

# Greenwich Public School Annual Report



2018



2076

## Introduction

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

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

Vicki McKenzie

Principal

### School contact details

Greenwich Public School  
32 Kingslangley Rd  
Greenwich, 2065  
[www.greenwich-p.schools.nsw.edu.au](http://www.greenwich-p.schools.nsw.edu.au)  
[greenwich-p.school@det.nsw.edu.au](mailto:greenwich-p.school@det.nsw.edu.au)  
9436 3217

### Message from the Principal

2018 has been another year of wonderful achievement for Greenwich Public School. We have seen the commencement of our building program for our school. This program will give us an additional 24 classrooms across both campuses with facilities that are 21st century in design. This has posed a significant change to our planning and operation throughout 2018.

Greenwich Public School continues to have a special environment for children to learn. Both campuses have different and beautiful features that contribute to its uniqueness only 6 kms from the CBD. This year both sites received a much needed paint facelift of both the main buildings.

The partnership between home and school at Greenwich remains strong. Thank you must go to the P & C and School Council whose support of the school is invaluable. The support shown to our staff is exceptional and I would like to thank the P&C Executive and School Council. We highly value the work done by our parent volunteers in fundraising, class parent network, uniform shop, banking, reading and maths groups, building and gardening projects, helping at events and supporting your children.

The school has in 2018 delivered outstanding teaching and learning opportunities in Literacy and Numeracy as well as the wonderful emphasis on Science and Creative Arts. Our students are being prepared with 21st Century skills and our new learning environment will deliver an environment in which we will further enhance their skills in STEAM Education.

We have had a stronger emphasis on Learning and Support for all students from 2018. We continue to support students on an individualised and targeted needs based approach, by a dedicated learning and support team. The emphasis on learning programs is on rigorous, meaningful and dignified learning at all levels of educational need and supports students in their classroom alongside their peers and not in isolation. In 2019 we will begin a new chapter at Greenwich PS as we begin the building of a Special education Unit. Over the next two years we will open three new classes where students with additional support needs will work on an integrated educational model providing them with opportunities to integrate within a mainstream school whilst still having the support they need.

A wide range of extracurricular programs was offered in 2018 and the performing arts talents of our children have been showcased in many assemblies and concerts this year. We have represented the school at the Sydney North Dance Festival, Arts Alive Choral Concert, Recorders at the Festival of Instrumental Music at the Opera House, band festivals and string performances, School Spectacular, public speaking and in sport we have participated in interschool soccer, netball, orienteering and AFL. We were successful in a range of sporting activities at both interschool level and zone and regional level.

We have an exciting time in front of us over the next year. Our children are very lucky to be part of the great school we have at Greenwich Public School.

## Message from the school community

The School Council in 2018 has taken a supportive role focusing on governance and procedure. During the course of the year we have worked with the executive staff on overall school numbers, staffing changes, traffic issues, planned building works being done at the school, internal policies, parent information nights, safety, NAPLAN, non-syllabus programming in our school and supporting efforts to preserve and improve school resources and facilities.

The School Council would like to recognise the contribution of all volunteers and staff, the people that put in their time, skills and resources, making this a better school and community for our children and future students.

I would like to thank the members of the School Council for their contribution over the past year, with special thanks to parent Jo Cooke who is standing down this year after a number of years of service to School Council, along with many years supporting the school community through multiple other activities.

2019 is looking to be another challenging year with the new Special Education Unit commencing at Greenwich Public School, increased student enrolments stretching our limited resources, and ongoing traffic & safety issues. Particularly challenging but most exciting will be the major building works commencing on both campuses shortly, bringing our school up to date in the 21st century.

### **Greenwich Parents and Citizens Association 2018 Presidents Report**

2018 has been an eventful and productive year for the Greenwich P&C, with increased community support for the betterment of our school. This year we had the initiative to "*Do Just One Thing*" we were overwhelmed with the commitment many people made to volunteer to make this a better school and many people doing so much more than just one thing; parent helpers in class, on excursions, math and literacy groups, class/year parents coordinators, library, canteen, uniform shop, flexi schools, banking, grounds maintenance, Mother's Day & Father's Day BBQs, cake stalls, band, strings, social media and communications, School Council Representatives and P&C executive and of course our Greenwich legendary "fun" fund raising events.

On the topic of fundraisers including Drinks by the Harbour, Trivia Night, Wine Drive, various cake stalls, our School Discos plus the resource fees and building fund contributions. Our fundraising and event organisers have worked tirelessly to raise money to support our school, this work has enabled us to provide for our school which we are truly grateful.

Throughout the year we have been able to provide funding to support key school activities including school and learning resources, particularly technology, part funding of STLA teachers and teachers aids and grounds & building maintenance. In 2018 the Greenwich P&C Association gave nearly \$150,000 in support to our school. These are your fund raising dollars and P&C fees at work.

We have discussed and debated many subjects and community issues at our meetings such as traffic & safety, alternative transport, changes to urban density, canteen offerings, school funding, the proposed building works and the school playground project

In 2019 we will have new challenges with the building works plus new and existing commitments to help the school with resourcing.

## School background

### School vision statement

***To provide dynamic learning experiences which ensure all students become successful citizens of the future***

Our dynamic learning experiences are focussed on Future Focussed fluencies and provide opportunities for students to develop problem solving skills, creativity, critical thinking, teamwork and literacy and numeracy skills. We will maximise learning in our school with the aim being for students to 'achieve at least a year's worth of learning from every year's teaching'.

We will inspire all students to be lifelong learners with a thirst for knowledge. We encourage risk-takers and resilient learners who are self-directed and reflective. Students will find joy in their learning and feel empowered to achieve. Challenges will be seen as opportunities and students will strive to reach their full potential academically, creatively, physically and socially.

