

Greenethorpe Public School

Annual Report



2018



2070

Introduction

The Annual Report for **2018** is provided to the community of Greenethorpe Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

At Greenethorpe Public School we aim to provide a welcoming, safe, productive and harmonious learning environment where all children enjoy attending school. We strive to work in partnership with parents to develop in each child, a pride in self, a sense of responsibility for actions and respect for rules and values. We aim to provide well planned and stimulating instruction in all Key Learning Areas. We conduct planned and sequential assessment to ensure all children are working to capacity and we have intervention strategies in place to ensure desired outcomes are achieved.

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School background

School vision statement

Greenethorpe Public School aims to provide an education that will develop students intellectually, socially, physically and emotionally. In addition, the school promotes creativity, independent work habits, self-assessment and goal setting. Development of team work and technological skills are also promoted to equip students and staff for an ever changing society. A highly professional and dedicated team work together to provide a balanced, individualised and comprehensive curriculum. The staff also strive to provide students with a supportive, safe and tolerant learning environment. The school works in close collaboration with parents and the wider community to ensure all stakeholders are both informed and involved.

School context

Greenethorpe Public School is a small rural school situated between Cowra, Grenfell and Young. The school was established in 1903. At present, 12 students are enrolled. The students are all village residents. Most families earn a single income and some experience low socio-economic circumstances. The school is included in the Early Action for Success program. Through this program, the school is provided with an Instructional leader to support the classroom teacher in the delivery of tailored interventions in Literacy and Numeracy. Involvement in the program supports our goal of achieving the Premier's Priorities. It also provides some training for teachers in pedagogy to strengthen personalized learning for K-2 students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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

Our school has judged most aspects of Teaching Learning and Leading to be Sustaining and Growing.

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

QUALITY LEARNING An integrated approach

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

A strategic assessment plan has now been developed for all classes. This will ensure a more accurate and sustainable form of tracking individual student data over time. Standardised assessments have been chosen to ensure students are graded against NSW Syllabus outcomes.

Parents and students have completed a satisfaction survey based on student wellbeing and overwhelmingly the results of both surveys were positive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth in educational aspiration measured by higher level goal setting and feedback. Evidence of ongoing student improvement through regular assessment using internal school measures. All students demonstrating growth towards achievement of proficiency in line with the Premier's Priorities and internal school measures.	Continued use of Assessment Schedule to ensure growth is evident in all students in both Literacy and Numeracy	Positive growth evident in assessments.
Improved levels of student wellbeing and engagement.	Use of the TTFM Survey to ascertain future needs in wellbeing and engagement.	Results of internal wellbeing survey very positive from both Students and Parents.

Next Steps

Reading running records have been kept for all infants students who are not independent readers. During 2019 these will be completed more regularly to ensure a satisfactory rate of progress is being maintained. Research into more suitable reading assessments for independent readers will be conducted in 2019.

Strategic Direction 2

QUALITY TEACHING – Improving pedagogy

Purpose

To promote and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills, and ensuring we have an inclusive Aboriginal Education content across all aspects of our curriculum. We are also committed to meeting the Premier's Priorities.

Overall summary of progress

Initial training in the teaching of STEM (Science Technology Engineering and Maths) has commenced during 2018 and further training in the use of Robotics has been secured for 2019. Two days of Visible learning training has been completed and teachers have been encouraged to use learning intentions and success criteria as part of their teaching pedagogy.

The use of data collection and evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are committed to embrace the development of STEM opportunities for all students.	Purchase of some robotics equipment funded by P and C.	Children are making progress with coding and are looking forward to a full term with the STEMshare Robotics and Lego Electronics Building Kit in 2019.
A commitment by all staff, to the use of visible learning as a tool for evidence informed pedagogy.	\$700 commitment toward Visible Learning Training plus additional cost for Relief teachers.	All staff are committed to using learning intentions as part of our commitment to Visible learning.
Increasing proportion of students achieving in the top three bands in NAPLAN.		Much improved results this year with lower proportion of students in band 3 and 4.

Next Steps

STEMShare training in the use of Robotics. Further professional development in the teaching of Numeracy.

STEM practices to be integrated into the wider curriculum with a particular focus on technology and robotics.

Strategic Direction 3

QUALITY LEADING – Community Partnerships

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. Continuing development of active community engagement to ensure an alliance between parents and leader based on positivity, respect and collaboration for the purpose of improving student outcomes.

Overall summary of progress

Parent Surveys indicated that parents were generally pleased with the way the school addresses student wellbeing, teaching and learning.. All parents felt that students attending Greenethorpe Public School experience a sense of belonging and connectedness. All parents thought that children's successes were both recognised and celebrated.

