

Greenacre Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Greenacre 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.

Catherine Macreadie

Principal (Acting)

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Message from the Principal

As Acting Principal I reflect on 2018 as a year of great learning and sharing.

As the students have improved in their learning and sharing with one another, so have the teachers. An extra hour a week was allocated to teachers to share what they do in the classroom, collaborate on teaching practices and research, to improve student outcomes.

This year we have introduced more laptops and ipads into the classroom as a tool, to enhance learning as well as flexible furniture to give students more choice in how they learn and varied spaces to collaborate with one another.

We have shared data concerning wellbeing and behaviour in the school, and as a result we have provided more activities in the playground, added more seating and garden areas, a games area under the cola, more painted games on the asphalt, chill out rooms, Wednesday movie in the Library and coding clubs. Teachers have explicitly taught the school rules and the expectations of behaviour, with the whole school focusing on targeted expectations each week.

We saw increased parent attendance at workshops on writing and wellbeing. These workshops were led by teachers of each stage and gave opportunities for our parents to learn about the curriculum and strategies they can use at home.

Another great sharing experience was our International Day where we invited lots of students and teachers from regional NSW as well as students from Cronulla South and Lindfield East PS. Who can forget the teacher dunking machine? I know I'd like to! The teamwork of the teachers, the amazing performances and fun activities helped us all celebrate the many different cultures that make up Greenacre Public School.

I'd like to thank the P & C team, led by President Mrs Lina Awad, for their positive contributions and tireless efforts. I know the students have enjoyed the special gift days, the school disco and now our special "rulers" at the front of the school. But the most important achievement of the P & C is seeing parents work together to provide great experiences for our students.

But all of this is not possible without the commitment, the care, the time and the passion of our teachers, SLSOs, Mr Des Fosses, Mr Goggins and the office staff. Their dedication to continually improve and provide the best teaching, care and facilities for our students is commendable and makes me extremely proud to be their leader.

A special mention to my Deputy Principals, Mr Peter Hanna and Mrs Ines Matanovic for their leadership and support and to Mrs Di Richardson the Senior Administration Manager for her ongoing support as well.

I look forward to 2019 and the changes it brings to make the Greenacre family an even stronger one.

School background

School vision statement

Greenacre Public School is committed to providing quality education through collaboration, communication, creativity and critical thinking. We will develop confident, self-motivated, respectful and resilient citizens for future success.

School context

Greenacre Public School is located within the Bankstown area of Sydney and serves a multicultural community. As a large and complex school, it is able to offer many educational opportunities across a wide range of educational areas. It has three classes for those students with special learning support needs (an IM class and two IO classes), and a class for those students who are academically gifted (an OC class). We also have extensions classes in Years 2, 3/4 and 5/6.

In addition to the basic skills of literacy and numeracy, which continue to be important focuses within the school, public speaking, student leadership, Stephanie Alexander Kitchen Garden Program, performing arts and sport are highlighted.

The school's core values are:

We respect and value one another.

We promote successful learning.

We support each other.

We create a positive environment.

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.

The school's on-balance judgement for Learning was Sustaining and Growing.

In particular, the school's learning culture, wellbeing and curriculum are well embedded. The school is working towards a consistent assessment schedule K-6 to improve reporting and explicit teaching to improve student performance.

The school's on-balance judgement for Teaching was Sustaining and Growing.

In particular, the school's effective classroom practices, professional standards and learning and development are well embedded. The school is working on analysing data more effectively to inform future school directions.

The school's on-balance judgement for Leading was Sustaining and Growing.

In particular the school's educational leadership, school planning, implementation and reporting are well embedded processes within the school. The use of school resources, management practices and processes, the school is excelling.

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

Strong Commitment to Quality Teaching and Learning

Purpose

To create a school culture where evidence based teaching practice underpins improved student results through differentiated teaching to promote excellence in learning.

Overall summary of progress

Differentiation

The **whole school** embraced differentiation practices by using internal and external data to identify the needs of the students. **Classroom practices** were enhanced by flexible groupings with regular tracking and monitoring and flexible furniture to allow more effective collaboration with others and choice of space for learning.

Teaching practices, curriculum knowledge, consistent assessment procedures and collaboration were further improved by weekly grade meetings, **Hour of Power (HOP)**, with Instructional Leaders and support staff contributing, using **learning sprints** to unpack the English curriculum with a focus on writing.

As a result, teachers utilised appropriate evidence based research and inquiry tools to identify and explicitly teach literacy and numeracy.

