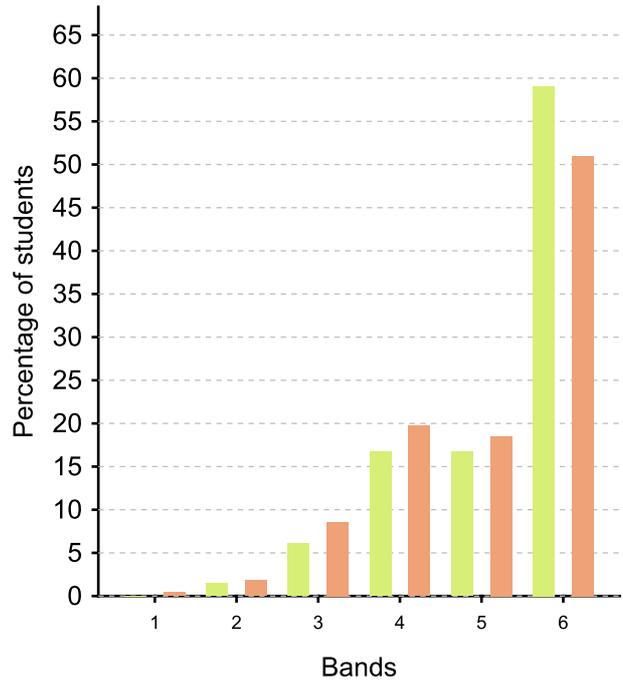


Band	3	4	5	6	7	8
Percentage of students	1.7	1.7	13.3	33.3	28.3	21.7
School avg 2015-2017	1.1	3.5	13.2	39.3	26.0	16.9

Achievement in Numeracy

Year 3: In Numeracy, 76% of students achieved proficiency (top two bands) compared with 40% for the State. Year 5: In Numeracy, 55% achieved proficiency (top two bands) compared with 28% for the State.

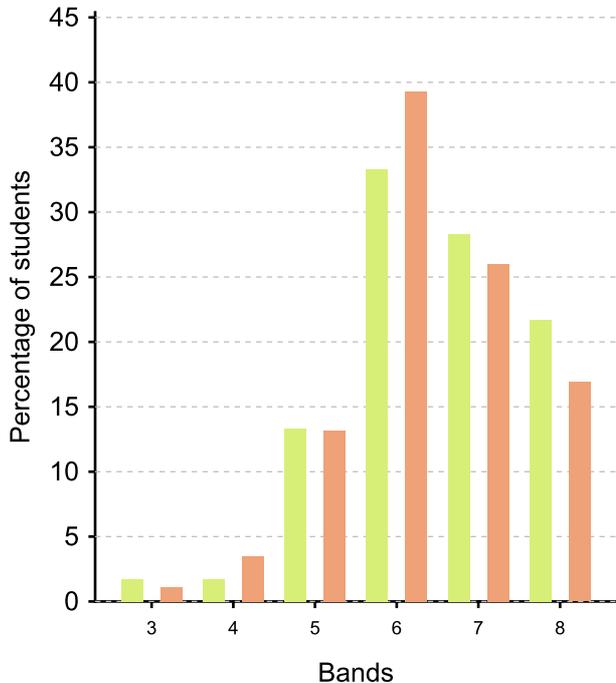
**Percentage in bands:
Year 3 Numeracy**



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.7	0.0	10.0	15.0	38.3	35.0
School avg 2015-2017	1.2	1.1	7.3	29.1	36.3	25.0

