



Green Square School Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Green Square 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.

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School background

School vision statement

Green Square School engages students, parents and the community in a shared learning journey. We empower students to be safe, responsible and respectful citizens who display empathy, resilience and self personalised learning and support, our students have a framework to help them achieve their academic, social, emotional and physical best.

School context

Green Square is a short to medium term program primarily for students experiencing challenges with their behaviour in a mainstream setting. Intake for our school occurs each term, through a referral process initiated by individual public schools. Our school aims to support students through an individual case management approach to transition successfully back into a mainstream school, or develop skills that will enhance their ability with their education to positively engage in the wider community. On its grounds, the school also hosts a Supported Return to School Program for students to participate in for up to 4 weeks, whilst suspended from their mainstream school.

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 Domain

During the final year's iteration of our 2015 – 2017 School Plan, the school has begun to sustain and grow many aspects of the schools learning culture, as well as improvements in wellbeing, curriculum, reporting and student performance measures. During the third year's focus on designing, implementing and reviewing personalised learning plans with parents, referring schools & key agency group, our school and community has been able to raise the expectations of our students as learners, improve the continuity of learning during transition, provide a structure and planned approach to wellbeing, differentiate learning tasks for all students and improve parent and carer involvement in the student outcome reporting process.

The best example of the above is evidenced through the current way in which personalised learning plans are designed. The entire template has been overhauled, refined and expanded upon so as to capture salient pieces of information regarding the entire student learning journey. It allows the school & community to have a detailed understanding of an array of teaching and learning aspects specific to each individual student and encompasses detailed input and feedback from parents, home schools, health and allied health services included but not limited to paediatrician, occupational therapist, speech pathologist, nurse, counsellor & teachers.

Teaching Domain

Again, as a result of focused a schools-wide focus on rounds of lesson observations and consistent professional learning implemented in classrooms centred around the role of neuroscience and trauma-informed practices in teaching and learning, several areas within teaching domains has begun to sustain and grow. This resulted in 25% of our teaching force receiving accreditation and proficient and on teacher embarking on their journey toward lead teacher, as evidenced in their 2017 PDP. After successive feedback rounds with referring school principals during 2016–2017, our school has embarked on a targeted literacy program in partnership with one of our closest mainstream school partners. The basis on which was agreed upon between schools in 2017, to commence first day of term one, 2018.

Our classroom management has also been sustaining and growing during 2017, as a result of a collaboration between education, health and allied health that gifts teachers with universal techniques to improve students' capacity to remain seated and focused on set tasks. A significant amount of human and fiscal resources have been invested into establishing our school's *Ngaramadhi Space*, a place for students, families, teachers & health professional to collaborate and learn from each other to improve teaching and learning practices and student skill sets. In this context, the school is sustaining and growing in its expertise and innovation, its collaborative practices and its position within the community as

a teachers driven by current research-based practices.

Leading Domain

With the consistency of a substantive principal in their third year of leadership at Green Square School, there has been a number of strong results beginning to show during 2017. Within areas educational leadership, school planning, school resourcing and management practices/processes, evidence suggests all are sustaining and growing. One main area within the leading domain where the school believes it's excelling is in community engagement. Feedback from within our school community views our school as responsive to its needs and able to cater for the range of equity issues existing within its student cohort.

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

Student achievement excellence through evidence-based learning

Purpose

Evidence has shown that the teaching and learning cycle is the most important factor in ensuring quality educational outcomes for students. In fact, the most important factor affecting the student is the teacher. More can be done to improve outcome for students by improving the effectiveness of teaching than by any other single factor. Our students have high and complex needs so teacher need to implement the most affective teaching strategies to offer our students the best chance of success. Using John Hattie's research into teaching strategies with the largest positive affect on student outcomes, our school will develop a framework of learning excellence that can be drawn from, for students placed at our school, and also schools in our area which request support within their own school context.

Overall summary of progress

100% of student personalised learning plans contained research informed teaching strategies for students with emotional disturbances and/or behaviour disorders. This increased from 10% in 2015 & 80% in 2016. These strategies were mostly informed by the collaboration between allied health services and Green Square School staff which used universal occupational therapy and occupational therapy techniques in the classroom to improve levels of engagement and completion of set work.

In 2017, 13 out of 32 enrolled students transitioned back to mainstream school full-time, 41% of the student cohort. This is an increase from 12% in 2015 and 27% in 2016. At the end of 2016, our 2 year average of 19% (2015–2016) of full-time transitioned students was below the 2013–2014 baseline of 25% students returning full-time, the goal in 2017 was to reach above 25% for that year, thereby raising the 2016–2017 average to above previous 2 year data set. The 2016–2017 average is 34%, which well exceeds the 2015–2016 average by 15% and is a 9% improvement compared to our baseline 2013–2014 average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Through research-based practices, students will increase their transition to mainstream educational settings by 20% (baseline to be established in 2015).	\$5 000, group coaching \$ 10 000, 1/2 day transition teacher contact point \$1 500, data collection processes	100% of student personalised learning plans contained research informed teaching strategies for students with emotional disturbances and/or behaviour disorders.
The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. This will be evidenced by 20% increase of PLP/IEP goals reached for each student (baseline established 2015).	\$15 000, resources Ngaramadhi space \$6 000, Aboriginal mentor \$1 500, data collection processes	In 2017, 13 out of 32 enrolled students transitioned back to mainstream school full-time, 41% of the student cohort. This is an increase from 12% in 2015 and 27% in 2016.