Teachers, leaders and parents will all take responsibility to nurture, guide, inspire and challenge students to build their skills so they can become successful citizens of the future. Our students will be adaptable, technological, ethical and empathetic global citizens equipped to make valuable contributions in the future.

Student learning is underpinned by high quality teaching and leadership (School Excellence Framework 2017). As such, we are committed to the pursuit of professional growth so that we can continue to provide high quality educational opportunities for each and every child.

Respect, Responsibility and Success are our values which are embedded in all student well-being initiatives.

### School context

Greenwich PS is located in a bushland setting in Sydney's lower north shore. It was established in 1876 and consists of two campuses situated 1.5km apart. Our Kindergarten campus includes a heritage building, a 'before and after school care' centre (GOOSH) and an attractive playground with engaging play equipment. Our Years 1–6 campus offers a science room, a bush learning environment and a modern school hall.

Quality, innovative and enthusiastic teachers provide challenging learning programs for all students with a strong focus on literacy and numeracy. Our 2019 enrolment is 494 students, drawn from a high socio-economic population base. Both campuses are currently receiving state of the art buildings to cater for the growing demands of the area.

With positive partnerships between staff, students, parents and the community, our school is well regarded in the local area. High levels of community participation and strong local business links allow us to provide an enviable level of support for our students. Our parent community is well educated, supportive and values quality, inclusive education practices. High expectations of staff and parents underpin planning.

21st century information technology includes interactive whiteboards in all classrooms, two computer hubs, classroom computers and access to wireless mobile technology, including iPads and netbooks.

The research based PBEL (Positive Behaviour Engaging Learning) program is continuing to be successfully implemented. K– 6 students interact through the Peer Support– Buddy Group program.

Extra-curricular activities include bands, choirs, strings, recorder, guitar, dance, sport and environmental groups.

## 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.

Progress achieved across the domains of Learning, Teaching, and Leading are linked to the school plan. Areas where most effect has taken place are in the fields of Literacy, Numeracy and Science. Students achieved outstanding results

in standardised testing in these areas. Staff are exploring the domains and modes of Future Focussed Learning and their application in their own pedagogy.

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

Connecting quality learning for all students in a challenging, engaging and inclusive curriculum.

### Purpose

To ensure students at Greenwich PS are confident, reflective, compassionate and resilient life-long learners and global citizens.

We will enhance personalised learning experiences that allow students to develop their ability to think critically, creatively and ethically to achieve high levels of success.

Our students will be nurtured to become literate, numerate, collaborative and effective users of technology, whilst being socially, environmentally and culturally aware.

### Overall summary of progress

Our school has performed well in Reading according to NAPLAN results. We continue to remain above SSC in average scores in both years 3&5. In Year 5 our average growth has increased significantly. Students have been encouraged to pursue areas of individual talent particularly in the fields of creative and visual arts and sport.

Teachers are continuing to participate in professional learning in the area of Future Focussed Learning and Learning Progressions including Best Start.

The focus of individualised learning and differentiation remains significant. The Learning and Support Team structures ensure an individualised focus is maintained.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• 25% increase in students performing in the top two bands in Year 5 Language Conventions, Reading, Writing and Numeracy.</li><li>• 80% of Year 5 students demonstrate progress in Literacy and Numeracy, evidenced through school based assessments and the Literacy and Numeracy Continuums/Learning Progressions.</li><li>• STEAM principals to be embedded in 100% of all classrooms.</li></ul>	<p>\$ 85477 QTSS money used to release a teacher from class to be full time as mentor/support for literacy and numeracy.</p> <p>\$10219 Science School Based resources.</p>	<p>All 2019 Early Stage 1 teachers trained in Best Start profiling. PL developed for other stages in profiling students in both literacy &amp; numeracy. Support for literacy and numeracy across K-6 functioning through the L&amp;S structures.</p>

### Next Steps

As part of the Validation process in 2017 a number of next steps were identified for further focus in 2019.

These were:

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

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

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

Develop a School Wellbeing Framework.

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

## Strategic Direction 2

Excellence in teaching, leadership and management through collaborative practices.

### Purpose

To enable staff to be active, fearless and collaborative learning facilitators through improved collegial practices.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability to inspire learning.

Our staff will learn from each other, provide feedback on performance and follow accreditation procedures, leading to increased development of staff and leadership capability, management practices and succession planning.

### Overall summary of progress

Following the 2017 Validation process teachers were given a valuable opportunity to analyse practice and progress.

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

Continued professional learning was undertaken in the area of differentiation and the development of individual learning strategies. This has broadened individual teacher perspectives and is promoted through the Learning and Support process.

Budgeting as part of the LMBR initiative was further implemented.

A whole school approach to using SENA as a tool of assessment of and for learning was adopted.

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

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff members have effective Performance and Development Plans identifying goals and review processes for further development.  Streamline our reporting procedures to be in line with the Numeracy/Literacy Continuums/Learning	Existing school resourcing used.	The feedback from staff is that they are comfortable with team teaching and role sharing to achieve the outcome of delivery of STEM. Students loved the lessons and the impact was that full engagement was evident.

### Next Steps

Following Validation in 2017 a number of next steps have been identified for 2018. For 2019 they are:

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

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

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

Systematic processes established for evidence gathering and storage. Develop a whole school approach to using SENA

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

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

### Strategic Direction 3

Establish an inclusive approach to future focussed learning principles.

#### Purpose

To build authentic partnerships with local and global communities to achieve the school's vision and values so that all stakeholders become respectful, responsible and successful learners.

Our sustained partnerships will ensure the development of a positive learning culture with students becoming successful global citizens of the future.

