2020 Annual Report

Green Hill Public School

2071

Introduction

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

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

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School vision

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

School context

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

Self-assessment and school achievement

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

Strategic Direction 1

Inspiring Independent Learners

Purpose

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

Improvement Measures

Making a whole-school movement in Learning Culture from Sustaining and Growing to Excelling as set out in the Learning domain of the School Excellence Framework.

Increase in the proportion of students demonstrating active engagement in their learning and an improvement in the understanding, value and motivation for learning through a growth mindset.

Progress towards achieving improvement measures

Process 1:   STUDENT AGENCY - DISPOSITIONS FOR LEARNING

* 8 Ways PLPs implemented to provide opportunities for rich discussions around learning progress between school, staff, students and parents.

* In line with ACARA's Personal and Social Capability learning continuum, students will work independently on routine tasks and experiment with strategies to complete other tasks where appropriate.

Evaluation	Funds Expended (Resources)
The Personalised Learning Pathway process has continued to be developed as a targeted strategy to actively engage students in determining their learning goals and evaluating their achievements. The 3 way meeting between student, parents and teacher is culturally relevant due to the embedding of the 8 Ways of Learning, and it fosters open conversation that maintains a specific focus on each student. In 2020, the 3 way meetings between student, parents and teachers were impacted by the COVID restrictions which reduced the opportunity for face to face conversations. However learning goals were incorporated in the weekly Home Learning packs that were prepared for each child. Parents were also to provide feedback when the packs were returned after completion. The 8 Ways PLPs are now used for 100% of students K-6. and we have made positive growth in this area. In the next School Improvement Plan we need to further develop the 3-way discussions to enhance parent engagement and decision making so it becomes embedded practice. A lot of work has been done in understanding and explicitly teaching expected behaviours and linking to the DoE Behaviour Code. There are more 'on task' behaviours from students K-6, with some focus on Personal and Social Capabilities. Explicit teaching around the Personal and Social Capabilities is developing and needs to be further developed in the next School Improvement Plan.	Extra time allocated to teachers Professional Learning See Key Initiatives and Funding Source Table

Process 2:   ASSESSMENT FOR LEARNING

* Students are taught reflective practice and provided with opportunities to give and receive feedback in order to develop into critical and creative thinkers.

Progress towards achieving improvement measures

Process 2:

          * Expectations, learning intentions and success criterion are clear and evident to all stakeholders and linked to syllabus outcomes.

Evaluation	Funds Expended (Resources)
Visible Learning practices, the research of John Hattie and 'What Works Best 2020' has been a focus of professional learning to enhance student agency. The use of learning intentions and success criteria linked to syllabus outcomes is developing but has not been embedded across all KLAs and implementation is becoming more consistent across the school. There has also been a steady improvement in the practice of students using assessment processes for self-reflection of their own learning. Visible learning and formative assessment is a focus that will be further developed in the School Improvement Plan, with a focus on embedding growth mindset and student reflective practice. There has been significant development in the focus on improving programming and linking to syllabus outcomes. This can be attributed to the allocation of extra planning time for teachers to effectively analyse student data. The use of learning intentions and success criteria provides clear expectations to students and allows them to evaluate their learning. this has also enabled teachers to develop improved assessment processes and give effective feedback to students.	Professional Learning - Corwin Visible Learning Professional Learning- 'What Works best 2020" Teacher time for planning for explicit teaching See Key Initiatives and Funding Source Table

Strategic Direction 2

Building Teacher Capacity and Capabilities

Purpose

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

Improvement Measures

All students' learning is tracked through learning progressions and personalised learning goals measured against stage outcomes.

School self-evaluation determines a movement from Delivering to Sustaining and Growing in the elements of Effective Classroom Practice, Professional Standards and Curriculum from the Learning and Teaching Domains in the School Excellence Framework.

Progress towards achieving improvement measures

Process 1:   IMPROVING STUDENT OUTCOMES IN LITERACY & NUMERACY

* Use research and data to develop and implement high quality professional learning in writing teaching practices.

* Implement and evaluate whole-school approach to the teaching of writing concepts.

* Work closely with other schools in the Instructional Leader's Small Schools Strategy group. (EAfS - L3 & TEN)

Evaluation	Funds Expended (Resources)
There has been a definite growth in improving literacy and numeracy achievement for students over the life of the plan. Staff are better informed and are developing skills in use of research and evidence for literacy and numeracy planning and teaching strategies. This can be attributed to the use of the Small Schools planning and scope and sequences and the support of the Instructional Leader who provided targeted professional learning. The collection of evidence for student learning in literacy and numeracy has improved, with results being entered into PLAN 2. A specific focus on writing resulted in effective data collection and whole school analysis. This analysis informed professional learning and discussions about student achievement and future planning. This correlated to accelerated student achievement in writing by the end of 2020. Collection and analysis of performance data also occurred through the Super 6 Small schools group,with the development of shared targets for student growth. This has supported collaborative professional learning and practice in regard to planning, assessment, data analysis and use . We have identified the need to become more focused on monitoring growth and designing interventions, developing consistency of teacher judgement, improving syllabus knowledge, observations and feedback.	4x SLSO for small group and individual support Instructional leader, Speech pathologist Extra teacher time - PLAN 2 data, Essential Assessment data and small group interventions Staff collaborative planning time See Key Initiatives and Funding Source Table

Process 2:   DIGITAL TECHNOLOGIES IN FOCUS

* Have students regularly exposed to, operating and understanding digital

* Staff to have a greater awareness and understanding of how the Digital Technologies curriculum can be effectively implemented in their programming and embedded in daily teaching practice.

