

2021 Annual Report

Greenwich Public School



2076

Introduction

The Annual Report for 2021 is provided to the community of Greenwich Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

At Greenwich Public School, we are committed to ensuring the success of every student through the provision of quality teaching and learning programs in an innovative environment that fosters respect, high expectation and inclusion. Students will be empowered within a collaborative culture of positive partnership between staff, parents and the wider community.

School context

Greenwich Public School is a Department of Education Public School.

It is located within the Lower North Shore of Sydney, adjacent to the Lane Cove National Park. The Cammeraygal clan of the Eora tribe are the traditional indigenous occupants.

Founded in 1876, Greenwich Public School is built on two sites, which are 1.5km apart.

The Greenwich Road campus accommodates students from Kindergarten to Year 2 and includes one Multi-Categorical and one Autism Support class. The local, thriving village opposite the school is at the heart of the community.

The Kingslangley Campus accommodates students from Years 3 to Year 6 as well as one Multi-Categorical class. The significant grounds and bushland setting underpin the quality opportunities for all students to excel, in all areas.

The current school enrolment totals 478 students. Quality teaching and learning programs are currently delivered in all Key Learning Areas. Student wellbeing and values of inclusion are embedded.

Major works to upgrade teaching and learning facilities are complete on both campuses. The upgrades feature multi-storey buildings, designed to maximise opportunities to deliver excellence across the curriculum. Recently completed playground and outdoor facilities on the Kingslangley Campus are highly valued by students and the broader Greenwich community.

With positive partnerships between staff, students, parents and the community, the school is well-regarded in the local area. High levels of community participation and strong local business links, support the school to provide an enviable level of support for students. The highly engaged parent community value quality, inclusive educational practice and strong partnerships.

Extra-curricular opportunities in sport, performing arts and environmental activities, strengthen and broaden the educational experience for all students to aspire to be their best.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG and community. Through our situational analysis, the school has identified the need for a continued emphasis on embedding quality teaching practices in reading and numeracy. An examination of evidence-based best practices in explicit teaching, assessment and the use of data will have a positive impact on student learning outcomes and teacher capacity. By strengthening wellbeing programs and school-wide systems, we will address identified needs in learning and support, student transition and personal development. We will build the capacity of staff to embed digital technologies across the curriculum, to fully utilise flexible learning spaces.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| 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 | Delivering |
| LEADING: Management practices and processes | Delivering |

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will embed professional learning models to guide evidence-based practices through the use of data.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Numeracy
- Reading

Resources allocated to this strategic direction

Integration funding support: \$111,130.00
Literacy and numeracy intervention: \$44,847.20
Low level adjustment for disability: \$84,538.94
Socio-economic background: \$2,606.55
Literacy and numeracy: \$13,237.48
School and Community 6300: \$60,000.00
QTSS release: \$91,488.29
English language proficiency: \$52,233.57
Professional learning: \$2,000.00

Summary of progress

Our focus for 2021 was on the implementation and use of effective teaching practices in the areas of reading and numeracy to improve student learning outcomes.

In reading, focus has been on providing professional learning to teachers on the aspects of reading, programming, utilising standardised tools for assessment, and monitoring student progress for ongoing learning. Teachers in K-2 have used PM bench marking to ascertain student levels of achievement and progress. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders. This work will continue across Stages 2 and 3 in 2022 utilising Fountas and Pinnell. Further professional learning will be conducted in 2022 to build teachers capacity in evaluative practice to support a greater understanding of data literacy and data analysis of reading NAPLAN and Check-in data. To ensure improved student learning, we will narrow our focus on strategies for comprehension and ensure that effective Scope and Sequences are developed K-6. Further PL will be conducted utilising resources in the DoE Reading and Numeracy Resource Hub. Focusing on High Impact Professional Learning, school teams will be guided through the process of developing consistent evidence-informed practices across the school and using short formative assessments to identify the point of need with student learning. Differentiated support across stages, in the form of coaching and mentoring, will be provided for staff at their point of need.