#### Overall summary of progress

Parent and community engagement has increased across KLAs through the provision of opportunities to engage in the children's learning.

The Future Focussed Learning domains and modes have been explored by staff and strategies put into place to support the progress into the new buildings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Flexible, well structured learning spaces are established to cater for and encourage future focussed learning skills and practices.</li><li>• 100% of staff to undertake Professional Learning with Future Focussed Learning/ STEAM education and practices.</li><li>• 100% of staff implement STEAM? Future Focussed Learning practices in classrooms.</li></ul>	\$1550 spent on PL opportunities for all staff– Future Focussed Learning	<p>All staff have completed PL through Future Focus Unit and school based PL delivered by a dedicated AP.</p> <p>Staff are making progress on creating and understanding flexible working spaces.</p> <p>STEAM practices are lead by a dedicated Science teacher with staff participating in PL as well as implementing practices in classrooms, particularly in Robotics and Coding.</p>

#### Next Steps

Develop an integrated school based Scope and Sequence that utilises Project Based Learning practices to meet the needs of students.

Develop practices to support change in pedagogical practice in a Future Focussed Environment.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1978	<p>Students across all stages have an awareness of Aboriginal culture and heritage. Lessons are taught in class as well as in public events.</p> <p>Our school participated in the Lane Cove Annual Recognition Day by putting on a performance in the Lane Cove Plaza.</p> <p>One student was elected in the student leadership team and participated in leadership opportunities throughout the year.</p>
<b>Low level adjustment for disability</b>	\$77179	<p>Teachers are given time to design adjustments for students identified as requiring additional support in the classroom. School Learning Support Officers (SLSOs) have been utilised to provide assistance in classrooms and to implement individual programs for students with an identified need. This support is given in conjunction with the LaS team platform. Growth for students receiving support has been impressive.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$85477	<p>An 'English as an Alternative Language or Dialect' (EALD) teacher was employed three days a week to support students with their English Language Proficiency. This along with additional time provided by the Learning and Support Team to conduct assessing and reporting tasks and provide in-class support. Students from non-English speaking backgrounds continue to perform well in NAPLAN and school assessments. A teacher has been released from class 1 FTE to lead the LaS provision of support across the school.</p>
<b>Support for beginning teachers</b>	\$12549	<p>Beginning teachers were supported through by an executive member who was a mentor. Additional support was supplied to teachers to master behaviour management, teaching strategies in phonics and grammar and opportunities to observe colleagues in classrooms settings. Teachers were allotted additional time and attended external PL opportunities.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	229	232	220	236
Girls	267	263	263	254

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student attendance profile

Year	School			
	2015	2016	2017	2018
K	96.3	96.5	96.1	96.6
1	96.8	96.3	97.2	96
2	95.1	96.8	96.8	95.3
3	95.1	96	97.7	95.5
4	96.1	95.9	96.3	96.6
5	95	96.4	97	94.9
6	95.9	95.9	95.9	94.6
All Years	95.8	96.3	96.7	95.7
Year	State DoE			
	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

Student attendance rates are consistent with state levels. All teachers and executive monitor attendance. Non-attendance may be reported by parents/carers via a written note, email or phone call. Teachers follow up with parents as per our school procedures when no explanation is given. For long term absences of more than 5 school days parents/carers must apply for leave as per Department of Education (DoE) guidelines. All absence documentation is kept on file. Any attendance concerns, including persistent lateness, are reported to

the schools Learning and Support Team and also to the DoE's Home School Liaison Officer, if required, for further support or action under DoE policy and legal requirements.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	0.6
School Administration and Support Staff	3.98

\*Full Time Equivalent

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

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

### Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	127,336
<b>Revenue</b>	4,328,283
Appropriation	3,670,959
Sale of Goods and Services	15,112
Grants and Contributions	638,111
Gain and Loss	0
Other Revenue	200
Investment Income	3,901
<b>Expenses</b>	-4,001,507
Recurrent Expenses	-4,001,507
Employee Related	-3,466,809
Operating Expenses	-534,698
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	326,776
<b>Balance Carried Forward</b>	454,112

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

The school plan has committed to spend on programs which included the community building of a playground ( funds held due to prospective building program), new notebooks for the completion of the senior computers, smart board replacements and the payment of Support Teacher Learning Assistance full time, School Learning Support Officers full time and a grounds person part time.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,182,400
Base Per Capita	93,397
Base Location	0
Other Base	3,089,002
<b>Equity Total</b>	125,206
Equity Aboriginal	1,978
Equity Socio economic	2,341
Equity Language	43,709
Equity Disability	77,179
<b>Targeted Total</b>	72,563
<b>Other Total</b>	174,720
<b>Grand Total</b>	3,554,889

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.

The school has performed well in both Year 3 and 5 in Reading. We continue to remain above SSG in average scores. 79% of students achieved proficiency (64% Band 6, 15% Band) and 4% achieved minimum standard. No-one achieved below minimum standard. In Year 5 our average growth has increased significantly as has our expected growth. 71% of students achieved proficiency (42% Band 8, 29% Band 7). No-one achieved at or below minimum standards.

Average scaled growth and expected growth exceeds that of SSG.

