2020 Annual Report

Greenacre Public School

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Introduction

The Annual Report for 2020 is provided to the community of Greenacre Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

2020 - what a year! In a year that was like no other, it would be easy to talk about the challenges we have faced but more than ever it is important to acknowledge and celebrate what was achieved throughout 2020 despite very trying times. In the midst of a global pandemic, our school and community completely changed the way it operated to ensure our students continued to be at the core of everything we do.

I am incredibly proud of how the Greenacre staff and community came together to ensure student learning could continue from home. We are a school of over 840 students, 98% coming from a non-English speaking background and yet in the space of a few days, teachers and parents did whatever needed to be done to ensure students could continue with their learning.

To our parents and carers, whose lives were turned upside down, who respected the COVID guidelines of not being able to be on site and instead kept connected with staff and learning via Seesaw, zoom and other online tools - thank you.

Our teachers outdid themselves in 2020. Staff flipped learning in the space of 48 hours and it was truly inspirational. Our teachers put aside their own fears, worries and health concerns to focus on our students and families at a time when we weren't sure day to day what would happen.

Our Greenacre executive team led and guided their teams through a crisis in an extraordinary way and our school is lucky to have them. Along with our school and administrative staff who went out of their way to support our families, students and staff.

I would like to also acknowledge some things that made our school extremely proud in 2020. These are;

- The launch of the RESPECT program with Bankstown Youth Development Services and the official release of the RESPECT boys first video.

- Partnership with Punchbowl Boys High School to form an Arabic drumming group, supported by teachers and students from the high school.

- Our Aboriginal students and leaders worked together to write our very own Greenacre Acknowledgement of Country.

- Introduction of the TOOLBOX project - a new initiative and partnership to support social emotional learning.

- Improvement around the school grounds with opening up our canteen space and doubling the size of the canteen, creating a grass area for students and refurbishing the front entrance to our administration block.

Staff, students and the community also spent all of Term 4 evaluating and reviewing the systems and structures of the school as part of a detailed situational analysis. This analysis will drive the creation of a new school vision and school improvement plan to lead us through the next 4 years.

Despite the difficult year for everyone and the ongoing uncertainty around COVID -19, Greenacre PS got through it together and I feel honoured to lead such an incredible school and community.

School vision

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

School context

Greenacre Public School is located within the Bankstown area of Sydney and serves a multicultural community. As a large and complex school, it is able to offer many educational opportunities across a wide range of educational areas. It has three classes for those students with special learning support needs (an IM class and two IO classes), and a class for those students who are academically gifted (an OC class). In addition to the basic skills of literacy and numeracy, which continue to be important focuses within the school, public speaking, student leadership, Stephanie Alexander Kitchen Garden Program, performing arts and sport are highlighted.

The school's core values are:

Honesty, Communication, Teamwork, Respect and Personal Growth

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Strong Commitment to Quality Teaching and Learning

Purpose

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

Improvement Measures

Visible evidence of differentiation in all teaching and learning programs.

At least 10% increase in the number of students achieving in the top 2 bands of NAPLAN in Reading, Writing and Numeracy for both Year 3 and Year 5.

(Based on 2017 data).

Increase in the percentage of students achieving stage appropriate outcomes based on the syllabus and teacher judgment.

(Based on 2018 T4 data).

Progress towards achieving improvement measures

Process 1:   Differentiation

School leaders and teachers will design, implement and evaluate differentiated practices across the school, supported by data and enriched with explicit feedback for students and parents.

Evaluation	Funds Expended (Resources)
Due to an unprecedented year in 2020 with Covid restrictions, staff are still working towards a deeper understanding of the English and Mathematics curriculum. Majority of teachers are clear with their purpose (What they want students to learn) and the success criteria (What students have to achieve). Instructional Leaders (Early Action for Success Program) led collaborative grade sessions and modelled lessons targeting explicit teaching in reading and writing. Staff also explored the use of Sprints to differentiate learning to address student needs. As a result of explicit teaching in reading, teachers gained skills in teaching students to read. Integrated Literacy lessons around quality texts was explored.	Two instructional Leaders- $334, 671 whiteboards & markers- $4,269 PETAA Professional Learning- $2,600

Process 2:   Improving Teacher Pedagogy in Literacy and Numeracy

Teaching and learning sprints will drive targeted teaching and improved learning outcomes.

Teachers will implement a teaching and learning cycle based on data and focused on improving student outcomes.

Evaluation	Funds Expended (Resources)
Due to COVID 19 there were significant disruptions in this direction however teachers explored professional learning in leadership and curriculum. Teaching and learning changed dramatically as students and staff began home learning and teachers found new and innovative ways to assess and teach students remotely. Teachers were able to differentiate their teaching and learning programs	Occupational Therapy- $54, 180 Speech Therapy- $62,370 Quality Literature- $21,807 Reading to wrote PL- $2,080

Progress towards achieving improvement measures	
around quality literature and devise activities to compliment this..	