Early Action For Success Phase 2

Instructional Leaders supported and mentored K–2 teachers completing their first year of L3 training, while other K–2 teachers attended ongoing professional learning. Kindergarten teachers implemented the revised Best Start Assessment.

Instructional leaders initiated the professional learning of all staff on the **Learning Progressions** with further learning in HOP sessions aligning progressions to the curriculum supported by samples of students work. Executive also attended network meetings with Literacy and Numeracy strategy advisors to further deepen their understanding of the learning progressions.

Interventionists for Kindergarten, Year 1 and Year 2 provided targeted teaching for those students below grade expectations in Literacy and Numeracy.

As a result teachers were more confident and knowledgeable with implementing and recording their student's progress by observing their learning behaviours. PLAN 2 and teacher programs reflected student growth and improvement in writing.

Specialist intervention from Occupational therapists and Speech therapists for Kindergarten and Year 1, also improved teaching practices and improved student's learning, coordination and oracy skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible evidence of differentiation in all teaching and learning programs.	Instructional Leaders (2) Support teachers SLSOS • English language proficiency (\$0.00) • Quality Teaching, Successful Students (QTSS) (\$156,170) PL on Progressions	Executive attended Progression network meetings led by Literacy and Numeracy Strategy advisors to gain a deeper understanding of the progressions and the most effective way to use and implement the PLAN 2 tool across the school. HoP sessions used Sprints to support targeted students learning needs in each class.
At least 10% increase in the number of students achieving in the top 2 bands of NAPLAN in		Numeracy Yr 3– 15.51% 2018

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Reading, Writing and Numeracy for both Year 3 and Year 5.</p> <p>(Based on 2017 data).</p>		<p>Yr 3 – 20.83% 2017</p> <p>Yr 5 – 20.83% 2018</p> <p>Yr 5 – 17.78% 2017</p> <p>Reading</p> <p>Yr 3 – 21.82% 2018</p> <p>Yr 3 – 30.93% 2017</p> <p>Yr 5 –19.83% 2018</p> <p>Yr 5 – 19.40% 2017</p> <p>There has been a marked decline in the number of students achieving in the top 2 bands in Reading and Numeracy for Year 3. Year 5 has shown an increase of students achieving in the top 2 bands for Numeracy and Reading.</p> <p>No comparable data is available for Writing as Year 3 was hand written and Year 5 was generated by computer.</p>
<p>Increase in the percentage of students achieving stage appropriate outcomes based on the syllabus and teacher judgment.</p> <p>(Based on 2018 T4 data).</p>	<p>EaFS Instructional Leaders</p> <p>(\$318 500)</p>	<p>2018 Reading levels</p> <p>44% Kinder at or above stage level (Level 9 –11)49% Year 1 at or above stage level (Level 17 –18)</p> <p>74% Year 2 at or above stage level (level 21 – 22)</p>

Next Steps

The school will continue using learning sprints during HOP sessions to further develop teacher's knowledge of the curriculum and learning progressions, with teachers collecting pre and post data to inform their teaching and where to next.

Formative and summative assessment schedules K–6 to be developed and implemented to gain a better understanding of the student's needs, create a benchmark for school progress and identify areas for teacher's professional learning.

An Instructional Leader for Years 3–6 to be appointed as well as an Interventionist for Year 3.



Strategic Direction 2

Active, Self-Motivated Creative Citizens

Purpose

To ensure a student centred learning environment which inspires and empowers students to communicate, collaborate and use critical and creative thinking. .

Overall summary of progress

Future Focussed Pedagogy

Teachers have been focussing on successful future focussed practice within the school. A number of teachers have **flexible furniture** within their classroom, which has allowed more student choice in how they learn, where they learn and whom with.

These practices have been shared across the school encouraging other teachers to give students greater choice in their learning. The practice of **differentiation and collaboration** is highlighted through the flexibility of movement in the classroom, peer choice and opportunities for more **creativity and critical thinking** through **problem solving and inquiry learning**.

Digital Citizens

Technology software, hardware and connectivity were upgraded to allow more efficient access to the internet for students and staff. For staff to embrace the **integration of technology** it is vital they have the tools, professional learning and connectivity to develop programs and implement them.

Teachers developed confidence and ability with technology through exploring a range of hardware and software. Teachers were given **specialist support** from within and outside of the school. This led to greater teacher confidence with technology being effectively implemented and integrated in the classroom.