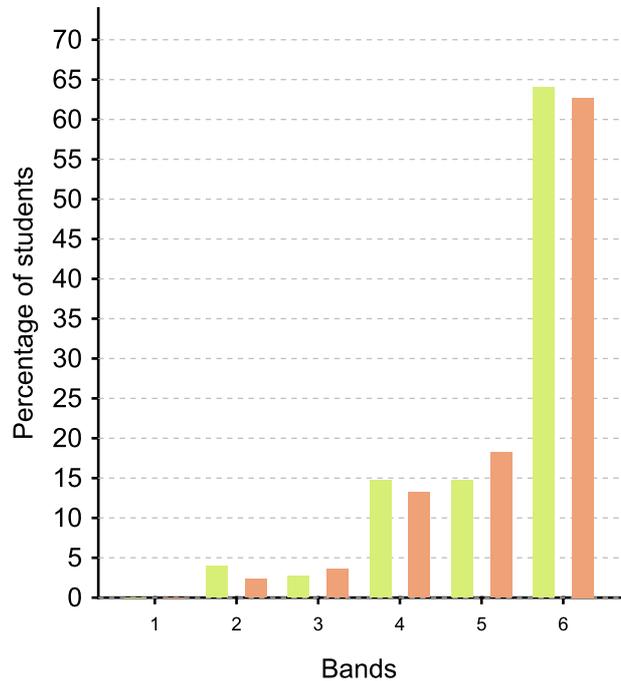
In Writing our Year 3's are trending towards being slightly above SSG average scores. The trend in GPS, SSG and state scores are all trending slightly downwards. 77% of students achieved proficiency (7% Band 7, 25% Band 6, 45% Band 5) 1% achieved at minimum standard. No-one achieved at below minimum standard. In Year 5 average scores are on a par with SSG. There is a slight downward trend from the previous year. This is consistent with SSG and state data. 33% of students achieved proficiency (4% Band 9, 9% Band 8, 20% Band 7) 4% achieved minimum standard and 2% achieved below minimum standard.

In Spelling the trend data shows that GPS sits slightly below SSG average scores in Year 3. 83% achieved proficiency (60% Band 6, 23% Band 5). No-one achieved at or below minimum standard. In Year 5 there is a slight downward trend consistent with SSG average scores. 62% achieved proficiency (40% Band 8, 22% Band 7) 2% achieved minimum standard and 2% achieved below minimum standard.

In Grammar and Punctuation GPS trended slightly downwards as compared with SSG averages in Year 3. 73% achieved proficiency (60% Band 6, 13% Band 5). In Year 5 our average scaled growth has significantly increased from 2017. We are above that of SSG. 63% achieved proficiency (40% Band 8, 31% Band 7). 2% of students achieved minimum standard and 2% achieved below minimum standard.

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.3	21.3	13.3	60.0
School avg 2016-2018	0	0.5	5.9	11.8	20.5	61.4

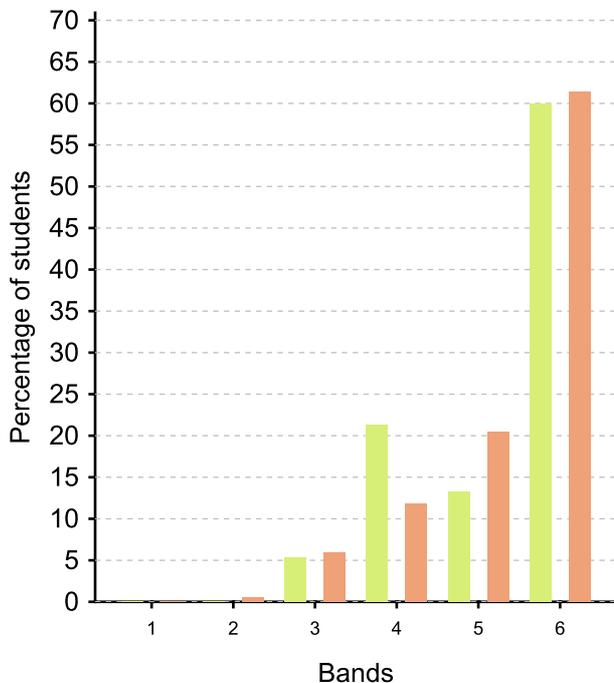
Percentage in bands:  
Year 3 Reading



Percentage in Bands
School Average 2016-2018

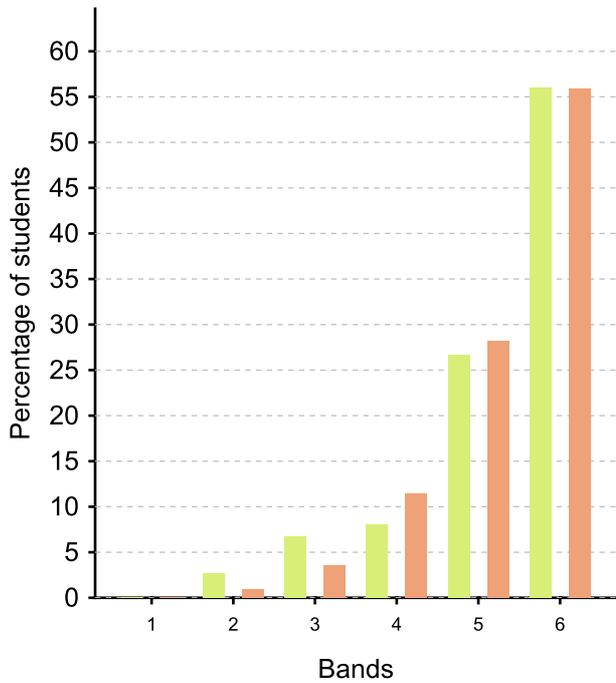
Band	1	2	3	4	5	6
Percentage of students	0.0	4.0	2.7	14.7	14.7	64.0
School avg 2016-2018	0	2.3	3.6	13.2	18.2	62.7

