

2020 Annual Report

Greenethorpe Public School



2070

Introduction

The Annual Report for 2020 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.

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School vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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 | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| 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 | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

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>Question. How well do staff and students understand the well being procedures?</p> <p>How can we gauge if the well being procedures are making a positive impact?</p> <p>What tracking system is improving well being at GPS? Monitoring phone calls and emails.</p> <p>Data. Staff and student survey, meeting minutes, photo evidence of positive reinforcement, data of awards given out, Entry and Exit slip, LST minutes,</p> <p>Analysis. Staff reflections during staff meetings demonstrate an increased staff understanding and ownership of well being procedures in the school. The implementation of well being monitoring procedures, such as, teaching staff tracking positive rewards that students receive, has enabled staff to monitor 100% of students and ensure equity. Also, Teachers observed students using language that identifies their emotions, this was achieved through the implementation of the Zones of Regulation.</p> <p>Where to next. Staff will continue to enhance the well being procedures in 2021. Including the implementation of leadership programs for primary students, ensuring each student has an identified staff member for emotion support. Staff will implement modified Positive Behaviour for Learning procedures.</p> | <p>Whole school well being procedures</p> <p>staff meetings</p> <p>PL for Teachers</p> <p>positive reinforcement resources e.g prizes</p> <p>teacher and student surveys</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 |
|------------|----------------|
|------------|----------------|

Progress towards achieving improvement measures

| Evaluation | (Resources) |
|---|--|
| <p>Question How can we be sure tracking students learning is improving teaching, learning and student outcomes?</p> <p>Data. Plan 2</p> <p>Analysis. PLAN 2 data demonstrates growth in reading for K-2 students. The Year 3-6 teaching principal completed professional learning in PLAN 2 and started the process of recording students learning in ALAN. The 3-6 teacher also used <i>Check In</i> assessment, NAPLAN and Essential Assessment to identify learning areas, adjust teaching programs and monitor student learning. Teachers reported increase targeted teaching through data analysis and increased student results in targeted areas.</p> <p>Where to Next. K-2 teacher to continue using PLAN 2 in collaboration with the Instructional Leader. 3-6 teacher to continue to be up skilled in using PLAN 2, collaborating with the K-2 teacher and Instructional Leader. The school will also trial PAT testing (mainly in the 3-6 classroom), to triangulate data and compare student results with a large cohort.</p> | <p>Plan 2</p> <p>Staff meetings</p> <p>RFF for teachers. Funding casual teachers</p> |

Process 3: Curriculum and Learning:

Deliver quality student centred and self-regulated learning experiences. We will also ensure that Aboriginal and Torres Strait 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>Questions. How confident are teachers in working with students to develop student learning goals?</p> <p>How confident are students in working with individual learning goals.</p> <p>How confident are students in being part of the development process of individual goals?</p> <p>Data. Student feedback/survey, teaching Programs, meetings.</p> <p>Analysis. Essential Assessment was used for teachers to be introduced to developing student learning goals.</p> <p>Where to Next. Teachers will use assessment as a learning tool, including guiding students through completed assessments and self-identify mistakes. Use of Essential Assessment will be increased, including introducing students to the self monitoring of learning goals within the Essential Assessment program. Teachers will use PLAN 2 indicators to work with targeted students on learning goals and empower students to be active contributors in developing targeted learning areas.</p> | <p>Surveys</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>Question. How do we know that evidence-based teaching strategies are in place to monitor, modify and evaluate student learning?</p> <p>How do we know teaching programs were adjusted in response to student needs?</p> <p>How do we know there is a system in place that supports teachers in using evidence based teaching strategies to adjust learning?</p> <p>Data. Teacher programs, meeting minutes</p> <p>Analysis. K-2 teacher programs include targeted teaching sprints collaboratively developed with Instructional Leader, devised from PLAN 2 data analysis. Teachers programs have evidence of adjustments in response to students needs.</p> <p>Where to Next. Year 3-6 teacher to collaborate with Instructional Leader to be skilled in using PLAN 2 data to develop, implement and monitor teaching programs that utilise the indicators in PLAN 2.</p> | <p>Plan 2</p> <p>Essential Assessment</p> |

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

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

Regular participation in local AECG meetings by school staff.