**Percentage in bands:
Year 5 Writing**

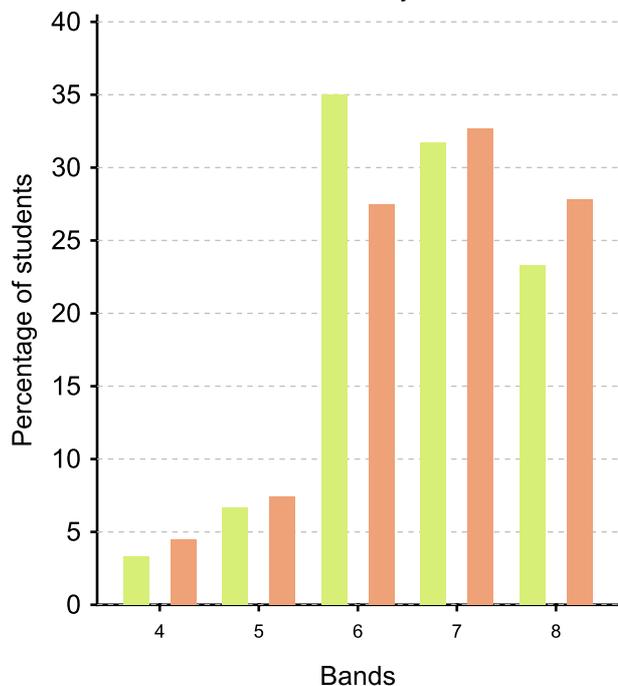


Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.5	6.1	16.7	16.7	59.1
School avg 2015-2017	0.4	1.8	8.6	19.7	18.5	51.0

**Percentage in bands:
Year 5 Numeracy**



Band	4	5	6	7	8
Percentage of students	3.3	6.7	35.0	31.7	23.3
School avg 2015-2017	4.5	7.4	27.5	32.7	27.8

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.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands students at Greenwich Public has maintained the position in the top two bands of NAPLAN.



Parent/caregiver, student, teacher satisfaction

Each year, schools are invited to seek the opinions of parents, students and teachers to determine parents'

perceptions of their children's experiences at home and school. Approximately 3% of parents responded to the 'Tell Them from Me Survey' (TTFM) in 2017. Responses from parents were positive, particularly in the areas of the school supporting positive behaviour, the school supporting learning, and ensuring that students feel safe at school. Positive results were also recorded in measures of inclusivity, feeling welcome at school and being well informed.

Students: Students from Years 4,5 and 6 completed the online Tell Them from Me (TTFM) Survey in Term 1. Positive student responses noted the high rate of participation in extracurricular activities, our supportive and inclusive school environment and the effort they applied to succeed in their learning. 87% of students in Greenwich Public School stated that they are socially engaged and actively involved in the life of the school. 93% of students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour. 49% of students recorded having positive homework behaviours, compared with 63% of students from other NSW Government schools. This led the school to revising the homework policy and seeking feedback from the parent community in relation to this topic area.

Teachers: Teachers believe that PBEL is working well within the school, but recognised the importance of consistency regarding how we manage expectations of our students. Based on this feedback, the program will be further developed in 2018. Feedback from staff members is encouraged in regular meetings, staff development days and participation in the school decision making. Positive staff morale is reflected in widespread staff involvement in, and commitment to, extra-curricular activities and professional development opportunities.

Policy requirements

Aboriginal education

Aboriginal Perspectives form an integral part of teaching and learning across key learning areas as per requirements. All students have studied Aboriginal visual, literacy and/or informative texts. Our *Heritage Pathway* highlights the importance of Aboriginal culture at Greenwich Public School. All assemblies and occasions begin with an 'Acknowledgement of Country'.

As part of the Geography unit, *People Live in Places*, and the Field of Mars excursion entitled, *Special Places*, Kindergarten students compared what the natural environment means to different people, including Aboriginal people. They listened to Dreamtime stories, explored Aboriginal knowledge of the area and made a shelter using sticks and twigs.

Stage 1 students addressed an Aboriginal perspective through studying their heritage and local history. They identified a significant rock engraving at local Balls Head Reserve. They went to Gibberagong Environmental Centre at Ku-ring-gai National Park

where they discussed how the natural environment was utilised by local Aboriginals to produce tools and utensils to hunt and collect food. Students learned about Dreaming stories from Uluru and other parts of Australia.