Percentage in bands:  
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

**Percentage in bands:**  
Year 3 Spelling

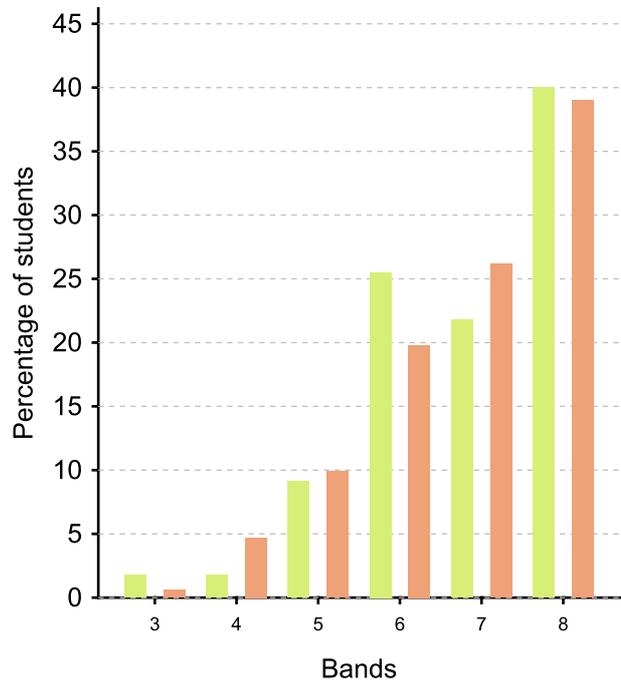


<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	6.7	8.0	26.7	56.0
School avg 2016-2018	0	0.9	3.6	11.4	28.2	55.9

Band	1	2	3	4	5	6
Percentage of students	0.0	1.3	8.0	13.3	45.3	32.0
School avg 2016-2018	0	1.4	5.9	15.5	41.4	35.9

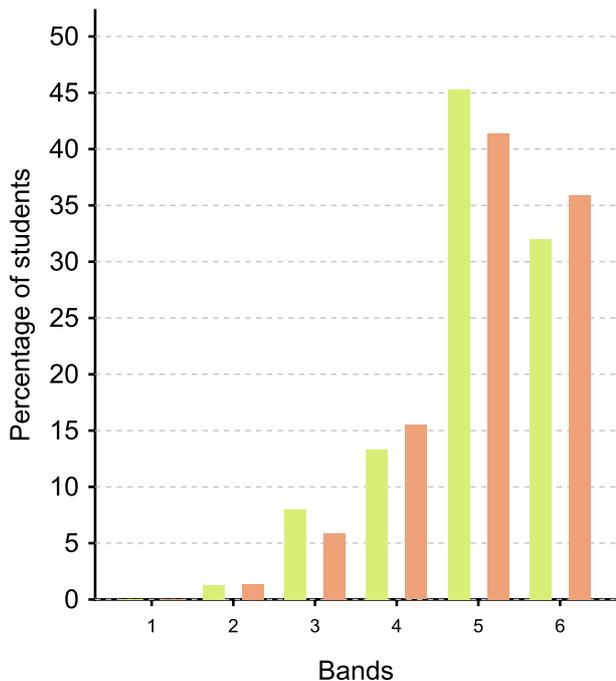
**Percentage in bands:**  
Year 5 Grammar & Punctuation



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

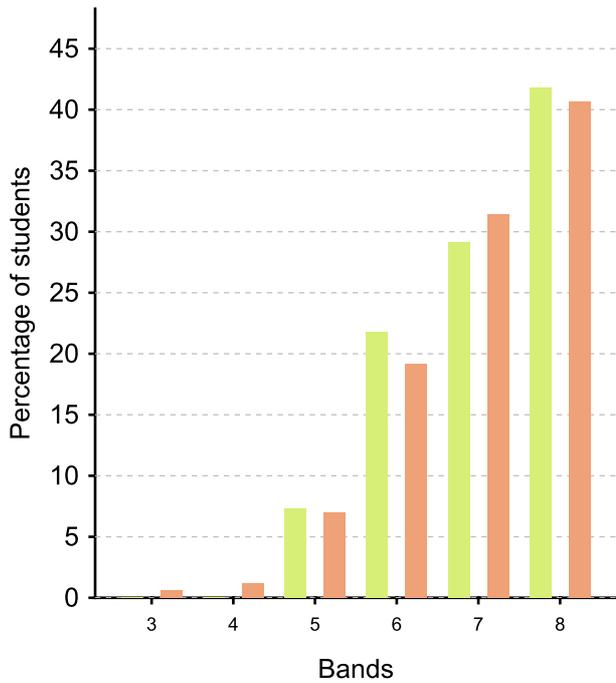
Band	3	4	5	6	7	8
Percentage of students	1.8	1.8	9.1	25.5	21.8	40.0
School avg 2016-2018	0.6	4.7	9.9	19.8	26.2	39

**Percentage in bands:**  
Year 3 Writing



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2016-2018

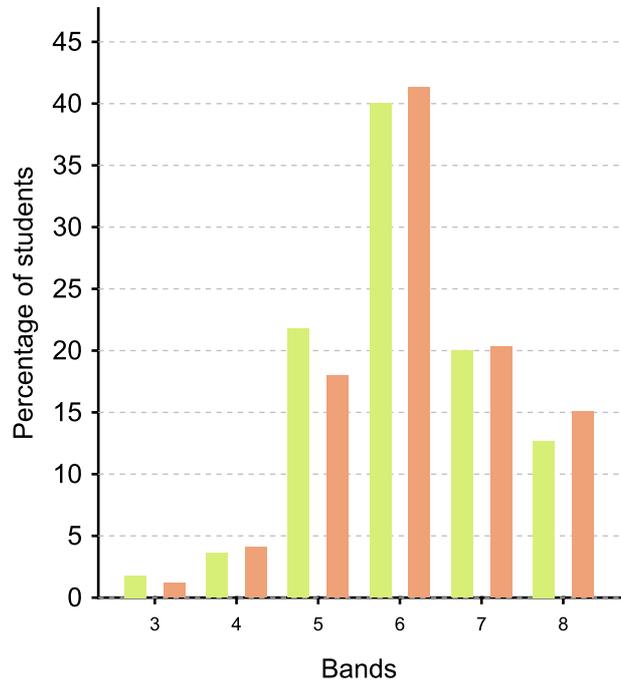
**Percentage in bands:  
Year 5 Reading**



