

# Greenethorpe Public School

## 2019 Annual Report



2070

## Introduction

The Annual Report for 2019 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.

### School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## 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.

### Improvement Measures

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.

Improved levels of student wellbeing and engagement.

### Progress towards achieving improvement measures

#### Process 1: Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
<p>Q – How effectively has the journey of high expectation relationships and achievement continued through Stronger Smarter strategies in daily lessons? Have students shown growth in communication through the Check In Circle processes and confidence in speaking personally? Check In Circles are a process that enables teachers to build relationships with students and staff. Students demonstrated satisfaction in the process through asking for more Check In Circles to happen. High expectation relationships are continuing to be built</p> <p>D – Survey students, staff discussions and observations.</p> <p>A – Staff observed that students have increased in self confidence. Zones of Regulation strengthened student capacity self regulate.</p> <p>I – Teacher and student relationships have been strengthened as a result of Check in circle program and structured collaboration. Staff reported the wellbeing culture has strengthened.</p> <p><b>Future Directions</b> – Zones of Regulation will be continued in 2020. A formal feedback structure will be implemented to strengthen communication with parents to inform teaching and learning.</p>	<p>Zones of Regulation Program</p> <p>Staff Meetings</p>

#### Process 2: Data Driven Practices

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and student access tailored support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>Q – What patterns and trends does the internal and external data show? Have students made expected growth? How do we know students have</p>	<p>All assessment records</p>

## Progress towards achieving improvement measures

improved in targeted areas?

D – Internal and External Data.

A – Data enabled Individualised Learning Plans to target areas of student growth.

I – Learning Progressions were used effectively K–2. Improvement in using data to monitor growth and inform teaching and learning has been identified as a 2020 focus area.

**Future Directions** – Plans to implement a formative and summative assessment scheduled will be a priority in 2020.

Meetings

Release from face to face teaching

### Process 3: Curriculum and Learning:

Deliver quality student centred and self-regulated learning experiences. We will also ensure that Aboriginal and Torres Straight Islander Education permeates our curriculum. Consistent and regular use of assessment will ensure data is gathered in a planned and effective manner to support future planning, enabling students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Q – How effective were individual student goals?</p> <p>D – Assessments, teacher observations and Individual Learning goals.</p> <p>A – IEPs were limited as the Learning Support Teacher only worked 1 day per week. Learning goals were established and growth was evident.</p> <p>I – How can we improve IEPs in 2020? Although Individual learning goals show student growth, we identified adjustments with Learning Support will enable closer monitoring of individual students.</p> <p><b>Future Directions</b> – IEPs are a focus for 2020. Class teachers are to conduct meetings and develop, monitor and reflect on Learning Goals.</p>	

## 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.

#### Improvement Measures

All staff are committed to embrace the development of STEM opportunities for all students.

A commitment by all staff, to the use of visible learning as a tool for evidence informed pedagogy.

Increasing proportion of students achieving in the top three bands in NAPLAN.

#### Progress towards achieving improvement measures

##### Process 1: Research Informed Pedagogy

Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices e.g. Language Learning and Literacy (L3) and Visible Learning.

Utilise the skills of Early Action for Success Instructional leader to mentor and coach for improved pedagogy.

Evaluation	Funds Expended (Resources)
<p>Q – Have we made measurable improvements in teaching Literacy and Numeracy across all grades and do results reflect these improvements?</p> <p>D – Internal and external assessments (Progressions, Essential Assessments). Areas of common misunderstanding assessment to be used by stage 1 teacher 2020.</p> <p>A – Instructional Leader has worked with teaching staff to improve targeted teaching and assessment in Numeracy. Areas of common misunderstanding assessment has been developed and is a target for 2020.</p> <p>I – Assessment in reading for students in Years 3–6 requires requires on going focus.</p> <p><b>Future Directions</b> – Teaches to continue and extend the use of Plan 2 assessments to monitor, assess and adjust learning.</p>	Instructional Leader

## 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.

#### Improvement Measures

Increased parental attendance at school functions and P&C meetings to celebrate student success.

Regular reporting to parents based on steps we are taking to develop improved pedagogy based on current research practices. e.g. Visible Learning

Regular participation in local AECG meetings by school staff.