As part of *Sorry Week* our Kindergarten and Year 1 Student Representative Council members performed a Reader's Theatre rendition of ' *How the Birds Got their Colours*' in the 'Children's Voices for Reconciliation' concert at Lane Cove Plaza. This is a yearly event and involves performances, recitals and speeches from children from preschool to Year 12 within Lane Cove Municipal Council area and celebrates reconciliation and Aboriginal and Torres Strait Islander cultures.

Stage 2 explored the relationship Aboriginal people have with the land and the impact that colonisation has had on them and their environment through the Walking Rocks Tour.

Stage 3 students spent a semester studying the History unit, *The Australian Colonies*. One of the key focus areas in this stage 3 unit is investigating and analysing the nature of convict or colonial presence and aspects of the daily life of inhabitants, including Aboriginal and Torres Strait Islander peoples and how the environment changed. Through studying specifically selected and relevant multimedia and visual literacy texts, students developed their understanding of the relationship of Aboriginal peoples and the land, the lifestyle of Aboriginal and Torres Strait Islander peoples prior to British colonisation and the diverse relationships between Aboriginal people and the British. Students described some of the consequences of British invasion for Aboriginal and Torres Strait Islander peoples. Through discussion, research and role-playing students looked at specific situations and incidents from various viewpoints to develop their empathetic understanding of how the different groups may view the incident/situation differently and how this might affect a history being written about it.

To celebrate NAIDOC Week in an active way, students came together in K-6 Peer Support Groups to participate in a tabloid of rotating *Traditional Aboriginal Games*. The games included *Chuboochuboo* (wallaby skin stuffed with grass/ball tossing and throwing game), *Kai Wed* (stuffed gator skin/small ball volley ball game), *We Me* (underarm bowl of small ball to move to another ball out of hoop game), *Tarnambai* (a ball chasing relay game).

Individualised Learning Programs were developed for Aboriginal students. These students successfully achieved many of their learning goals.



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 2017 for all students K-6. Students participated in a 40 minute lessons each week taught by a native Mandarin speaker and teacher, Mrs Justina Go and Mrs Linda Gu. Students were introduced to simple phrases in Mandarin, pinyin (the phonetical writing of Mandarin), written Chinese characters and traditional Chinese culture.

Harmony Day was celebrated on 21 March to promote inclusiveness and diversity. Students came dressed with a touch of orange. The theme was *Everyone Belongs*. Kindergarten students focused on how we are all alike and different. They made paper dolls that were displayed around a central world. Stage 1 and 2 students focused on where our classmates and their families come from. Stage 3 students studied data regarding Australia's immigration, cultural diversity, population growth in Australia and around the world, languages people speak and concluded that *Harmony is Strength*.

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 15 March 2017. All countries of the Commonwealth of Nations 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

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 2017 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 in Years 3–6. A number of swimmers qualified to swim at the Regional Carnival as part of the Sydney North team. The Cross Country carnival for Years 2–6 was held at school in our beautiful grounds. The K–6 Athletics Carnival was held at Tantallon Oval, Lane Cove. K–1 students participated in novelty events and age running races whilst years 2–6 participated in track events. Students demonstrated exceptional speed and sportsmanship. Field events were held at school. Our students went on to zone, regional and state representation levels. The students' efforts in all these carnivals was outstanding and they should be extremely proud of their achievements throughout the year.

Our champions were: Swimming Carnival Winning House: Bradman Junior Girls Champion: Georgia E Junior Boys Champion: Cameron W Senior Girls Champion: Hannah M Senior Boys Champion: Lewis P Cross Country Winning House: Goolagong Junior Girls Champion: Lola J Junior Boys Champion: William H Senior Girls Champion: Hannah M Senior Boys Champion: Kurtis P Athletics Winning House: Fraser Junior Girls Champion: Sienna W Junior Boys Champion: Matteo S Senior Girls Champion: Nikki L Senior Boys Champion: Sam C

PSSA and Sport Students in Years 3–6 participated in PSSA AFL, Soccer and Netball. Our Greenwich Girls team were runner-up in their competition. Students who did not participate in PSSA undertook tennis lessons or school based sport skills activities including individual and team games. In 2017, Greenwich Public School had a number of senior students trial for a range of Sydney North Representative teams in the areas of AFL, Soccer, Touch Football, Golf, Basketball, Netball, Rugby League, Tennis and Orienteering. The school's Orienteering team was successful across a range of age groups and won the overall winning school trophy at the Sydney North Orienteering Championships.