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	7.3	21.8	29.1	41.8
School avg 2016-2018	0.6	1.2	7	19.2	31.4	40.7

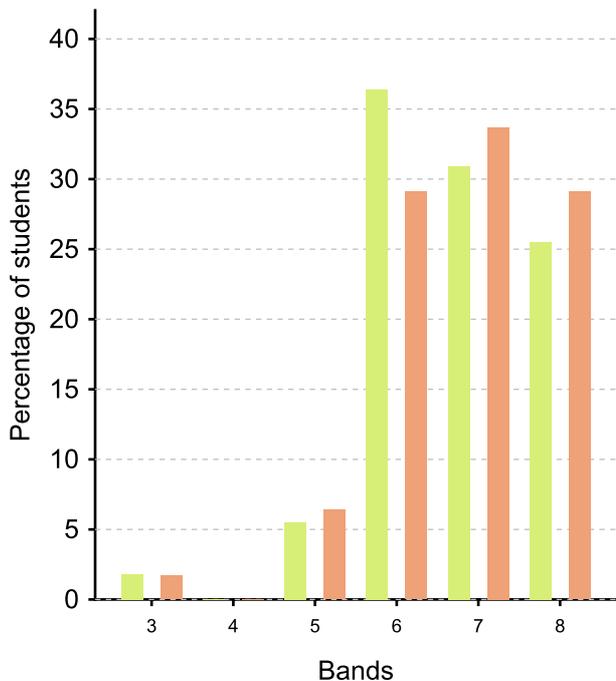
Band	3	4	5	6	7	8
Percentage of students	1.8	0.0	5.5	36.4	30.9	25.5
School avg 2016-2018	1.7	0	6.4	29.1	33.7	29.1

**Percentage in bands:  
Year 5 Writing**



Band	3	4	5	6	7	8
Percentage of students	1.8	3.6	21.8	40.0	20.0	12.7
School avg 2016-2018	1.2	4.1	18	41.3	20.3	15.1

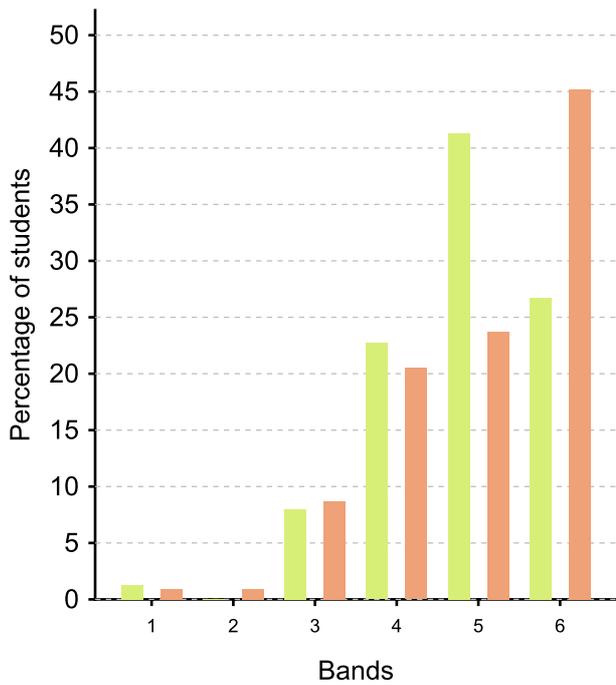
**Percentage in bands:  
Year 5 Spelling**



In Year 3 Numeracy GPS average scores have dropped below SSG average scores slightly in 2018. 68% achieved proficiency (27% Band 6, 41% Band 5). The number of students in Band 5 has increased significantly while the number of students in Band 6 decreased significantly. No student achieved at the minimum standard and 1% of students achieved below minimum standards.

In Year 5 our average scores have remained stable. 56% achieved proficiency (29% Band 8, 27% Band 7). 4% achieved minimum standard. No-one achieved minimum standard.

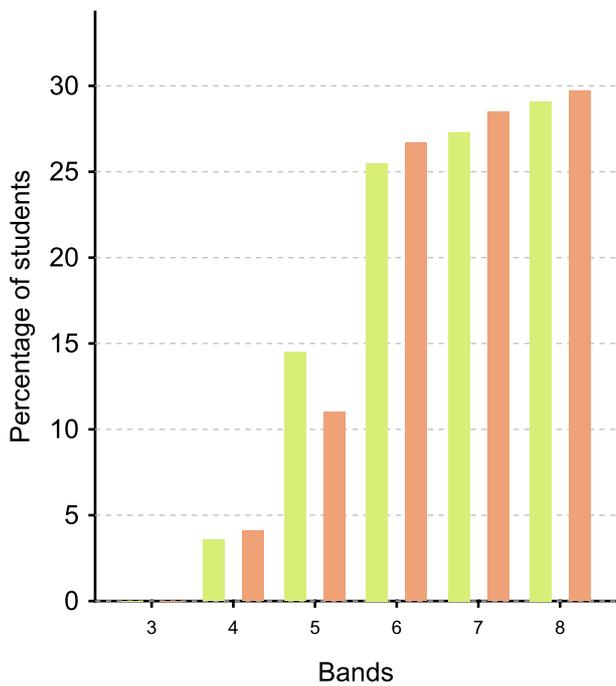
**Percentage in bands:**  
Year 3 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.3	0.0	8.0	22.7	41.3	26.7
School avg 2016-2018	0.9	0.9	8.7	20.5	23.7	45.2

**Percentage in bands:**  
Year 5 Numeracy



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	3.6	14.5	25.5	27.3	29.1
School avg 2016-2018	0	4.1	11	26.7	28.5	29.7

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands Greenwich Public has achieved outstanding results. Our Aboriginal students results fell in the top two bands and opportunities for leadership were undertaken. Greenwich Public School promotes the improving of education results for all students in an inclusive and supportive environment.