School policies and procedures regarding the **ethical use of technology** are being developed for staff, students and parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students are able to apply critical and creative thinking skills and integrate information and communication technology to effectively problem solve. Base line data 2017 term 4 ICT survey and focus group 2018 term 1.	Flexible furniture (\$92 000) Hardware purchases (\$160 000) Wifi upgrade (\$4 000) QTSS (\$156 170)	Learning spaces throughout the school are changing to allow for increased inquiry learning, collaboration, creativity and problem solving. Teachers are sharing best pedagogy in flexible learning.
Increase the ability and confidence of teachers to effectively utilise a range of Information and Communication Technology to enhance and support learning and embed general capabilities across the curriculum.	Datacom (\$5 000) Release of ICT coordinator (\$22 000)	Teachers increased their confidence and ability with technology through exploring a range of hardware and software. Professional learning on software programs and IT support, developed integrated programs using technology. A communications team led by teachers, was formed and trained by a Social Media consultant.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the ability and confidence of teachers to effectively utilise a range of Information and Communication Technology to enhance and support learning and embed general capabilities across the curriculum.	Professional learning (\$68 000) Social Media consultant (\$15 000)	This led to the development of social media skills, development of a social media policy for students, staff and community.
Increase the community's knowledge and understanding of social and ethical protocols and practices in ICT.	Police talk Social media policy Anti Cyberbullying incursion	Stage 3 students and parents attended a work shop by Bankstown police about safety online and appropriate use of social media. A school policy on Social Media was formed with a consequence flow chart.

Next Steps

- * To release the ICT coordinator to team teach and increase confidence with integrating technology into the classroom as well as promoting flexible learning spaces for collaboration and creative problem solving with stem share activities.
- * Continue employing Xenotech weekly to fix hardware issues.
- * To use more applications on Sentral. to ensure consistency and effective communication.
- * To apply for more Stem share Kits.
- * To purchase and maintain tech devices.
- * Upgrade interactive white boards to promethian boards.
- * Upgrade of switchboard to increase Wifi capabilities.
- * Continue Brekkie with a Tekkie three times a term for staff to collaborate and share ICT skills and programs within the classroom.
- * Professional learning on digital technologies within the new Science & Tech Curriculum and developing ICT scope & sequence K–6
- * Parent workshops on software and social media platforms.



Strategic Direction 3

Evaluative Thinking Drives Best Practice

Purpose

To focus on reflective practices that help improve whole school achievement and create a culture that values evaluative thinking.

Overall summary of progress

To improve our practices across the school it is vital that we **effectively evaluate school programs** and **examine the data**. This data then allowed staff to have deep, rich conversations around improving learning and teacher practice for better student outcomes as well as providing evidence to measure our changes.

By examining the data of NAPLAN and school based assessments, Writing became a school focus during HOP sessions. The implementation of the **Learning Sprints cycle** gave teachers a structure to improve their practice. This involved teachers reading research, examining samples of student's writing, sharing best practice and implementing new teaching ideas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased collaboration of teachers to observe and model effective practices and feedback.	peer feedback HOP sessions—extra RFF (\$44 000)	Teachers collaborated and shared teaching practices through weekly Hour of Power sessions. This led to increased trust amongst peers with some teachers observing others and offering feedback.
Students to have an increased awareness of their growth and future direction by setting academic, social/emotional and ICT goals.	Term 1 and Term 3 goal setting meetings (Parents, teacher & student) Goal setting proforma	Students and teachers reflected on an academic, social and ICT goal. This was discussed with parents and strategies for achieving these goals were discussed. A follow up of goals was communicated in Term 3.
Parents to have an increased understanding of the assessment practices implemented and the school strategic directions.	Parent workshops Schoolzine newsletter (\$3 000)	Through parent workshops, P & C meetings, newsletter and teacher interviews parents have been informed of assessment practices and where to next for their child.

Next Steps

* To implement a consistent schedule of pre and post assessment tasks, K–6, on Literacy and Numeracy and communicate with all stakeholders.