During 2019 the school will participate in the Tell Them from Me Survey to acquire additional information which can be used to determine future planning directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parental attendance at school functions and P&C meetings to celebrate student success.		Still need to do more to get parents along to meetings. This has been difficult even with text reminders and regular newsletter requests.
Regular reporting to parents based on steps we are taking to develop improved pedagogy based on current research practices. e.g. Visible Learning		Parents are kept well informed of steps we are taking to improve pedagogy. This is usually communicated through the school Newsletter.
Regular participation in local AECG meetings by school staff.		A school representative attends all meetings.
To increase parent participation in our school-home reading partnerships to support engagement in student learning.		Home reading partnership has flourished this year with parents making a genuine commitment to reading. The results are evident in improved reading levels.

Next Steps

During 2019 there will be a much greater emphasis on community involvement, to keep parents better informed about current educational practice such as Science technology Engineering and Maths (STEM). Parents will be invited to witness the pedagogy associated with teaching STEM and will be given the opportunity to participate in STEM workshops with their children. Greater participation will also be invited in other Key Learning Areas such as instrumental music.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$2134	Provide release for professional learning and leadership activities.
Socio-economic background	\$10411	Utilised to employ SLSO to provide additional support for classroom teachers and for students in need of support.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	14	7	5	6
Girls	11	10	6	6

Student enrolment has fluctuated throughout the year and 14 children will be present in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.4	94.1	96.8	97.4
1	92.6	95.3	96.2	84.3
2	93	96.4	91.2	90.3
3	88.6	95.7	96.8	93.7
4	92.9	98.6	94.6	
5	93	88.2		90.1
6	90.1	92.5		
All Years	91.9	95.2	94.4	91.6
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	
5	94	93.9		93.2
6	93.5	93.4		
All Years	94	94	94	93.5

Management of non-attendance

Parents are encouraged to return absentee notes following any period of absence. Although our attendance numbers are below state averages, these figures are often skewed by individual families taking lengthy holidays with their children, within the school term. This is discouraged and parents are reminded about the importance of school attendance through the school newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.13

*Full Time Equivalent

There are no Aboriginal or Torres Strait islander employees at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Two teachers are classified proficient and one is working toward accreditation and proficient status. Staff have participated in a range of professional learning during 2018 and we look forward to continued opportunities for professional learning in 2020.

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	21,205
Revenue	371,147
Appropriation	356,264
Sale of Goods and Services	0
Grants and Contributions	14,555
Gain and Loss	0
Other Revenue	0
Investment Income	327
Expenses	-349,683
Recurrent Expenses	-349,683
Employee Related	-324,901
Operating Expenses	-24,782
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	21,465
Balance Carried Forward	42,670

The school carried forward \$21 205 to be rolled over to the 2019 budget. We are aware that some major expenditure will be likely in the next few years and need to keep that buffer to ensure we can replace equipment such as our school mower, as the need arises. The P&C made a number of generous contributions toward school resources and to travel costs during 2018. During 2019 the school will again need this support to ensure operations are sustainable. Equity funding has been used to support the employment of an SLSO to assist with learning support programs within the school.

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	282,339
Base Per Capita	2,127
Base Location	8,101
Other Base	272,111
Equity Total	27,020
Equity Aboriginal	4,534
Equity Socio economic	10,411
Equity Language	0
Equity Disability	12,075
Targeted Total	0
Other Total	26,635
Grand Total	335,994

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.

NAPLAN data unpublished due to the size of school cohort.

NAPLAN data unpublished due to the size of school cohort.

Because of the small size of our cohort we are unable to provide actual figures,. However, it was pleasing to note the growth of all students in literacy and numeracy between years 3 and 5.

Parent/caregiver, student, teacher satisfaction

Parent and student surveys were conducted toward the end of the year and responses were overwhelmingly positive. The indicators of wellbeing questions attracted positive responses from both students and parents. During 2019 the school will be utilising the Tell Them from Me survey (TTFM) for both students and parents.

Policy requirements

Aboriginal education

The school implements learning programs and educational experiences that are based on culturally inclusive pedagogy and allow Aboriginal and Torres Strait Islander students to be culturally aware and proud of their heritage. the school has regular contact with the local Aboriginal Education Group.

Multicultural and anti-racism education

An ARCO or Anti–Racism Officer has been trained at the school to ensure staff and students are culturally aware and accepting of differences. The school has zero tolerance for any racist activity or language. Children are encouraged to be accepting of all cultures, and Harmony day is set aside each year to celebrate our nations cultural diversity. Studies of other cultures are included within the curriculum.