To increase parent participation in our school-home reading partnerships to support engagement in student learning.

#### Progress towards achieving improvement measures

**Process 1:** Maintain regular communication with families and community about current educational practices to keep them better informed about our school approach to teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Q – Has the school community been kept informed of school practices across the year?</p> <p>D – Informal meetings, phone calls, newsletters and website traffic</p> <p>A – Increased communication through newsletters, phone calls and informal meetings with parents and community members. There is evidence of the P&amp;C struggling with helpers due to small numbers of parents. Parent and community feedback has been positive and satisfaction with the relieving principal is evident through conversations and observations.</p> <p>I – Principal to work with P&amp;C to increase events such as Canteen and cooking days, special parent and grandparent days. School will help with cooking lessons and running some canteen days.</p> <p><b>Future Direction</b> – The school will begin to implement 3 ways conferences with parents, their children and classroom teachers with a focus on Literacy, Numeracy and well-being goals for each student.</p>	

**Process 2:** The school has a strong connection with the local educational community including an Instructional Leader and the Cowra Small School Network. The school utilises this learning community improve student outcome and educational experiences..

Evaluation	Funds Expended (Resources)
<p>Q – How do we know the PDP goals benefited teacher development and performance?</p> <p>D – PDP, feedback from teacher/s</p> <p>A – Due to changes in principal the PDP processes was simplified</p> <p>I – Teaching staff identified that consistent, well planned and organised PDP focus meetings to reflect and monitor PDPs.</p>	QTSS



## Progress towards achieving improvement measures

**Future Direction** – Staff will undertake Professional Learning in the creation and implementation of PDP goals and process. Lesson observations will be timetabled. PDP goals will be linked with teacher accreditation.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$4 424.00)	Aboriginal funds were spent to employ a school learning support officer to support student academic and social learning.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$13 002.00)	The low level for disability funding provided the school with a half day per week Learning and Support teacher. The school supplemented this allocation with flexible funding to employ the LST 1 full day per week to support targeted students.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$2 134.00)	Our school utilised our QTSS funding in 2019 to support the teaching principal and ensure he was able to participate in quality professional development and mentoring with primary principal colleagues. These funds were used to ensure the teaching principal had additional release time to manage both classroom teaching and administration roles.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$10 411.00)	These funds were utilised to employ a part-time SLSO to provide additional support for classroom teachers and targeted students. Additionally the school supported student involvement in extra-curricula activities through the use of these funds.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	5	6	7
Girls	10	6	6	6

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	96.8	97.4	95.8
1	95.3	96.2	84.3	97.1
2	96.4	91.2	90.3	82.7
3	95.7	96.8	93.7	90.6
4	98.6	94.6		97.4
5	88.2		90.1	
6	92.5			83.5
All Years	95.2	94.4	91.6	90.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9		92.9
5	93.9		93.2	
6	93.4			92.1
All Years	94	94	93.5	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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	1.23

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
<b>Opening Balance</b>	42,670
<b>Revenue</b>	390,212
Appropriation	377,871
Sale of Goods and Services	440
Grants and contributions	11,466
Investment income	436
<b>Expenses</b>	-369,288
Employee related	-336,133
Operating expenses	-33,155
<b>Surplus / deficit for the year</b>	20,924

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	28,098
Equity - Aboriginal	4,424
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	13,002
<b>Base Total</b>	304,262
Base - Per Capita	2,816
Base - Location	8,144
Base - Other	293,302
<b>Other Total</b>	40,045
<b>Grand Total</b>	372,405

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of it's community.

As a small school with a teaching principal feedback is sought through both day to day interaction with families and the community as well as formal opportunities such as the parent and citizen association.

The NSW DOE initiative, Tell Them From Me, was completed during 2019. Due to low data numbers, TTFM was judged as being insignificant so therefore results can not be published.

Parent feedback was sought by relieving Principal through phone calls, P&C meetings and informal meetings. All parents at our school feel that they are welcomed and valued members of our school community. Parents have indicated they feel well informed and value regular check in opportunities. Students and parents have indicated that our school promotes positive behaviour and that we have an inclusive culture were every child is known, valued and cared for.



## Policy requirements

### Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

### Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

### Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.