Similarly in numeracy, emphasis has been on the effective use formative assessment. This focus area has been supported through the implementation of internal diagnostic assessments and supporting documents across Years 1-6 as well as professional learning sessions that have assisted teachers with understanding the documents and implementation processes. In Semester 1, stages began to collaboratively explore how to use this base-line data to inform the implementation of differentiated teaching and learning in their classrooms. Further professional learning on data analysis and models of differentiation, as well as explicit teaching practices, ceased during the Learning from Home period. These will remain as some of the key numeracy focus areas in 2022. At the start of the year, a K-6 mathematics team was formed and enrolled in the DoE 'Starting Strong' and 'Working with Big Ideas' professional learning programs. After engaging with the start of the program and critically evaluating the current needs of staff in the KLA of mathematics, a decision was made not to continue with the initiative. Alternative resources pertaining to the teaching of mathematics and the professional learning needs of our staff will be explored in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|---|--|
| * Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.8% using baseline data. | • 72.18% of students are in the top two skill bands (NAPLAN) for reading, this is a 0.3% decrease from 2019, indicating progress yet to be seen toward the annual progress measure. |
| * Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 1.18% using baseline data. | • The percentage of students achieving expected growth in reading increased by 10.6% indicating achievement of progress toward the lower bound target. |
| * Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 1.71% using baseline data. | • The percentage of students achieving expected growth in numeracy increased to 13.10% indicating achievement of the upper bound target. |
| * Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 3.52% using baseline data. | • Data indicates that 62.41% of students were in the top 2 bands of numeracy showing a decrease against baseline data by 5.48%, indicating progress yet to be seen toward the annual progress measure. |

Strategic Direction 2: Explicit systems for collaborative and consistent practice

Purpose

Explicit school-wide systems of collaboration will be embedded throughout the teaching and learning cycle.

In order to maximise student learning outcomes, we will establish consistent practices for assessment to monitor, plan and report on student learning, across the curriculum. Formative assessment will be integrated into teaching practice, confirming that students learn what is taught.

A whole school approach to explicit teaching, will ensure that the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Learning will be visible.

Teachers will provide explicit, specific and timely feedback related to defined success criteria to support improved student learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Assessment
- Feedback

Resources allocated to this strategic direction

Professional learning: \$12,550.00

Literacy and numeracy: \$1,000.00

Summary of progress

Our focus for 2021 was the implementation of whole school learning objectives, success criteria and quality feedback processes as well as the formation and implementation of diagnostic mathematics assessments and associated support documents across Years 1-6.

A number of high impact professional learning opportunities were implemented and staff were further supported through collegial discussion and collaboration within their stage teams to implement the visible learning components of learning objectives and success criteria in the area of mathematics. For some stages, these practices were also implemented across the Key Learning Area of English. A whole school approach to associated 'language' was also established, with K-2 teachers using the 'WALT and WILF' terminology, and 3-6 teachers, 'Learning Objective and Success Criteria.' All staff across all teaching areas were highly engaged and supportive of the introduced practices and through survey data, reported improvements in student learning outcomes where these processes had been implemented. Staff survey data identified the concept of 'feedback' as an area that they required further development in. This resulted in the implementation of additional professional learning opportunities that explored quality feedback practices and how feedback could be communicated to students against established learning objectives. Understanding the diversity of needs across the different stages, teachers worked collaboratively in stage teams to establish common feedback practices and proformas that best suited the needs of their students. Throughout the Learning from Home period, teachers continued to embed learning objectives and success criteria into their digital lessons and feedback was given to students for some lessons in a simplified manner. Students in Stage 3 engaged with self-assessment processes measured against stated objectives and criteria. The development and use of differentiated learning objectives and success criteria will be of focus in 2022.