Next Steps

The evidence-base from which the above improvements derive from, and the personalised learning plans through which student growth, teaching quality and community collaboration is evidenced will continue to develop and improve as we drill down deeper into the how and why of this process.

Most importantly, a consistent school-wide numeracy & literacy skills curriculum needs to be implemented at the school to improve student's curriculum access during transition days and improve teachers' capacity to program meaningful and

targeted teaching and learning programs for students who transition into and out of the school on such frequent and varied increments.

Strategic Direction 2

Connecting our communities to foster student engagement

Purpose

A crucial aspect for engaging students and facilitating meaningful and relevant learning is through strong community and school partnerships. Research driving many key Departmental reforms point to this fact. Green Square School and its community need to put in place practices, procedures and programs that strengthen community connectedness to improve engagement for our students and support their transition to and from this school to other educational settings, as their time here is short to medium term. Improved community connectedness occurs through genuine two-way communication with the school and community. The School Excellence Framework, Every Student Every School, Connected Communities and Aboriginal Education Policy are the main reforms that will support this process.

Overall summary of progress

The school's second strategic direction stalled significantly in 2017, largely as a result of changes to key staff tasked with leading the implementation or data collection portions of our agreed milestones. Green Square School has a community constantly in a state of flux, with parents/carers enrolling and exiting their children in and from the school as several points throughout the year and for whom rarely stay for longer than 12–18 months. As such, the systems, processes and people who connect with our community to foster student engagement needs to be dynamic and responsive to these changes.

The evidence that illustrated the challenges in meeting the 2017 milestones in this strategic direction is best shown in the feedback surveys from staff and parents. Only 5 out of 35 respondents participated in the community engagement survey. This is a significant reduction in respondents from 2016.

The staff survey component had 13 out of 15 respondents, however the scores for each area identified community engagement area was lower than previous years. However, measures of engagement, including attendance suspension and transition all improved compared to previous years. This is in spite of the lack of parent/carer engagement during 2017.

There are other community members which have been successfully engaged during the 2017 period that the school believes fostered student engagement. This was the ongoing multidisciplinary collaboration between health, allied health and education here at Green Square School. These partnerships engaged parents/carers like never before, affording them a new lens through which to view their child's educational journey and offer a better suite of teaching strategies for teachers at Green Square School to use with their students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school has a 20% increase (base-line established 2015) in community participation in Personalised Learning Plan design, implementation and review.	\$20,000 Health and allied health specialist support for students and teachers.	All personalised learning plans had the direct input of parents/carers, health and allied health professionals, resulting in a better evidence-based base from which to plan, implement and review student learning needs.
The school demonstrates a 50% increase (baseline established in 2015) in community connectedness, measured against the assessment criteria outlined in the <i>NSW DEC Strengthening Family and Community Engagement guide</i> .	n/a	n/a

Next Steps

Creating a system of evaluating and reporting on the efficacy of the *Ngaramadhi Space*, a project involving health, allied health and education professionals working onsite and in classrooms to support the individual needs of students and

their families. This is possibly the most effective way of consistently and strategically engaging parents and carers in the shared personalised learning plan journey and working out ways of improving student engagement based on the myriad of feedback loops involved in the process.

Strategic Direction 3

Quality Pedagogy driving teaching, leading and learning.

Purpose

All teachers, and administrative staff need to build their professional capacity to effectively respond to a dynamic society where different communities place different emphasis on the role of education and outcomes for their students. Student learning outcomes are driven by high quality teaching and leading. High quality teaching and leading requires alignment to the strategic directions of the NSWDEC, demonstrates innovative and research-based teaching and learning strategies and is responsive to individual community and student needs. The School Excellence Framework, the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards and the Great Teaching Inspired Learning blueprint for action are the main reforms that will drive quality teaching, leading and learning.

Overall summary of progress

All teachers in 2017 aligned their performance and development goals to either the Australian Institute for Teaching and School Leadership *Teaching Standards* or *Principal Standards*. However the continuity in working toward higher levels of accreditation was in part stifled by several staff taking unexpected long-term leave in 2017. Three quarters of the permanent teaching staff who identified working toward highly accomplished and lead accreditation in 2016, took unexpected long term leave in 2017, not returning for the remainder of the year, they made up 40% of our teaching staff.