Strategic Direction 2

Active, Self-Motivated Creative Citizens

Purpose

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

Improvement Measures

Students are able to apply critical and creative thinking skills and integrate information and communication technology to effectively problem solve.

Base line data 2017 term 4 ICT survey and focus group 2018 term 1.

Increase the ability and confidence of teachers to effectively utilise a range of Information and Communication Technology to enhance and support learning and embed general capabilities across the curriculum.

Increase the community's knowledge and understanding of social and ethical protocols and practices in ICT.

Progress towards achieving improvement measures

Process 1: Future Focused Pedagogy

Implement innovative and flexible learning practices into classrooms.

Evaluation	Funds Expended (Resources)
Due to COVID 19 we were able to be innovative through setting tasks and learning experiences through take home packs, the use of Seesaw and video instructions demonstrated by leaders and teachers for teaching and learning. This included online activities for students to complete through Reading eggs and Mathletics subscriptions. Teachers explored creative use of technology and new platforms addressing needs of students while teaching and learning remotely. Families worked closely with the school to ensure students received quality instructions while learning from home.	Online Subscriptions- Mathletics, Online PM Readers and Reading Eggs- $8,335 Toolbox PL and resources- $48,468

Process 2: Digital Citizens

Integration of technology that enhances learning in all teaching programs and classrooms.

Evaluation	Funds Expended (Resources)
New ways of using technology was implemented faster than ever before due to COVID and home learning. Teachers learnt quickly and found ways to utilise technology to teach, assess and meet with students and families when teaching and learning remotely. This created high levels of engagement between all stakeholders during the learning process. Parents reported back to the school that their children were highly engaged with learning activities at home. Parents were well informed about the teaching and learning taking place and taking an active role in their child's learning.	IT devices- I-Pads and laptops were purchased- $105, 448

Strategic Direction 3

Evaluative Thinking Drives Best Practice

Purpose

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

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Improvement Measures

Increased collaboration of teachers to observe and model effective practices and feedback.

Students to have an increased awareness of their growth and future direction by setting academic, social/emotional
and ICT goals.

Parents to have an increased understanding of the assessment practices implemented and the school strategic
directions.

Progress towards achieving improvement measures

Process 1:   Evaluation Practices

Implement a whole school approach to data collection, monitoring and evaluation.

Evaluation	Funds Expended (Resources)
There were conversations between leaders and teachers regarding developing whole school data collection and monitoring and evaluating whole school programs and initiatives to promote strategic planning and thinking. This has led to making thinking culture and reflective practices a priority in our 2021-2024 school plan as this was not achieved throughout our 2018-2020 school plan. Leaders were able to share data from surveys from parents, students and teachers evaluating our school journey of data collection and where to next. Students, staff and parents contributed to the development of the 2021-2024 SIP.	Staff were released off class to engage in collegial conversations with each other and leaders. $14,588 spent on casuals.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Staffing: $328,152 Flexible: $200,218	SLSOs were employed to support identified students from Kindergarten to Year 6. As well as academic support in the classroom. Many SLSO's also spent time with numerous students on the playground, supporting them to make friends and build positive relationships. During COVID-19 and home learning, SLSOs were instrumental in helping develop take home packs and get them out to our families. They also supported students directly when they were having some difficulty readjusting to being back at school after long periods at home. Speech Therapists and Occupational Therapists were employed to work with our support unit students and classes.
Quality Teaching, Successful Students (QTSS)	$158,279	QTSS funds were used to release executive staff a half day a week, allowing them time to observe, coach and mentor classroom teachers. As a result of this, changes occurred in relation to curriculum and syllabus understanding and teachers improved their practice through modelling and team teaching as well as increasing their understanding of how or program and assess effectively. During 2020 it also provided time for executive to support teachers and families to manage our way through COVID.
Socio-economic background	Staffing: $207,830 Flexible funding: $1,092,170	Due to COVID - 19, 2020 was a year like no other. When home learning commenced, we used funds to purchase a range of technology to ensure all of our students had devices they could borrow and use from home. We also put together over 840 learning packs for students to use at home. Our socio-economic flexible funds also went toward supporting a number of initiatives across the school that impact the educational, emotional and social wellbeing of our students. These included; - A full time Arabic Community Liaison Officer is employed to promote and enhance family participation. In 2020 our liaison officer organised English conversational classes, cooking classes and floristry courses for our families. Unfortunately all programs were put on hold as a result of COVID as parents were not allowed on the school site for most of the year. - Breakfast club was introduced in 2020. It is prepared and implemented by our liaison officer and our SLSOs 3 days a week. We have on average 90 to 130 students attend every Monday, Wednesday and Friday morning and students have started coming to school earlier so they could get some