Years 2–6 Physical Education (PE) During the year students in Years 2–6 participated in skill-based lessons to improve their ability in the areas of gymnastics, dance and fitness. Class PE lessons

included gross motor, ball skills, modified games and athletics skills. During Term 1 students participated in FLIP Gymnastics program where they developed their ability to perform a range of gymnastics related movements and 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 new choreographed moves each week and explored how they could communicate and express themselves through the movement of their bodies. 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.

Achievements in Creative Arts In 2017 Creative Arts K–6 was coordinated by Jenni Bittar. Our school offers a vast range of opportunities and programs for students.

MUSIC Bands In 2017 our Training and Performing Bands were again led by David Braybrook, ably assisted during rehearsals by Andrew Jeffries and Luke Bartley. The Training Band comprised students from year 3 and above who were new to their selected instruments. The Performing Band was made up of students who had already completed a year in the Training Band or had more advanced musical experience. In addition, in term 3, the formation of a smaller group of more advanced students from performing Band was trialled. This group were known as the Senior Ensemble and were under the direction of class teacher Amelia Rutherford. Throughout the year, the Bands had opportunities to perform before their peers, parents and the broader community during assemblies, K–6 performing arts concerts and the K–6 Presentation Assembly and as participants in Band Festivals. All band members were invited to attend a half day Band Intensive held at the school in May. The theme for the 2017 Intensive was 'Make Your Own Kind of Music'. Students were encouraged to design and build their own musical instruments at home to bring along to the Intensive. The huge variety of different instruments created demonstrated a great deal of imagination and creativity. In addition, all the Intensive students received coaching in their instrument sections from several expert tutors to help improve their skills and ensemble playing. In term 2 band students attended a concert by the Sydney Symphony Orchestra as part of its Schools' Program. Auditions for the 2018 Training Band were carried out in term 4. Thirty students were selected to sign up for the 2018 Training Band, each being allocated a specific instrument. In addition most of the 2017 Training Band continued on to the 2018 Performing Band, which will be renamed the Concert Band in 2018. At the end of the year, the Band committee said farewell to David Braybrook and recruited two new directors – one each for the 2018 Training and Concert Bands.

Recorders In 2017 our Recorder group and Ensemble were again led by Bev De Luis. The Recorder Group comprised students from Year 2, new to playing the recorder and the Ensemble was made up of students in

Years 3–6. Both groups performed at the K–6 Performing Arts Concerts, in the combined piece at the K–6 Presentation Assembly and the Greenwich Carols Night. A major highlight in 2017 for the recorder ensemble is rehearsing and performing for The Arts Unit Festival of Instrumental Music Concert held annually at the Opera House. Our school joined more than 700 recorder players from schools across NSW playing the descant, treble, tenor and bass recorders and a variety of other instruments. The range of music gave students valuable experience of different genres and required performance techniques.

Strings In 2017 our String ensemble was led by Shaun Warden. This ensemble was made up of students in Years 3–6 and under Shaun's direction the ensemble further developed their performance skills and repertoire. Notable performances in 2017 included the term 1 K–6 Recognition Assembly and both K–6 Performing Arts Concerts. Term 2 saw the formation of our school's first String Quartet. This group of highly accomplished string musicians from the Ensemble were under the guidance of Shaun Warden. The quartet performed with great success at the Semester Two Performing Arts Concert.

