

Green Hill Public School

Annual Report



2018



2071

Introduction

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

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

Paul Byrne

Principal

School contact details

Green Hill Public School

196 River Street

West Kempsey, 2440

www.greenhill-p.schools.nsw.edu.au

greenhill-p.school@det.nsw.edu.au

6562 5591

School background

School vision statement

Green Hill Public School's vision involves strengthening and embracing three key components – Quality Partnerships, High Expectations and Strong Culture. We do this by staying true to a core values and belief system which enables us to provide the appropriate environment for all students to succeed and thrive. Our values are clear and continually communicated to all stakeholders so that GHPS students exit our school equipped with the necessary skills and strategies to become citizens who are actively engaged in making positive contributions to their community.

School context

Green Hill Public School is a small school on the edge of Kempsey, a large regional town on the mid–north coast of NSW. The school has an enrolment of 28 students with 96% of enrolled students identifying as Aboriginal. The school is in a low socio–economic area and caters for students with a range of challenges and talents, in collaboration with a highly supportive Aboriginal community (Dunghutti). The school places a high priority in implementing the NSW Department of Education Aboriginal Education Policy with respect to local culture, history and educational support, high expectations and community aspirations for its students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning Culture Sustaining and Growing

Wellbeing Delivering

Curriculum Delivering

Assessment Sustaining and Growing

Reporting Sustaining and Growing

Student performance measures Delivering

Effective classroom practice Delivering

Data skills and use Delivering

Professional standards Sustaining and Growing

Learning and development Sustaining and Growing

Educational leadership Sustaining and Growing

School planning, implementation and reporting Sustaining and Growing

School resources Sustaining and Growing

Management practices and processes 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:

Strategic Direction 1

Inspiring Independent Learners

Purpose

At Green Hill Public School we believe that in order for learners to be self-directed they need an understanding of how they learn which develops student agency. We ensure that our school has a strong culture which actively values educational aspiration and ongoing performance improvement. There is a strategic and planned approach to positive growth mindset so that all students can connect, succeed, thrive and learn. Our students benefit from quality teaching, curriculum planning and delivery, and assessment which allows for a responsive point of need approach to learning excellence.

Overall summary of progress

The 8 Ways Personalised Learning Pathways and visible learning strategies have been used to inform planning for learning. Participation in the PLP interview with their family has provided students with the opportunity to identify their aspirations and the expectations they have for learning. This informs teacher planning and allows for individual learning that is self-directed and evaluated.

Progress in student learning and achievement is identified and measured through Best Start, PLAN 2, NAPLAN and school based assessment data. The National Literacy and Numeracy Progressions are used to track and monitor student progress and to inform point of need planning. Data is entered into PLAN 2 every 5 weeks for the K–2 students, in line with L3 requirements.

Teacher programs reflect that some visible learning strategies are being utilised. Learning intentions and success criteria have been introduced, with an initial focus in maths and writing. K–2 students developed their own learning goals, with each student developing long term goals for reading and maths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Making a whole-school movement in Learning Culture from Sustaining and Growing to Excelling as set out in the Learning domain of the School Excellence Framework.	Whole School PL	While staff analysis and review during the SEF–Sas process shows limited growth at this point for Learning Culture, there have been improvements within the themes for this Domain. A particular success was the strengthening of partnerships between school and community through the 8 Ways PLP process.
Increase in the proportion of students demonstrating active engagement in their learning and an improvement in the understanding, value and motivation for learning through a growth mindset.	EaFS– Instructional Leader L3 training	Learning intentions and success criteria are beginning to be embedded in teaching and learning programs. Students have started to articulate and develop their own learning goals.

Next Steps

With a change in staffing, further training will be required throughout 2019. This will include:

- * Teaching staff will be involved in Professional Learning with Corwin on Visible Learning.
- * Whole-staff learning centered around Hattie's 10 Mindframes. Staff to understand the impact of their teaching.
- * Instructional leader will conduct professional learning days and provide opportunities for observations between all teachers. She will also monitor the progress of teaching practice and student achievement.

Strategic Direction 2

Building Teacher Capacity and Capabilities

Purpose

Our purpose is to have highly skilled and passionate teachers who identify, understand and implement the most effective, explicit, evidence-based teaching methods in a stimulating, challenging and supportive professional environment. We understand the need for genuine collaborative planning, dialogue and reflection and use whole-school data to identify student achievement, progress and inform school directions.

Overall summary of progress

In 2018, the school leadership team identified a number of improvement measures to focus on throughout the duration of the School Plan. As an Early Action for Success school, our staff have worked with the Instructional Leader to collect, analyse and use student achievement data, with a specific focus on writing. This data analysis was used to develop teaching programs and allow for differentiation to meet the learning needs of individual students. The resulting collaborative practice enabled the teachers to identify how visible learning strategies can be incorporated into the teaching of the writing process. Teachers also collaborated to assess and evaluate writing samples from across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students' learning is tracked through learning progressions and personalised learning goals measured against stage outcomes.	EAFs– Instructional Leader	As an EAFS School we have been involved with the introduction of the Learning Progressions. Teachers have accessed Professional Learning on the use of the Learning Progressions. Data collected from the Learning Progressions is entered into Plan 2 every five weeks. Teaching and learning programs are differentiated to meet student learning needs which are identified by data collection and analysis.
School self-evaluation determines a movement from Delivering to Sustaining and Growing in the elements of Effective Classroom Practice, Professional Standards and Curriculum from the Learning and Teaching Domains in the School Excellence Framework.	Whole School PL	While staff analysis and review during the SEF–Sas process shows limited growth at this point there have been improvements in each domain.