Following on from a series of professional learning sessions at the end of 2020, teachers across Years 1-6 implemented internal mathematics diagnostic assessments that were formulated against syllabus outcomes and learning progression content. These documents were formed to assist teachers to better understand the learning needs of their students prior to programming taking place. Classroom teachers also began utilising internal tracking documents to record what skills and content their students had or hadn't mastered before, and during the teaching and learning cycle. Furthermore, a range of internal 'where to next' support documents were formed to support teachers to understand the progression of numeracy knowledge and skills across the stages, and assist them to better differentiate their teaching and learning experiences. The efficacy of these assessments has been demonstrated through NAPLAN Year 7 data and Year 6, 2020 Check-in assessment growth data after the documents were trialled in Stage 3 from the start of 2020. Through survey data, the majority of staff reported positivity toward the initiative. Stage 1 teachers suggested a possible review for Year 1 students in regards to the form of the assessments and implementation processes. This will be one of the focus areas for next year. In addition to this, we will work with staff to improve their understandings of how to utilise assessment base-line data to inform their teaching and learning practices and classroom differentiation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| <ul style="list-style-type: none"> Implementation of diagnostic assessment in aspects of numeracy, including the collaborative analysis of data. | <ul style="list-style-type: none"> Staff survey data indicates that 100% of Years 1-6 staff have utilised the internal diagnostic assessments and support documents for numeracy. Stages have started to implement collaborative data analysis practices to inform their teaching. |
| <ul style="list-style-type: none"> Build teacher capacity to deliver quality explicit teaching through examination of What Works Best toolkit and case studies Examine models of visible learning through engagement with CESE evidence-based research. Trial the use of learning objectives and success criteria in one aspect of numeracy | <ul style="list-style-type: none"> Staff survey data indicates that 100% of classroom teaching staff have utilised learning objectives (WALT) and success criteria (WILF) in their mathematics lessons to establish learning goals for all students. Staff survey data indicates that 100% of stages are trialling different feedback process, appropriate for the developmental stages of their students, and aligned with learning objectives and success criteria |
| <ul style="list-style-type: none"> Utilise the What Works Best Toolkit and Case Studies to build teacher understanding of feedback strategies. | <ul style="list-style-type: none"> All staff provided feedback to students throughout the Learning from Home period. Parent survey data indicates feedback strategies supported teaching and learning from home. |
| <p>Parent workshops conducted to introduce the language of visible learning to the community.</p> <ol style="list-style-type: none"> K- 2 3 - 6 <p>Utilise the school newsletter to post informative pieces demonstrating the pedagogy in action</p> | <ul style="list-style-type: none"> Due to delay in implementation of this initiative during Term 3, this progress measure has not been captured. A progress measure has been determined for 2022. |

Strategic Direction 3: Engagement and inclusion

Purpose

Student engagement and values of inclusion will be strengthened through an integrated and holistic approach to wellbeing and the strategic use of school resources.

The situational analysis identified a need to strengthen and sustain whole-school practices in Positive Behaviour Engaging Learning. A planned whole school approach to wellbeing is needed to support students to connect, succeed and thrive, in partnership with the community.

This will be further strengthened by maximising the use of flexible learning spaces and embedding technology in teaching and learning programs, with a specific focus on science and digital technologies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Engaging Pedagogy

Resources allocated to this strategic direction

School support allocation (principal support): \$26,158.91

Aboriginal background: \$3,627.49

Sustainability Grant: \$14,935.00

Professional learning: \$10,000.00

School and Community 6300: \$30,000.00

Summary of progress

In the Wellbeing initiative, focus for 2021 was to strengthen whole-school practices in Positive Behaviour Engaging Learning (PBEL) through developing consistent expectations of behaviour in common areas of the school. A planned whole school approach to wellbeing was also launched.

Professional dialogue on the philosophies and practices that underpin PBEL and areas to be further developed moving forward was a focus in staff meetings and professional learning at the start of the year and staff were further supported through collegial discussion and collaboration. Staff survey data identified that we needed a common language and set of behaviour expectations for areas of the school playground and inside the buildings accessed by all students. These included COLA, playground/oval, library, transitioning between classes and toilets. The committee reviewed the feedback from staff and established a simple set of three rules for each common area, one for each of the school values of respect, responsibility and success. A set of explicit lessons was developed for each campus, which included photos of the area and the three rules for behaviour expectations. Each week classroom teachers presented one of the lessons. As a result students and teachers can articulate the rules around behaviour that apply in different areas accessed by all students. Next year in this initiative, signage on expected behaviour will be commissioned and displayed around the school. In addition to this we will work with staff and students to review PBEL rewards and sanctions.