* To evaluate whole school programs, by focus groups, surveys and interviews in order to refine our practices to improve student outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	<p>SLSOs (\$ 162 082)</p> <p>Low level adjustment for disability (\$312 339)</p>	<p>Five SLSOs were employed to support identified students from Kindergarten to Year 6. As well as academic support in the classroom, students were also explicitly taught social/emotional strategies to develop their resilience and ability to get along with others. All of these students were identified by the Learning Support Team from NCCD data, behaviour data, and identified students with funding.</p> <p>Resources for support classrooms and playground were purchased. Extra support staff such as Interventionists and specialists such as Speech Therapist and Occupational Therapist were employed and teacher professional learning was funded.</p>
Quality Teaching, Successful Students (QTSS)	<p>Quality Teaching Successful Students (QTSS) (\$156 170)</p>	<p>To ensure that all students benefit from high quality teaching and learning practices, all Executive teachers were released for one day a week to mentor and coach classroom teachers. A process was established where a focus area was agreed upon, followed by a series of collaborative planned lessons. The teacher and Executive member reciprocated with teaching, observations and feedback. This led to a deeper understanding of the curriculum and improved pedagogy. All teachers received support with accreditation processes and the Performance and Development Framework within their grades.</p>
Socio-economic background	<p>Speech Therapists (\$62 000)</p> <p>Occupational Therapists (\$56 560)</p> <p>Community Liaison Officers (\$167 338)</p> <p>Socio Economic Background Staff (\$197 815)</p> <p>Flexible (\$1 102 185)</p>	<p>Speech and Occupational therapy has been provided weekly to students in Kindergarten, Year 1 and the Support Unit. This has proven to be effective in identifying and meeting the needs of students early in their education. Staff also receive training while observing and participating in sessions. Weekly progress is monitored and lessons are planned accordingly. The collection of pre and post data is shared with teachers and parents of identified students with specific needs. The therapists also provided workshops for staff and parents on activities they could implement at home or in the classroom to improve speech and fine/gross motor movements.</p> <p>An interventionist for each grade K–2 was employed , to work one on one with students at "boiling point"</p> <p>Wellbeing mentor (AP) was appointed to support students, staff and parents on behavioural expectations and effective strategies to use for positive social emotional health . Professional learning on KIdsmatter and parent workshops on social emotional health were also delivered.</p> <p>A male and female Community Liaison Officer were employed 4 days a week to promote and enhance parent participation. This</p>

<p>Socio-economic background</p>	<p>Speech Therapists (\$62 000)</p> <p>Occupational Therapists (\$56 560)</p> <p>Community Liaison Officers (\$167 338)</p> <p>Socio Economic Background Staff (\$197 815)</p> <p>Flexible (\$1 102 185)</p>	<p>involved parent support groups, training for SLSOs, cooking classes, fitness classes, women only learn to swim classes, parent excursions, curriculum workshops and weekly pre-school groups.</p>
<p>Support for beginning teachers</p>	<p>Support for beginning Teachers (\$49 686)</p>	<p>Beginning teachers were supported with 2 hours per week/accumulated days, with an hour per week of targeted support from their supervisor. Ongoing feedback and support was provided.</p> <p>Teachers had access to various professional learning courses within the school and offsite which had been identified in their Performance and Development Plans. Accreditation meetings were held so teachers could share their learning. Beginning teachers have shown evidence of professional development in their classroom pedagogy, behaviour management planning and contributions to the whole school plan.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>SLSO (Arabic speaking)</p> <p>Targeted student support for refugees (\$11 411)</p> <p>New Arrivals. (\$3 605)</p>	<p>Targeted student support for refugees and new arrivals has been further enhanced with EAL/D teachers and the school Counsellor, participating in Refugee and trauma training. Information and resources were shared with staff.</p> <p>The EAL/D mentor and school counsellor were also trained in the STARRS (Safety, Trust, Attachment & Responsibility skills for Refugees) program.</p> <p>Greenacre Anglican church funded an after school homework program with CLOs and a few teachers supporting the program. This allowed the refugee students to be supported in reading and completing school homework as well as building relationships. Parents were also supported in completing any forms and understanding the school environment. Some fun day activities on the weekends were also organised by teachers and the CLO to further provide a network of support and experiences.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	450	451	467	478
Girls	342	346	378	386

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92	92	90.4	90
1	92.5	91.7	88.6	87.7
2	91.3	94.1	89.6	90.4
3	91.9	92.9	90.8	88.9
4	92.3	92.6	89.9	89.1
5	92	92.2	90.3	90.3
6	91.8	92.1	91.6	87.4
All Years	92	92.4	90.2	89.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

The Home School Liaison Officer regularly meets with the Deputy Principals to view data on students' attendance. For identified students with partial and non attendance below 85%, the classroom teacher communicates with parents and monitors the student's attendance with a LAMP sheet. If improvement has not been made, it is referred to the Deputy Principal who follows attendance guidelines and policy in consultation with the HSLO. Sometimes meetings would occur with HSLO and parents to ensure an attendance improvement plan is in place to improve the attendance of the child.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	35.52
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	3
Teacher Librarian	1.4
Teacher ESL	4.8
School Counsellor	1
School Administration and Support Staff	8.17
Other Positions	2.8

*Full Time Equivalent

Greenacre Public School currently has one aboriginal staff member.