Socio-economic background	Staffing: $207,830 Flexible funding: $1,092,170	breakfast. We are now also able to provide students that come to school with no food some crunch n sip and lunch because of the generous supply of food donated by Food bank and AusRelief and teachers have found students more alert in class and responsive to learning. - An external leadership coach was employed one day a week to mentor the executive and support wellbeing and aspiring leaders programs across the school. - An above establishment Deputy Principal Instructional leader that supported teachers in curriculum design, planning and assessing. - An Assistant Principal Languages position that was trialled in 2019 was maintained across 2020, ensuring that our EALD and community language teachers received expert training and support - Employment of extra classroom teachers and interventionists to allow for targeted support in teaching, learning and behaviour - The purchase of resources and training to support the implementation of the TOOLBOX project and partnership across the school. - The school also provides student assistance in uniforms, excursions and resources for any families requiring it due to financial hardship.
Support for beginning teachers	$28962 - 2 teachers were funded	Our two beginning teachers were given a mentor to meet with each week and they were also provided with additional time off class to work with that mentor.
Targeted student support for refugees and new arrivals	$13,522	Newly arrived students access daily intensive English language program (New Arrivals Program) which focuses on the basic language skills that will support social interactions as well as prepare them for the language needed for the classroom to access the curriculum.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	467	478	467	462
Girls	378	386	374	378

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	90.4	90	88.4	85.5
1	88.6	87.7	87.6	84.6
2	89.6	90.4	88.4	88.1
3	90.8	88.9	89.7	86.2
4	89.9	89.1	87.3	86.4
5	90.3	90.3	90.3	88.4
6	91.6	87.4	87	87.8
All Years	90.2	89.1	88.4	86.7
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	34.33
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	3
Teacher Librarian	1.4
Teacher ESL	5.6
School Counsellor	1
School Administration and Support Staff	7.87
Other Positions	2.8

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,233,136
Revenue	10,185,673
Appropriation	9,992,663
Sale of Goods and Services	118,316
Grants and contributions	72,562
Investment income	1,532
Other revenue	600
Expenses	-9,888,959
Employee related	-8,410,570
Operating expenses	-1,478,389
Surplus / deficit for the year	296,714
Closing Balance	1,529,850

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.

	2020 **Approved SBA** ($)
Targeted Total	65,398
Equity Total	2,513,668
Equity - Aboriginal	7,117
Equity - Socio-economic	1,300,000
Equity - Language	678,181
Equity - Disability	528,370
Base Total	6,007,252
Base - Per Capita	208,676
Base - Location	0
Base - Other	5,798,576
Other Total	1,233,609
Grand Total	9,819,927

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent / Carer Satisfaction

A survey was sent out to our community and we had a great response with over 140 families having their say.

89% believe student learning is our main priority, 88% believe teaching staff are supportive, 84% feel administrative staff are welcoming and 89% feel their children are proud to be a part of Greenacre PS.

Areas parents would like to see improvement in include;

Parent engagement and greater involvement of parents in learning, reporting and feedback to parents about their child's learning, greater focus on reading and writing.

Student Satisfaction

Students across Years 4 - 6 reported the following via the Tell Them From Me survey;

78% of students have a positive sense of belonging and report feeling accepted and valued by their peers.

78% of students say they have positive relationships with their peers and report having friends at school they can trust and who encourage them to make positive choices.

90% of students value their schooling outcomes and believe that schooling is useful in their everyday life and will have a strong bearing on their future.

76% of students report that they are interested and motivated in their learning and 87% report that they try hard to succeed in their learning.

Teacher Satisfaction

Each year staff complete the People Matter Survey as it is a great way for all employees of the Department of Education to have their say about their workplace.

The Top 3 Areas for us at Greenacre were as follows;

Wellbeing Health and Safety: Wellbeing means feeling good, functioning well, and experiencing satisfaction and fulfilment in work and life. 2020 result = 75% up 10% compared to 2019 results

Inclusion and Diversity: An inclusive workplace is one where all employees can participate and contribute. It is one where everyone feels valued, accepted, and supported to thrive at work. 2020 result = 77% up 4% compared to 2019 results.

Customer Service: A customer is anyone who received a good or service. In the public sector, customers can be external or internal. Examples include students and their parents; patients and their families; the general community; and another NSW public sector organisation. 2020 result = 85% up 6% compared to 2019 result.

The following results show the questions with the biggest increases in % favourable scores from 2019 to 2020.

I would recommend my organisation as a great place to work: 2019 = 40% compared to 2020 = 74%

There is good cooperation between teams across my organization: 2019 = 38%compared to 2020 = 62%

My organization generally selects capable people to do the job: 2019 = 42% compared to 2020 = 62%

I have confidence in the way my organisation resolves grievances = 2019 = 43% compared to 2020 = 61%

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.