

# 2022 Annual Report

## Greenethorpe Public School



2070

# Introduction

The Annual Report for 2022 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 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.

## School contact details

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Greenethorpe Public School

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## School vision

Our vision is for students to be engaged and excited to come to school, where teaching is individualised, challenging and provides rich learning experiences.

At Greenethorpe Public School each student and staff member continues to be; a resilient learner, a problem solver and collaborator.

## School context

Greenethorpe Public School is a small rural school, situated on Wiradjuri land, between Cowra, Grenfell and Young. Our current enrolment is 15 students, with 13% identifying as Aboriginal or Torres Strait Islander. Our staff are committed to the pursuit of excellence and the provision of high-quality education for every student.

Our school is part of the Cowra Small Schools Network, where staff work with other teachers to develop teaching skills and knowledge and students participate in activities such as sport days, curriculum days eg Science and Technology and Indigenous education. Indigenous education and celebrations in the small school network include Indigenous dance groups, special guests, performers and Indigenous Elders from the surrounding community.

In recent times, Greenethorpe Public School was a part of the Young Small Schools Network. We continue to have connections to Young Small Schools through the participation of the Phillip Shield sports day each year.

Our school provides a range of extra-curricular opportunities to increase the students engagement in the wider community and to support ongoing personal development. This includes concerts, performances and sports such as regular swimming and tennis lessons.

Greenethorpe Public School has an active Parents and Citizens group that regularly fundraise to provide extra learning opportunities for students. Examples of this include: providing funds for bus trips for school excursions. The Parents and Citizen members regularly communicate with the school through meetings and ongoing contact with the school principal. Parents are regularly consulted with on school matters such as the situational analysis and strategic improvement plan.

Through our situational analysis and external validation, we have identified the need for an emphasis on:

- an increased use of data and evidence-based teaching
- informative, ongoing assessment
- collaboration with other schools
- increasing systems that ensure student wellbeing is monitored

These focus points will ensure students achieve, or exceed, expected growth in learning.

## 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

We strive to maximise learning outcomes for every student and build strong foundations for academic success. We will further develop and refine evidence-based teaching practices in reading and numeracy. Students will collaborate to set learning goals with teachers to increase ownership of their education.

### 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.

- Use of Data and Evidence-Based Teaching
- Assessment

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.00

**Low level adjustment for disability:** \$13,932.00

**COVID ILSP:** \$17,440.00

**Socio-economic background:** \$23,036.00

### Summary of progress

The school focus was to increase the effective **Use of Data and Evidence-Based Teaching**. Teaching staff collaboratively completed professional learning in the explicit teaching of Literacy and Numeracy. During professional learning, our teaching team worked collaboratively with the Cowra Small Schools Network to investigate researched based pedagogy, reflect on teaching strategies and increase teachers capabilities in data skills and use. Teaching staff successfully used a variety of data sources to identify students needs and inform next steps in learning. Explicit teaching in Literacy focused on vocabulary, phonological awareness and comprehension. Numeracy professional learning focused on number sense, additive strategies and flexible strategies. The school increased the use of decodable texts in line with the new K-2 English syllabus. Formative and summative **Assessment** has enabled teachers to closely monitor student learning and adapt teaching successfully. Assessment was used successfully to ensure teaching was differentiated and learning progress was monitored for every student. The school successfully utilised assessment to develop learning intentions, success criteria and provide explicit-descriptive feedback to students. Student data and teacher observations show improvement in target areas.

Next year the school will evaluate the assessment schedule and collaboratively analyse teaching and learning programs to ensure consistency K-6. Further collaboration on learning intentions and success criteria will support further improvement in explicit teaching strategies and the development of marking rubrics.

### 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
<b>Reading</b> Increase the percentage of students achieving in the top two NAPLAN Reading bands by 8.3% to reach or exceed the Cowra Small Schools Network target	2022 Cowra small school NAPLAN data indicates 52% of students achieved in the top 2 skill bands for reading exceeding the system negotiated target.
<b>Numeracy</b> Increase the percentage of students achieving in the top two NAPLAN Numeracy bands by 8% to reach or exceed the Cowra Small Schools Network target.	An increased number of students achieved in the top 2 skills bands for numeracy, however the Network did not meet the system negotiated target.

Improvement in the percentage of students achieving expected growth in NAPLAN Reading above the baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy, from baseline trending towards the lower bound school-level target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Innovation through Collaboration

### Purpose

To develop a culture of high expectations through partnerships between staff, students, parents and carers, **where focussed collaboration builds confident and resilient learners.**

### 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.

- Collaboration
- Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$6,079.00

**QTSS release:** \$2,873.00

**Aboriginal background:** \$4,764.00

**Location:** \$8,347.00

**Per capita:** \$3,032.00

**Integration funding support:** \$14,000.00

### Summary of progress

The school focus was to improve the **Wellbeing** system in the school. 100% of teaching staff collaboratively completed professional learning in "Building Our Knowledge of Behaviour". During professional learning meetings staff developed a Positive Behaviour for Learning reward system, sourced explicit teaching resources and engaged all stakeholders including parents, specialty support workers and members of the wider community. Teaching staff collected data on student wellbeing, a significant decrease in negative behaviour was highlighted and students positive interaction in the classrooms and on the playground increased substantially. The school celebrated student success through newsletters, online applications and parent phone calls. The school **collaborated** successfully with the Assistant Principal Curriculum Instruction and teaching staff in the Cowra network to enhance teachers skills in explicit teaching, researched based teaching pedagogies and community events