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>Question. How do we know that teacher, parent student interviews have increased student learning and outcomes.</p> <p>What is the impact of teachers making regular contact with parents?</p> <p>Data. Survey, minutes from parent meetings</p> <p>Analysis. Due to Covid19 teacher parent interviews were conducted through teleconferencing. Teachers focus was on student well being and supporting parents.</p> <p>Where to Next. Parent teacher meetings will be increased to 4 times per year. Teachers will introduce learning goals to parents.</p> | Parent Teacher meeting schedule |

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>Question. How do we know that the school has improved through genuine learning experiences with the Cowra Small School Networks?</p> <p>What impacts are evident from the inclusion of the Instructional Leader.</p> <p>Data. Meeting Minutes, learning programs, surveys</p> <p>Analyse. Collaboration with the Cowra Small School Network was restricted due to Covid 19. Principal maintained contact with the network through teleconferences. Evidence of instructional leader having positive impact on student learning in collaboratively planned teaching programs.</p> <p>Where to Next. Teaching staff to increase collaboration and professional learning with the Cowra Small School Network. Instructional Leader to lead professional learning through teleconferencing.</p> | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---------------------------|---|
| Aboriginal background loading | 3,318 | Aboriginal funds were spent to employ a school learning support officer to support student academic and social learning. |
| Low level adjustment for disability | 10,938 | 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. |
| Quality Teaching, Successful Students (QTSS) | 2,516 | Our school utilised our QTSS funding in 2020 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 |
| Socio-economic background | 10,938 | 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 | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 5 | 6 | 7 | 8 |
| Girls | 6 | 6 | 6 | 6 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2017 | 2018 | 2019 | 2020 |
| K | 96.8 | 97.4 | 95.8 | 91.2 |
| 1 | 96.2 | 84.3 | 97.1 | 94.7 |
| 2 | 91.2 | 90.3 | 82.7 | 89 |
| 3 | 96.8 | 93.7 | 90.6 | 87 |
| 4 | 94.6 | | 97.4 | 93.6 |
| 5 | | 90.1 | | 82.4 |
| 6 | | | 83.5 | 86.2 |
| All Years | 94.4 | 91.6 | 90.5 | 89.1 |
| 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 | | 92.9 | 92 |
| 5 | | 93.2 | | 92 |
| 6 | | | 92.1 | 91.8 |
| All Years | 94 | 93.5 | 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 |
| 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, 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 | 63,594 |
| Revenue | 408,400 |
| Appropriation | 400,277 |
| Grants and contributions | 7,978 |
| Investment income | 145 |
| Expenses | -395,567 |
| Employee related | -348,780 |
| Operating expenses | -46,786 |
| Surplus / deficit for the year | 12,834 |
| Closing Balance | 76,428 |

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 | 0 |
| Equity Total | 38,314 |
| Equity - Aboriginal | 3,318 |
| Equity - Socio-economic | 21,618 |
| Equity - Language | 0 |
| Equity - Disability | 13,379 |
| Base Total | 316,329 |
| Base - Per Capita | 3,127 |
| Base - Location | 8,390 |
| Base - Other | 304,813 |
| Other Total | 44,618 |
| Grand Total | 399,261 |

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

Staff at Greenethorpe Public School have close connections with parents and caregivers.

Greenethorpe Public School has previously been part of the NSW DoE initiative, Tell Them From Me. Due to the small number of students the data from this survey is not made available. As such Greenethorpe Public School conducts internal surveys to gain community feedback. Parents at our school feel welcomed when attending the school, informed of their children/s academic progress and have indicated that they are satisfied with our procedures in student well being. Surveys show that students are happy at school, feel safe at school and are happy with the learning opportunities provided.

During 2020, teaching staff increased the frequency of parental contact through phone calls, emails and face to face discussions. This enabled staff to inform parents of their children/s academic achievement, effort in learning, social interactions at school and address any well being concerns. Teachers reported that this process enhanced their abilities as educators and confidence in contacting parents has increased.

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.