Regardless, all teachers who participated in the 6 monthly sessions of group coaching and whole year of targeted, whole-school professional learning at Green Square School achieved 100% of their performance and development goals in 2017. This measurably improved pedagogy in all classrooms and within the instructional leadership within the executive team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff understand and demonstrate a capacity to align their professional learning goals with AITSL and BOSTES in the pursuit of higher level accreditation, evidenced by a 30% yearly increase in demonstrated teaching standards (baseline to be established in 2015)	\$1500 data collection	All teachers identified some goals related either to <i>highly accomplished</i> or <i>lead</i> teaching and 100% of these goals were achieved by those who completed the entire 2017 year.
100% of staff have a Performance and Development Plan which identifies professional learning aligned to the School Plan (2015–2017).	\$12,000 training in <i>Neuro-sequential Model in Education, including NME/Wellbeing conference</i> \$6000 group coaching	A patterned, trauma-informed pedagogy exists across all classrooms and within the leadership team.

Next Steps

- The NME approach needs to be combined with its clinical model titled the *Neuro-sequential Model of Therapy*, to be undertaken by our multidisciplinary health team, so that meaningful collaboration can take place between teachers and health professionals so that students and families can receive the best support possible for their complex needs. This initiative is called the *Ngaramadhi Space* team
- The *Ngaramadhi Space* team, including Green Square School executive, needs to develop a series of evaluative markers to assess the efficacy of this initiative, across multiple levels of the school, community and systems. These markers will be used to collaborate with a team of researchers to develop a research paper outlining the strengths and difficulties of this approach so that others can learn from this emerging program.
- The *Ngaramadhi Space* team, including Green Square School executive, will collaborate with Alexandria Park Community School to build links that allow access to this suite of services and professional learning for select

teachers, students and families of that school.

- A whole school numeracy and literacy program needs to be introduced at the school so that teachers can share best practice and assessment and reporting measures can be refined and improved.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6 000 Aboriginal Mentor \$10 000 teacher transition	<ul style="list-style-type: none"> • 3 Aboriginal students transitioned back to their referring school, full-time, in 2017. • All Aboriginal students received ongoing, one-on-one mentoring by Aboriginal elders.
Quality Teaching, Successful Students (QTSS)	n/a	The QTSS funding was 0.013 FTE which equates to 45min/week of teacher time. This allocation was 'rolled' into teacher transition processes.
Socio-economic background	\$15,000 Occupational Therapist and Speech Pathologist \$10,000 Music tutoring	<ul style="list-style-type: none"> • All students and families get access to free specialist health care, including occupational therapist and speech pathologist, based on use of funding sources including the school's resource allocation and alliances with health/allied health networks • Students received free music tuition from two qualified music tutors and performers
Support for beginning teachers	\$7000	1/2 day per week extra release from face-to-face teaching for beginning teacher to receive mentoring and coaching. Teacher was recognised by NSW DoE for his teaching excellence in 2017.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	17	16	21	14
Girls	7	6	5	4

Green Square School caters for up to thirty five students at any one time in the school program. The Green Square Supported Return to School Program caters for up to six students who are referred from local school through a regional committee. Students at Green Square School have emotional and/or behavioural challenges. The school aims to re-engage these students and make a successful return to their home school in the short to medium term.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	1
Classroom Teacher(s)	2.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.82
Other Positions	0.8

*Full Time Equivalent

In 2017, our school has two full-time school learning support officers (SLSO) who identify as Aboriginal. The school created and filled a part time Aboriginal Education officer position in 2017, which is being carried forward into 2018.

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	25

Professional learning and teacher accreditation

All teachers professional learning was directly aligned to the school's strategic directions. In 2017, two teachers achieved accreditation at proficient and two teachers submitted maintenance reports for accreditation at proficiency.

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	439,409
Revenue	1,657,967
Appropriation	1,650,020
Sale of Goods and Services	18
Grants and Contributions	5,989
Gain and Loss	0
Other Revenue	0
Investment Income	1,940
Expenses	-1,589,884
Recurrent Expenses	-1,589,884
Employee Related	-1,445,076
Operating Expenses	-144,808
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	68,083
Balance Carried Forward	507,492

Funds set aside for an anticipated project build at the school were set aside amidst uncertainty regarding whether the school would remain on its current site. IN December 2017, the school was given assurances by NSW DoE Assets Directorate that there was no

mention of Green Square School relocation in its *Inner City Build Strategy*. As such, these plans for an Industrial kitchen will be explored in 2018.

Due to the limited sample size collected in 2017, no valid data can be reported on .

Furthermore, in 2018, the school will invest in an extra specialist teacher, 4 days per week to support the implementation of a whole school curriculum and series of team teaching experiences across all classrooms. It is anticipated that this will improve numeracy and literacy pedagogy across the school and also improve staff wellbeing through the provision of additional specialist teacher support. This \$80,000 is over and above it's yearly budget allocation

The school is also investing \$20,000 in addition to it's yearly budget allocation to create an extra counsellor day at the school to help meet the significant mental health needs of it's students.

As the school does not receive money through school fees, up to \$100,000 of it's funds are reserved for emergency management.

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	394,105
Base Per Capita	10,224
Base Location	0
Other Base	383,881
Equity Total	80,650
Equity Aboriginal	28,381
Equity Socio economic	52,269
Equity Language	0
Equity Disability	0
Targeted Total	1,082,205
Other Total	48,608
Grand Total	1,605,568

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.

Parent/caregiver, student, teacher satisfaction