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

Our staff at Greenacre Public School is made up of:

6 Graduate teachers

49 Proficient teachers

8 Maintaining Accreditation

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	730,380
Revenue	9,860,883
Appropriation	9,536,459
Sale of Goods and Services	75,120
Grants and Contributions	243,073
Gain and Loss	0
Other Revenue	0
Investment Income	6,231
Expenses	-9,477,066
Recurrent Expenses	-9,477,066
Employee Related	-8,200,017
Operating Expenses	-1,277,049
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	383,817
Balance Carried Forward	1,114,197

In 2018:

1. Technology purchases included I pads for every staff member, more laptops, upgraded printers, improved wifi capabilities and icloud storage with Sentral.
2. Fifteen interactive white boards were replaced with promethian boards.
3. K-2 rooms were refurbished with felt walls.
4. More flexible furniture was purchased for classrooms.
5. Five staff members participated in rural visits to country schools as part of the City Country Alliance partnership.
6. Playground was upgraded with colourful markings of the alphabet, 100s chart, number lines, chess boards, handball courts and obstacle course.
7. The school updated resources for the EAfS initiative and Library resources.
8. More trees were removed and hazardous areas were addressed.
9. Visitors parking area was upgraded.
10. Outstanding order for the following year on more promethian boards.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,384,880
Base Per Capita	169,384
Base Location	0
Other Base	5,215,497
Equity Total	2,310,928
Equity Aboriginal	5,357
Equity Socio economic	1,300,000
Equity Language	531,150
Equity Disability	474,421
Targeted Total	635,853
Other Total	1,005,632
Grand Total	9,337,294

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

This was our first year of completing NAPLAN online so it is difficult to compare data with previous years. However, there was a general decline in the number of students achieving in the top 2 bands for Literacy in Year 3.

This was our first year of completing NAPLAN online so it is difficult to compare data with previous years. However, there was a general decline in the number of students achieving in the top 2 bands for Numeracy in Year 3 but an increase for students in Year 5.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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, no Aboriginal students were in Year 3 or Year 5 and therefore no data for 2018.

Parent/caregiver, student, teacher satisfaction

PARENTS

The following results are from a **"Tell them From Me" Parent survey**.

For two-way communication with parents, the school rated 75% compared to NSW Government Norm 74%. The highest ranking responses were;

80% believe written information from the school is in clear, plain language.

81% believe the school's administrative staff are helpful when parents had a question or problem.

For Parents Supporting Learning at Home, the school rated 74% compared to the NSW Government Norm 63%. The highest ranking responses were;

85% praise their child for doing well at school.

83% encourage their child to do well at school.

For School Supports Learning, the school rated 70% compared to the NSW Government Norm 73%. The highest ranking responses were;

73% of teachers expect my child to work hard.

77% believe my child is encouraged to do his/her best work.

For School supports Positive Behaviour the school rated 77% the same as NSW Government Norm. The highest ranking responses were;

82% believe their child is clear about the rules for school behaviour.

84% believe teachers expect my child to pay attention in class

For School Supports Child's Behaviour – Inclusive School, the school rated 74% compared to the NSW Government Norm 67%. The highest ranking responses were;

75% of teachers help students who need extra support

75% School staff take an active role in making sure all students are included in school activities.

STUDENTS

The following results are from a **"Tell them From Me" Student survey**.

For Social Emotional Outcomes the following areas were evaluated;

95% participate in School sports compared to 83% NSW Government Norm.

46% participate in extracurricular activities compared to 55% NSW Government Norm.

82% have a positive sense of belonging compared to 81% NSW Government Norm.

85% have positive relationships 85% compared to 85% NSW Government Norm.

94% value schooling outcomes compared to 96% NSW Government Norm.

54% have positive homework behaviours compared to 63% NSW Government Norm.

83% have positive behaviour at school the same as the NSW Government Norm.

73% are interested and motivated in their learning compared to 78% NSW Government Norm.

94% try hard to succeed in their learning compared to 88% NSW Government Norm

TEACHERS

The following results are from a **"Tell them From Me" Teacher survey.**

For Leadership the school rated 74% compared to 71% NSW Government Norm. The highest ranking responses were;

83% work with leaders to create a safe and orderly school environment.