**Parent/caregiver, student, teacher satisfaction**

**Achievements in Sport**

**Premiers Sporting Challenge**

Students in Years K–6 took part in the Premier's Sporting Challenge. Students were encouraged to engage with sport and physical activity on a regular basis. The students' demonstrated an exceptional level of enthusiasm and success in meeting the requirements of the challenge, making healthy lifestyle choices and engaging with a wider range of physical activities. This program also funded the acquisition of extra sports equipment for Greenwich Public School. Congratulations to all students who participated in the 2018 Premiers Sporting Challenge.

**Sports Carnivals**

Our sports carnivals were a wonderful success this year. The swimming carnival was held at the Lane Cove Aquatic Centre for students in Years 3–6. A number of swimmers qualified to swim at the Sydney North Area Carnival as part of the North Shore team. The Cross Country carnival was held for students in Years 2–6 in our beautiful grounds. The K–6 Athletics Carnival was held at the Rotary Athletics Field, Lane Cove. K–1 students participated in novelty events and

age running races whilst Years 2–6 participated in track events. Students demonstrated an exceptional level of skill, speed and sportsmanship. Field events were held at school. Many of our students went on to represent Greenwich at zone, area and state levels. The students' efforts in all carnivals was outstanding and they should be extremely proud of their achievements throughout the year.

### Swimming

Junior Girls Champion: Lola J

Junior Boys Champion: Cameron W

Senior Girls Champion: Matilde B

Senior Boys Champion: Sam C

### Cross Country

Junior Girls Champion: Lola J

Junior Boys Champion: Matteo S/Landon M

Senior Girls Champion: Sienna W

Senior Boys Champion: Jordan E

### Athletics

Junior Girls Champion: Lola J

Junior Boys Champion: Matteo S

Senior Girls Champion: Sienna W

Senior Boys Champion: Darcy F

Champion House: Goolagong

Premier's Sporting Challenge Medallion Winners:  
George W and Aidan S

### PSSA and Sport

Students in Years 3–6 participated in PSSA AFL, Soccer and Netball. Our Greenwich Girls AFL team won their competition. Students who did not participate in PSSA undertook 'Learn to Swim' lessons, tennis lessons or school based sport skills activities including individual and team games.

In 2018, Greenwich Public School had a number of senior students trial for a range of Sydney North Representative teams in the areas of AFL, Soccer, Golf, Basketball, Netball, Tennis and Orienteering. The school's Orienteering team was successful across a range of age groups and won the overall winning school trophy at the Sydney North Orienteering Championships. We also had two students who gained places on the Sydney North team for AFL and Basketball, competing at State Carnivals.

### Years 2–6 Physical Education (PE)

During the year, students in Years 2–6 participated in

skill-based lessons to improve their ability in the areas of gymnastics, dance and fitness. Class PE lessons focused on developing student understandings of gross motor, ball skills, modified games and athletics skills. Class PE lessons and programs also focused on fostering the skills and attitudes necessary to be life-long participants in a variety of physical activities beyond the school setting. During Term 1, students in Years 3–6 participated in the Sports Pro cricket skills program. Throughout Term 4, students participated in the FLIP or Sports Pro Gymnastics program where they developed their ability to perform a range of gymnastics-related movements and skills such as balancing, rolling, stretching and jumping.

### Achievements in The Arts

#### Greenwich Band Programme 2018

The start of 2018 saw a new look for the Greenwich Band Programme. With the Band Director for both bands in 2017, David Braybrook, departing, the Band Committee decided to appoint two replacement band directors, one for each band.

Ray Cassar, an experienced trumpet player and music educator, and parent at the school, offered to take the role of director of the Performing Band (now renamed the Concert Band). The Training Band was directed by Pani Keramanos, a final year music education student from the Conservatorium of Music, who had assisted our band program for a number of years. Band Captain for 2019 was Rachel Cassar.

The annual Band Intensive was held in May. For the first time, the day was extended beginning mid morning. The theme was "Quack! Music can float you in any direction". Students from both the Training and Concert Bands had the opportunity to spend time with their instrument section, learning from a specialised tutor. This is always a very effective way to increase the students' identification with and pride of their instrument. As is tradition, there were also games and a quiz for the students, and pizza for lunch. Together with their tutors, the Training Band performed a full music piece for the first time to parents at the end of the day, which was a great achievement. The Concert Band also performed two new pieces, the Incredibles, and Hall of the Mountain King.

Following the Band Intensive, both the Training and Concert Bands, together with the Strings Group, attended a Sydney Symphony Orchestra schools performance at the Seymour Centre whose theme "Introduced Species" aligned with that of the Band Intensive.

In addition to participating in the Greenwich Performing Arts Concerts, both Bands participated in the 2018 North Shore Band festival.

The Concert Band's final performance of the year was the 2018 Honour Assembly, where they played a challenging piece showcasing the music of Henry Mancini. This piece showed how much the Concert Band improved in 2018.