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
There was a limited focus on Digital Technologies in 2020. Successful practices established as part of this initiative will be incorporated into whole school planning across Key Learning Areas to promote student engagement, learning and authentic assessment opportunities.	Teacher time for planning STEMshare kits See Key Initiatives and Funding Source Table

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Employment of Aboriginal Education Officer Employment of four SLSOs Professional Learning: ALNF Certificate in Language and Literacy **Funding Sources:** • Aboriginal background loading ($117 172.00)	Students are supported by an Aboriginal Education Officer and four School Learning Support Officers across the school. They provide in class support, working with individual students and small groups, with a specific focus on promoting achievement of literacy and numeracy outcomes. In the K-2 classroom the SLSOs assist the teacher in implementing L3 activities that are part of the Early Action for Success program. Personalised Learning Pathways are developed for all students through planning meetings between the child, their parents, the Aboriginal Education Officer and the class teacher. The School Learning Support Officers assist in the facilitation of these meetings. Our staff are well respected in the community and continue to build positive relationships. They support and mentor all students, promoting positive behaviours and high levels of engagement.
Low level adjustment for disability	Employment of additional teacher Additional planning time for teachers **Funding Sources:** • Low level adjustment for disability ($29 828.00)	Employing additional staff allows enables the development and effective delivery of targeted interventions across the school. Adjustments are made to support the identified needs of individual students, as well as groups of students. Adjustments are informed by consultation meetings held with parents of students who were referred to the Learning and Support Team. The School Learning Support Officers support students in class and in the playground by promoting and implementing strategies outlined in student plans. Additional teacher time has allowed for effective planning to support students with learning difficulties or those who need modified teaching strategies or additional adult support. It also allows for the planning of classroom organisation and behaviour management strategies to meet the needs of students.
Socio-economic background	Employment of additional teacher Professional Learning-Corwin Visible learning Professional Learning - ALNF Certificate IV in Language and Literacy Super Six community of practice Additional teacher time for data collection, monitoring and analysis	The employment of additional teachers and Aboriginal School Learning Support Officers enhances student achievement by providing extra classroom support, especially during literacy and numeracy sessions. Teachers also have collaborative staff planning time to develop plans for targeted support. Wellbeing initiatives have been developed to assist families in ensuring that their children attend school. These include breakfast programs, daily Crunch N Sip, school gardening activities and cooking program to promote student engagement. Students had access to a range of resources and technology devices that support their

| Socio-economic background | Wellbeing initiatives - attendance and engagement

Funding Sources:
 • Socio-economic background ($93 504.00) | learning and foster engagement. Students had greater choice and flexibility in their learning and it allows for alternate delivery of curriculum content and assessment. |

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	13	13	17	15
Girls	9	15	12	12

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.1	78.7	84.6	80.3
1	86	83.1	80.8	80.3
2	90.6	85.7	77.1	75
3	87.1	92.6	83.3	80.4
4	87.3	79.5	87.6	81
5		83.4	52.1	83.1
6		79.5	37.3	66.7
All Years	88.1	83.7	78.2	78.6
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		93.2	92.8	92
6		92.5	92.1	91.8
All Years	94	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
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*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	91,374
Revenue	983,219
Appropriation	971,506
Sale of Goods and Services	882
Grants and contributions	10,800
Investment income	32
Expenses	-985,409
Employee related	-918,980
Operating expenses	-66,428
Surplus / deficit for the year	-2,189
Closing Balance	89,185

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	53,688
Equity Total	240,504
Equity - Aboriginal	117,172
Equity - Socio-economic	93,504
Equity - Language	0
Equity - Disability	29,828
Base Total	491,949
Base - Per Capita	6,975
Base - Location	1,210
Base - Other	483,765
Other Total	167,355
Grand Total	953,496

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

Due to the Tell Them From Me survey not being undertaken in 2020, there are no TTFM results, surveys or data collection for parent/community voice. Parents and community have engaged through "Yarn Up' meetings. The role of the group is evolving from an information forum to parent/community collaboration on decision making processes. However COVID restrictions made it difficult for this group to meet throughout the year.

Parents participate in initial PLP meetings but there is a need for ongoing regular review meetings throughout the year, prior to the end of year meeting. Many informal parent conversations/meetings are held at the front gate each day, but it is difficult to capture this data or the content.

As 100% of students identify as Aboriginal, the need to strengthen partnerships and increase engagement between school and community is a priority; in order to support school improvement and embed a strong learning culture that supports all students. This feedback comes from staff, including our Aboriginal SLSOs, as well as parents and community members.

Informal feedback throughout the year has identified a high level of parent satisfaction and students have identified the school as a safe and welcoming space. Students have identified the need for greater student voice opportunities and activities.

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.