Whole staff PL was conducted on the Wellbeing Framework and how it is embedded within the elements of the School Excellence Framework. This included staff discussions where teachers were given the opportunity to provide feedback on how current practices reflect the Wellbeing Framework and as a result future directions were established to enhance Wellbeing at GPS. Following the learning from home period, student wellbeing became a top priority. Feedback from staff discussions concluded that a method that provided relevant data was required in conjunction with teacher conversations with students. Class teachers were asked to implement an end-of-week check in survey with their students. The purpose of this check-in was to provide staff with a quick and effective method of assessing and analysing the impact of the lengthy learning from home period and related restrictions on student wellbeing. The end of week check-in was purpose designed for each learning stage and implemented as a brief online survey that students completed individually. Questions were based around how students were feeling and what they thought about their learning that week. The first survey was completed at the end of week 4, the first week with all students K-6 at school. Survey data showed across K-6, at the start of the week, an average of 87% of students felt excited to be back at school and at the end of the week, 63% felt positive about being back at school and 27.4% felt tired. 94.9% of all students completed most/all of their learning tasks during the week. By Week 6, the percentage of students feeling tired had risen to 42%.

Next year a school wellbeing policy will be drafted.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
|--|--|
| <p>Engage student leaders and SRC teams within the process of developing consistent expectations.</p> <p>Examine the Student Behaviour Strategy and its implications. How can this be embedded into the current school system.</p> <p>Evaluate the current system for monitoring student behaviour and rewards.</p> | <ul style="list-style-type: none"> • 100% of teachers delivered explicit lessons in consistent expectations of behaviour in common areas. • Students were involved in developing shared expectations. • Student Behaviour Strategy examined by Wellbeing Team. Delay in embedding into the current school system required this work to be postponed to 2022. • Delay in evaluating the current system for monitoring student behaviour and rewards in term 3 has required this work to be postponed to 2022. |
| <p>Increase the percentage of students attending > 90% of the time by 3%</p> | <ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased 2.35% from the upper bound target. |
| <p>Evaluation of current transition processes including Kindergarten, new enrolments, beginning teachers, high school transition, support unit families and between campuses.</p> <p>Establishment of the Class Parent program and P&C consultation toward protocols of the role.</p> | <ul style="list-style-type: none"> • Surveys and parent feedback data indicate staff have actively collaborated with parents and practitioners from other schools to reflect and improve upon transition practices to build understanding of student learning needs. Delay in implementing some initiatives in 2021 has required this work to be postponed to 2022. |
| <p>Re-engage teachers in discussion around models of pedagogy in a flexible learning environment.</p> <p>Arrange school visits to similar schools for staff to investigate options for developing spaces and embedding technology into teaching and learning programs. Staff to develop presentations to share.</p> <p>Engage with T4L to explore options for embedding technology into teaching and learning programs.</p> <p>Science and technology RFF transition to team teaching</p> <p>Designated spaces redesigned, furnished and resourced to accommodate co-teaching of digital technology.</p> | <ul style="list-style-type: none"> • Implementation of this initiative was delayed during Term 3. A progress measure has been determined for 2022. • All staff engaged in online professional learning of the Science and Technology syllabus |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$111,130.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Greenwich Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$2,606.55</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Greenwich Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement program to support identified students with additional needs <p>The allocation of this funding has resulted in: Students from low socio-economic background have received target support in the form of extra teacher support. This support has provided identified students with one-to-one and small group support to identify gaps in their learning and then targeted support to improve learning outcomes for the students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued identification of students' performance to track and support students where necessary. Professional learning for the Learning and Support teacher to continue evidence-based intervention.</p> |
| <p>Aboriginal background</p> <p>\$3,627.49</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greenwich Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> |

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| <p>Aboriginal background</p> <p>\$3,627.49</p> | <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in: An increase in Aboriginal families engaging in the Personalised Learning Pathway (PLP) process. Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including with the Gawura AECG.</p> |
| <p>English language proficiency</p> <p>\$52,233.57</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Greenwich Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p> |
| <p>Low level adjustment for disability</p> <p>\$84,538.94</p> | <p>Low level adjustment for disability equity loading provides support for students at Greenwich Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> |