The Training Band will be directed in 2019 by Anthony Grimm, a bassoonist with experience teaching in a number of public and private primary schools. Together with Ray Cassar, the standard of band directors is very good and so the Band Committee have high hopes for the development of the Greenwich Band Programme. Numbers for 2019 in both bands are expected to be similar to 2018 (approx 60 students), however a key aim of the Band Committee is to grow the numbers in both bands, not only due to increased school numbers, but also due to increased popularity of the Band Programme in general.

## Strings

The Greenwich Public School String Ensemble had a wonderful year last year. Comprising of 14 children from Years 2 – 6, the ensemble progressed steadily all year under the baton of the conductor Shaun Warden, who made sure all rehearsals were fun as well as musically beneficial.

Much of the Ensemble's repertoire was challenging, and through lots of hard work they managed to lift their standard which was wonderful to see. The String Ensemble played at the School's Performing Arts Concerts and at each opportunity performed with a very high level of concentration and effort.

In August we held an Intensive Rehearsal on the weekend, inviting two specialist tutors on violin and cello to assist Shaun. This was excellent preparation for the String Ensemble's performance in the Ryde Eisteddfod where they were rewarded with the result of Highly Commended.

In September a Spring Soiree was held at the School hall on a Saturday afternoon where the group performed solo pieces as well as together as an ensemble. The solo performances were accompanied by a professional pianist and a wonderful time was had by all.

## Recorders

In 2018 we had a Recorder Group of Year 2 students and a Recorder Ensemble comprising students from years 3–6. Both groups were under the tuition of Bev De Luis and enjoyed a very successful year of performance. Particular highlights included our school's K–6 Performing Arts Concerts, K–6 Recognition Assembly, a special concert for parents of recorder students and Greenwich Community Carols by Candlelight.

A major performance commitment for the recorder ensemble was once again rehearsing and performing for The Arts Unit Festival of Instrumental Music Jacaranda Concert held annually at the Opera House. This concert involves over 700 students in a combined recorder group and in 2018 the repertoire included Handel Highlights.

**Choirs** In 2018 our school once again had three choirs. The K–1 Choir comprised over 50 Kindergarten and Year One students. They performed with great success at various K–1 assemblies and special events and both

Semester One and Semester Two K–6 Performing Arts Concerts.

The Junior Choir was our largest choir with over 70 students from Years Two, Three and Four. This choir learnt and sang many popular Top 40 songs and performed at various special events and both Semester One and Semester Two K–6 Performing Arts Concerts.

Our Senior Choir is our school's representative choir and comprises auditioned students from Years 4–6. This The choir performed at the Sydney Town Hall in August as part of a mass combined choir for the Arts Alive Choral Concert Series.

**Schools Spectacular** The Senior Choir auditioned for the 2018 Schools Spectacular to sing as part of the combined Spec choir comprising nearly 3000 students across NSW from years 4–12. Our choir was successful at audition and after various rehearsal through Term 4, performed as part of the Schools Spectacular Arena Choir at QUDOS Bank Arena, Sydney Olympic Park.

## Dance

Our 2018 dance groups were a group of year 4 boys and girls and a group of Years 5 and 6 students. Both groups successfully auditioned and performed in the Sydney North Public Schools Dance Festival. This festival is held in the last two weeks of Term 2. The Year 4 group performed a piece called 'Reframing Reality' a modern jazz/funk/hip hop piece and the Years 5–6 group performed a contemporary-jazz piece titled Do they Walk Amongst Us. The groups also performed in the Semester 1 Performing Arts Concert.

## Drama

Year 6 students presented a Drama Night in 2018. Students worked in groups on playbuilt drama performances. Students were given an initial stimulus and worked collaboratively over many weeks to rehearse, develop and perform an 8 minute dramatic work to an audience of their families and friends.

## Arts Alive Visual Arts Camp

In 2018 two students attended the Arts Alive Stage 3 Gifted and Talented Visual Arts Camp. This camp is for students from years 5 and 6 identified as gifted and talented in visual arts and provides an opportunity for these students to be involved in a challenging and stimulating 2 days of workshops led by professional artists and specialised teachers.

One of our students who attended the camp had her work selected for the covers of both programs for the Arts Alive Choral concerts at Sydney Town Hall and the Opera House.



various viewpoints to develop their empathetic understanding of how the different groups may view the incident/situation differently and how this might affect a history being written about it.

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

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

## Policy requirements

### Aboriginal education

Stage 1 students addressed an Aboriginal perspective through studying their heritage and local history. They identified a significant rock engraving at local Balls Head Reserve. They went to Gibberagong Environmental Centre at Ku–ring–gai National Park where they discussed how the natural environment was utilised by local Aboriginals to produce tools and utensils to hunt and collect food. Students learned about Dreaming stories from Uluru and other parts of Australia.

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

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

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

### Multicultural and anti-racism education

Through studies in all Key Learning Areas, our students at Greenwich Public School are encouraged to view the world from a multicultural perspective. 23% of students at our school are from language backgrounds other than English and our programs are designed to incorporate the schools' rich multicultural community. Of these LBOTE students, 18 received extra small group support by a specialist English as an Additional Languages/Dialect Teacher (EALD). Other LBOTE students received support within their regular class groups.

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

A trained Anti–Racism officer responds to any allegations of racism within our school. The school continues to have a strong focus on values that promote respect for others and celebration of individual differences both in public forums and classroom settings. The Anti–Bullying policy was revised with the School Council, discussed with students and sent home to the community. Our Year 5 students formed the welcome guard of honour for the Commonwealth Day lunch at NSW Parliament House on Monday 12 March 2018. All countries of the Commonwealth of Nations were represented by ambassadors and dignitaries. Students had researched their allocated country, and its flag and some engaged in conversations about their designated country with dignitaries.