Choirs In 2017 our school had three choirs taught and conducted by various members of our dedicated teaching staff. The K–1 choir taught and conducted by Michelle Ryan and Jessica Buttler comprised over 50 Kindergarten and Year One students. They performed with great success at various assemblies and special events and both semesters' K–6 performing Arts Concerts. The Junior Choir taught and conducted by Amelia Rutherford, assisted by Siobhan Harburg, comprised over 70 students from Years Two, Three and Four. This choir learnt and sang many popular Top 40 songs and performed at various K–1 assemblies and special events and both semesters' K–6 Performing Arts Concerts. Our Senior Choir is our school's representative choir and comprises students from years 5 and 6 who are selected through an audition process. This choir are taught by Amelia Rutherford, Laura Stephenson and Jenni Bittar and conducted by Amelia Rutherford. The senior choir performed at the Opera House in August as part of a mass combined choir for the Arts Alive Choral Concert Series.

Schools Spectacular The Senior choir auditioned for the 2017 Schools Spectacular to sing as part of the combined spec choir comprising over 3000 students across NSW from years 4–12. To the great excitement of teachers, students and our school community, our choir was successful at audition and performed in 4 shows in the 2017 Schools Spectacular at QUDOS Bank Arena, Sydney Olympic Park. This was undoubtedly the highlight of our year of singing.

DANCE Dance Groups In 2017 we had 2 dance groups made up of students from Years 5 and 6. Both groups successful auditioned for and performed in the Sydney North Public Schools Dance Festival. This festival is held in the last two weeks of Term 2 at Glen St Theatre, Belrose. One group performed a jazz/funk/hip hop piece choreographed by Emily Tamborini and the second group performed a contemporary/jazz style

piece choreographed by Rebecca Radovanic. Both teachers were assisted in choreography and organisation by Jenni Bittar. The groups also performed at our school's Semester 1 K–6 Performing Arts Concert.

Dragon Girl Featured Dancers As part of the 2017 school musical Dragon Girl, we formed a group of featured dancers from Year 6. This group featured in several sections of the musical which involved various costume changes and dance styles. Sydney North Talented Dance Camp In 2017 we nominated three of our Year 6 students to participate in the Sydney North Talented Dance Camp. This three-day dance camp held at Sydney Dance Company Studios is designed for Years 5 and 6 students who are identified as highly accomplished or gifted by their school. Two of our students, Zoe Hicks and Isobel Edmunds were selected to attend and spent three days honing their dance skills under the tutelage of specialist choreographers.

DRAMA Dragon Girl – A K–6 musical 2017 saw the very successful staging of the first K–6 musical for many, many years. Our whole school was involved in rehearsing and performing Dragon Girl, a musical fantasy. With the power of the Heartstone, and the help of Zardok, last of the Great Wizards, young Anna faces her greatest fear...in a strange kingdom . . . in another time. This musical provided drama performance opportunities for our excellent Year 6 students as the strong character cast leads. The stunning songs, blended rock and medieval music and each song was sung by one grade of students and choreography was performed by another grade. A select group of talented Year 5 and 6 students sang one of the highlight songs which was danced by our equally talented Year 6 featured dancers. Dragon Girl was directed and choreographed by Jenni Bittar, who was ably assisted by Loulou Virgona and Michelle Braude working with the Year 6 cast, Amelia Rutherford supporting all the choral and vocal performances and Rebecca Radovanic, who choreographed the main Year 6 featured dancer item. The musical was the highlight of our performing arts year and saw the whole school, students and teachers working together through weeks of rehearsals and culminating performances. for our school community.

VISUAL ARTS In 2017 our school selected two talented Year 6 students to attend the Arts Alive Visual Arts Stage 3 Gifted and Talented Visual Arts Camp. The non-residential camp, held at the Avalon Recreation Centre, provided an opportunity for talented visual arts students in Stage 3 to be involved in a fun-filled, challenging and stimulating art education program. They attended the camp and received tuition from professional artists and school teachers with specialised skills. Workshops focused on developing knowledge, understanding and skills in the making of artworks and focused on the exploration of a variety of media, techniques and tools in painting, drawing/mixed media, sculpture, and printmaking.