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| <p>Low level adjustment for disability</p> <p>\$84,538.94</p> | <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Instructional leaders giving explicit instruction to students and staff in literacy and numeracy. Development of staff capacity in explicit teaching in literacy and numeracy. Students with low level disabilities have been supported socially, emotionally and educationally through the employment of School Learning and Support Officers that worked one-to-one with students. Employment of a learning and support teacher to provide targeted intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Individualised support for students will continue through the employment of a learning and support teacher, EAL/D teacher and School Learning and Support Officers.</p> |
| <p>Professional learning</p> <p>\$24,550.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Greenwich Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Assessment • Feedback • Engaging Pedagogy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Fountas & Pinnell professional learning Stages 2 & 3 • Collaborative programming ES1, S1 , S2 and Support classes • Executive planning days <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, collaborative programming and assessment, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring, modelling and examination of best practice in co-teaching.</p> |
| <p>School support allocation (principal support)</p> <p>\$26,158.91</p> | <p>School support allocation funding is provided to support the principal at Greenwich Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional administration staff to support split site school operations <p>The allocation of this funding has resulted in:</p> |

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| <p>School support allocation (principal support)</p> <p>\$26,158.91</p> | <p>Efficient school administrative practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: The development of consistent systems and procedures in health and safety.</p> |
| <p>Literacy and numeracy</p> <p>\$14,237.48</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Greenwich Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$44,847.20</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Greenwich Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Additional staff were employed as literacy and numeracy experts to support students and teachers in the classroom with the implementation of small group work, evidence-based intervention and assessment. As a result, students have been well supported in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Developing staff knowledge and understanding of differentiation and ability to implement evidence-based practices.</p> |
| <p>COVID ILSP</p> <p>\$11,174.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> |

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|--|---|
| <p>COVID ILSP</p> <p>\$11,174.00</p> | <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy • employment of a teacher to provide online tuition to student groups in literacy <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: The majority of the students in the program achieving significant progress towards their personal learning goals. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> |
| <p>QTSS release</p> <p>\$91,488.29</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Greenwich Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals, Stage 1, Stage 2 and Support Unit, released off class to support staff to build capacity to deliver high quality literacy programs through differentiated teaching practice <p>The allocation of this funding has resulted in: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. -97% of teachers reported lessons differentiated according to students' needs -100% of teachers provided students with learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 236 | 239 | 236 | 251 |
| Girls | 254 | 248 | 230 | 227 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 96.6 | 96.2 | 94.7 | 95.5 |
| 1 | 96 | 96.1 | 91.8 | 96.5 |
| 2 | 95.3 | 95.9 | 91.5 | 95.7 |
| 3 | 95.5 | 95.8 | 92.3 | 96.2 |
| 4 | 96.6 | 96.1 | 92.8 | 96.5 |
| 5 | 94.9 | 97.7 | 90 | 95.4 |
| 6 | 94.6 | 95.6 | 91.3 | 96.3 |
| All Years | 95.7 | 96.1 | 92.1 | 96 |
| State DoE | | | | |
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 93.8 | 93.1 | 92.4 | 92.8 |
| 1 | 93.4 | 92.7 | 91.7 | 92.7 |
| 2 | 93.5 | 93 | 92 | 92.6 |
| 3 | 93.6 | 93 | 92.1 | 92.7 |
| 4 | 93.4 | 92.9 | 92 | 92.5 |
| 5 | 93.2 | 92.8 | 92 | 92.1 |
| 6 | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92 | 92.4 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 |
| Assistant Principal(s) | 6 |
| Classroom Teacher(s) | 18.75 |
| Literacy and Numeracy Intervention | 0.4 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1 |
| School Counsellor | 0.6 |
| School Administration and Support Staff | 7.08 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 775,304 |
| Revenue | 5,231,651 |
| Appropriation | 4,895,767 |
| Sale of Goods and Services | 9,265 |
| Grants and contributions | 325,245 |
| Investment income | 874 |
| Other revenue | 500 |
| Expenses | -5,465,159 |
| Employee related | -5,047,797 |
| Operating expenses | -417,362 |
| Surplus / deficit for the year | -233,508 |
| Closing Balance | 541,797 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 111,130 |
| Equity Total | 143,007 |
| Equity - Aboriginal | 3,627 |
| Equity - Socio-economic | 2,607 |
| Equity - Language | 52,234 |
| Equity - Disability | 84,539 |
| Base Total | 3,877,447 |
| Base - Per Capita | 117,845 |
| Base - Location | 0 |
| Base - Other | 3,759,602 |
| Other Total | 495,846 |
| Grand Total | 4,627,429 |

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.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me survey results:

Social-Emotional Outcomes

- 69% of student participation in extracurricular activities, 14% above the NSW government norm.
- 75% of students feel accepted and valued by their peers and by others at their school.
- 87% of students indicated they have friends at school they can trust and who encourage them to make positive choices.
- 90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Only 48% of students do homework for their classes with a positive attitude and in a timely manner. This is 15% below the NSW government norm.
- 91% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour.
- Only 61% of students indicated they are interested and motivated in their learning.
- 80% of students try hard to succeed in their learning.