Next Steps

With a change in staffing, further training will be required throughout 2019. This will include:

- * Teacher training in L3 Kindergarten, L3 Stage 1 and TEN. Instructional leader will monitor the progress of teaching practice and student achievement.
- * SLSO professionally developed under tutelage of Instructional Leader to deliver targeted individual reading program to Year 3 students
- * Class teachers to maintain STEM development and training to deliver whole-school programs in robotics and digital technologies. The Stem Share kits will be used to support this during Term 1.
- * Whole-staff learning centered around Hattie's 10 Mindframes. Staff to understand the impact of their teaching.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$77,512	<p>With 96% of the schools enrolment identifying as Aboriginal, this funding was used to address the learning needs of our students.</p> <p>Personalised Learning Plans developed for every student through meeting between child, parents, AEO and teacher.</p> <p>Aboriginal School Learning Support Officers were employed to provide in class support to support achievement in Literacy and Numeracy.</p>
Low level adjustment for disability	\$29,405	<p>Adjustments made to support the learning needs of all students. Parents were consulted throughout the development of Individual Learning Plans and Student Behaviour Support Plans,</p> <p>Aboriginal School Learning Support Officers were employed to provide targeted support to students, both in class and in the playground.</p>
Socio-economic background	\$66,288	<p>This funding was used to address the learning needs of our students.</p> <p>Aboriginal School Learning Support Officers were employed to provide in class support to students.</p> <p>Students have had access to a range of resources and devices that support their learning.</p> <p>Healthy lifestyle program maintained with the ongoing development of our school gardens and the cooking program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	11	13	13	13
Girls	10	10	9	15

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.1	90.2	92.1	78.7
1	85.3	95.5	86	83.1
2	91.7	90.3	90.6	85.7
3	92.3	89.9	87.1	92.6
4	95.2	91.9	87.3	79.5
5				83.4
6				79.5
All Years	91.5	91.4	88.1	83.7
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				93.2
6				92.5
All Years	94.1	94.1	94	93.4

Management of non-attendance

Green Hill PS meets all of the Department of Education policies in regards to monitoring attendance and pursuing issues behind non-attendance. Our school is committed to delivering an engaging curriculum that is culturally inclusive.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*Full Time Equivalent

Green Hill PS delivers connected and meaningful education through our Aboriginal Staff by providing employment to a number of indigenous support staff.

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

All are supported to engage in the Australian Professional Standards for Teachers through PL, Meetings and ongoing reflection and feedback. We currently have no staff pursuing 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	67,345
Revenue	836,222
Appropriation	821,638
Sale of Goods and Services	725
Grants and Contributions	13,460
Gain and Loss	0
Other Revenue	0
Investment Income	399
Expenses	-855,279
Recurrent Expenses	-855,279
Employee Related	-801,878
Operating Expenses	-53,401
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-19,057
Balance Carried Forward	48,287

Our school's financial management processes and governance structures to meet financial policy requirements with all funds being attributed to providing the best outcomes for our students.

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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	449,288
Base Per Capita	4,254
Base Location	1,494
Other Base	443,540
Equity Total	173,206
Equity Aboriginal	77,512
Equity Socio economic	66,288
Equity Language	0
Equity Disability	29,405
Targeted Total	11,861
Other Total	141,710
Grand Total	776,065

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.

Green Hill PS has a limited number of students sitting NAPLAN each year which means graphs are inaccurate. We strive to deliver ongoing growth for all our students

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.

Green Hill PS has a limited number of students sitting NAPLAN each year which means graphs are inaccurate. We strive to deliver ongoing growth for all our students in Literacy.

Green Hill PS has a limited number of students sitting NAPLAN each year which means graphs are inaccurate. We strive to deliver ongoing growth for all our students in Numeracy.

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.>

We are on track to support the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

The school seeks feedback from families through informal meetings, PLP processes, family BBQs. Due to size of school we don't participate in Tell Them From Me for parents though students were involved.

PLP interviews with parents provide authentic feedback which indicates a majority of parents are very satisfied with the school.

Policy requirements

Aboriginal education

Green Hill Public School has an Indigenous enrolment of 96% and an Aboriginal Education Officer. We also employ a number of Aboriginal School Learning Support Officers to provide support to students, and we have volunteer Aboriginal Community members working at Green Hill as SLSO's and class supports.

Aboriginal Education is promoted and supported across all key learning areas and more particularly in the Human Society and Its Environment (HSIE) curriculum & new History Syllabus.

All our teaching staff include in their programming, teaching units that are closely linked to and reflect our proud Aboriginal heritage. All students are taught about indigenous Australian culture and it is seen as an important and valued part of our Australian cultural identity.

Cultural awareness and local Aboriginal perspectives are incorporated into student learning and school practices. All Aboriginal celebrations are celebrated and honoured. The Duguthi language is an important part of our school culture.

All Indigenous students have personalised learning plans (PLPs) developed in consultation with their class teacher, the student and their caregiver.

Multicultural and anti-racism education

All students studied aspects of multiculturalism across Key Learning Areas, and especially as part of the Human Society and Its Environment (HSIE) Key Learning Area, History and Geography syllabus. Students also had many experiences throughout 2018 to increase their knowledge and skills in relation to Multicultural Education.

Green Hill Public School is an inclusive school and we promote respect and acceptance of all cultures. Our school prides itself on its inclusiveness and participates in Harmony Day annually. We join other schools from our small schools learning community to provide the students with the opportunity to learn about the traditions of other cultures, including food, dance, games, celebrations, costumes and customs and beliefs.