For Collaboration the school rated 80% compared to 71% NSW Government Norm. The highest ranking responses were;

85% talk with other teachers about strategies that increase student engagement.

85% discuss learning problems of particular students with their teachers.

For Teaching Strategies the school rated 81% compared to 79% NSW Government Norm. The highest ranking responses were;

85% when presenting a new concept try and link it to previously mastered skills and knowledge.

85% ensure students are very clear about what they are expected to learn.

For Inclusive School the school rated 82% the same as the NSW Government Norm. The highest ranking responses were;

90% establish clear expectations for classroom behaviour.

86% make an effort to include students with special learning needs in class activities.

For Parent Involvement the school rated 72%

compared to 68% the NSW Government Norm. The highest ranking responses were;

80% share student's learning goals with their parents.

76% regularly inform their parents about their child's progress.



Policy requirements

Aboriginal education

All Aboriginal students were identified and had a Personal Learning Plan (PLP). Consultation with outside agencies such as "Kari Out of Home Care" ensured clear communication and up dates of students' progress.

Teacher pedagogy and differentiation of curriculum, fostered high student engagement and participation in all Key Learning Areas. Targeted support in Literacy and Numeracy continues to be a priority with 1:1 support being implemented.

As part of our Aboriginal education, a special smoking ceremony was performed by Milan Dhiyaan, which means 'one family or one mob'. The smoking ceremony was performed for the whole school to acknowledge the yarning circle and the Aboriginal artwork on the poles with the school rules. This was followed by workshops for all grades on Aboriginal cultural experiences performed by Fluer and Locky.



Multicultural and anti-racism education

Greenacre P.S has 98% of students from Non–English speaking backgrounds. During 2018, we welcomed more refugee families from Syria to our school. Our EAL/D program (English as another Language or Dialect) is responsible for supporting students and teachers within classrooms, with a priority to new arrivals and beginning EAL/D phases. This has significantly contributed to students settling into school and improving their literacy and numeracy skills.

The Greenacre P.S. EAL/D team have established a strong network within our community of schools, and have hosted term meetings. This year we focused on improving the knowledge and teaching practice of our EAL/D teachers by having an experienced member of the team as a mentor. This structure allowed the teachers to be supported in their speciality and focus on the EAL/D scales, syllabus and links to the progressions.

Our school Arabic Community Language Program also continues to receive strong community support, provides further opportunities for students to develop their skills and confidence in their home language.

Greenacre P.S. is proud to foster understanding and respect for all cultures within our school. A highlight of this is our annual International Day. In 2018, we welcomed students from Lindfield East PS , Hunters Hill PS and Cronulla South Primary School. These school added to the festivities of the day by performing cultural and modern dances.

We also invited another one hundred students and ten teachers from the City Country Alliance Leadership Summit to our International day. This provided a rich cultural experience for our visitors from Sydney suburbs and regional NSW who learnt about the many cultural groups at Greenacre P.S.

Staff across the school have been trained as Anti–Racism Contact Officers (ARCOs), and provide support and counselling to victims of racism, and those who do not show respect to other students within our school.

Other school programs

Stephanie Alexander Kitchen/Garden Program

Greenacre P.S. is proud to be continuing the SAKGP for classes across the school. Two teachers and an SLSO are released for 2 days a week to implement the program. Students learn to plant, harvest and protect the crops according to seasons and weather conditions. These crops are then used for cooking meals in the kitchen. All meals are shared with the class. Students learn safety and hygienic procedures in the kitchen as well as how to use kitchen utensils properly and how to prepare food and read recipes. Special days such as "Master Chef" with guest judges (parents and teachers), has added to the enjoyment of the cooking program. All resources such as furniture, cooking utensils and food items are provided by the school.

Early Action for Success

Two Instructional leaders are in their second year of Phase 2 EAfS to support Language, Learning and Literacy (L3) and professional learning for all teachers K–2 .

In Literacy there was a whole school focus on Writing. Learning sprints were implemented to deepen teacher's knowledge, change and refine pedagogy, plan lessons according to the needs of the specific group of students and gain consistency amongst teachers in moderating work samples. This led to improved PLAN data and deeper understanding of the English syllabus and how the Progressions statements align to the outcomes. Targeted support by Interventionists and the Learning Support teachers also helped students develop strategies and progress to stage appropriate outcomes.