Skills-challenge

Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects

- 44% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 34% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 17% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 5% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Drivers of Students Outcomes

- Students rated effective learning time as 7.7 out of 10. This related to important concepts being taught well, class time being used efficiently, and that homework and evaluations support class objectives.
- Students rated relevance as 7.4 out of 10. This is how students find classroom instruction relevant to their everyday lives.
- Students rated explicit teaching practices and feedback as 6.6 out of 10. This related to teachers setting clear goals for learning, establishing expectations, checking for understanding and providing feedback.
- 21% of students indicated they have been a victim of bullying.
- Students rated advocacy at school as 6.6 out of 10. This is if students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Students rated positive teacher-student relations as 8 out of 10. This relates to how students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- Students rated positive learning environment as 6.6 out of 10. This relates to students understanding there are clear rules and expectations for classroom behaviour.
- Students rated expectations for success as 8.2 out of 10. This relates to how school staff emphasise academic skills and hold high expectations for all students to succeed.

Other Measures

- 80% of students indicated they *agreed* or *strongly agreed* that when they finish high school, they expect to go to University.
- 80% of students either *agreed* or *strongly agreed* to the statement *I feel proud of my school*.
- 91% of students indicated they have either a *medium* or *high* level of perseverance. The extent to which students can pursue their goals to completion, even when faced with obstacles.
- 80% of students indicated that they either *agreed* or *strongly agreed* that they try to improve.
- 71% of students indicated that they either *agreed* or *strongly agreed* that they try to do their best.
- 54% of students indicated that they either *agreed* or *strongly agreed* that they set challenges.
- 64% of students indicated that they either *agreed* or *strongly agreed* that they like challenging goals.
- 70% of students indicated that they know where to seek help if bullied.

Learning from home parent feedback

Quality of work

- 48.6% of parents indicated that the work was engaging for their child/ren.
- 45.7% of parents indicated that the work was at an appropriate mix of activities.
- 62.9% of parents indicated that they found it interesting to see what their child/ren is learning at school.
- 17.1% of parents indicated that the work was a good balance of online and offline activities.
- 14.3% of parents indicated that there was not enough work online.
- 11.4% of parents indicated that their child/ren found the work boring.
- 28.6% of parents indicated that their child/ren needed a lot of support to understand tasks.

- 17.1% of parents indicated that there were too many online resources.

Quantity of work

- 67.6% of parents indicated that the amount of work uploaded across the week took an appropriate amount of time to complete.

Wellbeing

How has your child coped with learning from home?

- 17.1% of parents indicated that their child/ren really enjoyed learning from home.
- 48.6% of parents indicated that their child/ren coped with the amount of work and what has been expected.
- 25.7% of parents indicated that their child/ren has been able to manage independently with little support.
- 42.9% of parents indicated that their child/ren has struggled to work independently.
- 14.3% of parents indicated that their child/ren found the work hard.
- 77.1% of parents indicated that their child/ren missed school, his/her friends and teachers.

Personal connections

- 91.1% of parents either *agreed* or *strongly agreed* that their child/ren enjoyed whole class Zooms, small group Zoom sessions and personal phone calls to check-in

Learning from Home program delivery

- 91.2% of parents either *agreed* or *strongly agreed* that the Google Classroom platform has been an easy way to access tasks and submit work to the teacher.

Communication with teachers

- 76.5% of parents either *agreed* or *strongly agreed* that their child/ren's teacher/s has been easy to contact and proactive in making a connection and has provided valuable feedback to my child/ren's work.

Newsletter feedback

- 100% of parents that completed the survey about the school newsletter agreed that the school newsletter provides them with valuable information about current and future school events, policy and initiatives.
- Parents indicated that they would like the school to use more interactive software and make it easier to read on handheld devices. Parents indicated that having too many attachments made it more confusing to access the newsletter.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.