### 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
<b>Attendance</b>  Increase the percentage of students attending school more than 90% of the time to be above the school's lower bound target of 70%.	In 2022, the number of student attending over 90% was 20.45%. This is a decrease on the previous years result of 45.45%.
70% of the staff are actively involved in partnerships with other schools	100% of teaching staff are actively involved in the Cowra Small School Network. The leadership team collaborates with like schools in the development of School Improvement

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$14,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Greenethorpe Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Overview of activities partially or fully funded with this targeted funding include:</li> </ul> <p>employment of Student Learning Support Officer (SLSO) to provide additional support for students who have high-level learning needs release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrated 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><b>After evaluation, the next steps to support our students will be:</b> to continue to employ a Student Learning Support Officer to support teachers to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$23,036.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Greenethorpe Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teaching staff to provide explicit teaching in Numeracy and literacy in small groups.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> year 4 and 5 Check In assessment results in Reading and Numeracy above both state and SSSG.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage additional teaching staff to ensure high quality explicit teaching in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$4,764.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greenethorpe 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> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul>



<p>Aboriginal background</p> <p>\$4,764.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students have demonstrated growth in literacy and numeracy. The school has continued to build community connections with Aboriginal Elders in the community. The school was actively involved in NAIDOC celebrations and was the host of the Cowra Small School Reconciliation Day.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to use funds to ensure students experience a wide variety of cultural appropriate education. The school will continue to use funds to engage extra staff to ensure First Nation students exceed expected growth in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$13,932.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Greenethorpe Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in the number of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs</p>
<p>Location</p> <p>\$8,347.00</p>	<p>The location funding allocation is provided to Greenethorpe Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase in student participation in events outside the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to subsidise excursion expenses to ensure all students receive equitable education.</p>
<p>Professional learning</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</p>

<p>\$6,079.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Greenethorpe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging the Assistant Principal for Curriculum and Instruction to unpack evidence-based approaches to teaching literacy and numeracy, including modelled teaching in guided and independent reading.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning in the form of mentoring and co-teaching</p>
<p>QTSS release</p> <p>\$2,873.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Greenethorpe Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employing staff to engage with the Assistant Principal and Curriculum Instruction to lead improvement in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$17,440.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> <li>• Assessment</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>COVID ILSP</p> <p>\$17,440.00</p>	<p>the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Use of Data and Evidence-Based Teaching</li> <li>• Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of extra teachers to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> <li>• employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2021 to 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to implement and evaluate data informed 5-week teaching sprints to ensure lessons meet the learning needs of students.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	8	6	6
Girls	6	6	6	8

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	91.2	80.5	80.0
1	97.1	94.7	68.8	86.1
2	82.7	89.0	82.0	75.2
3	90.6	87.0	96.5	100.0
4	97.4	93.6	84.6	83.4
5		82.4	82.5	85.3
6	83.5	86.2	96.8	87.4
All Years	90.5	89.1	84.2	83.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5		92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	0.2
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	66,804
<b>Revenue</b>	500,088
Appropriation	492,752
Grants and contributions	6,863
Investment income	474
<b>Expenses</b>	-500,955
Employee related	-460,984
Operating expenses	-39,971
<b>Surplus / deficit for the year</b>	-867
<b>Closing Balance</b>	65,938

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	14,841
<b>Equity Total</b>	42,575
Equity - Aboriginal	4,764
Equity - Socio-economic	23,036
Equity - Language	0
Equity - Disability	14,775
<b>Base Total</b>	324,023
Base - Per Capita	3,032
Base - Location	8,347
Base - Other	312,644
<b>Other Total</b>	79,431
<b>Grand Total</b>	460,869

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## School survey

Due to the small cohort Tell Them From Me Survey data is unavailable. Greenethorpe PS surveyed student, parents and Teachers using Microsoft Forms.

Average score out of 10

## Student Survey

Teachers at the school explain learning activities clearly. 7.2

Teachers expect high standards of work from you, expect you to do your best? 8.8

Teachers provide feedback on your work that will help you improve your work in future activities. 7.6

Teachers plan work that is challenging? 7.9

Teachers create an environment that is safe with consistent behaviour expectations. 8.7

Teachers care about me, take the time to get to know me and want the very best for me. 7.1

In group work activities, my peers include me and value my opinions. 6.9

I feel safe at school 7.6

Classrooms and other areas are clean, pleasant learning environments. 8.4

As a result of the above data, in 2023, the school will increase the number of staff to student check ins with the aim of increasing the percentage of students reporting that teachers care about and get to know their students in the 2023 student survey.

## Parent/caregiver survey

How do you rate the communication between school and home? 8.7

To what extent does the school meet the needs of your child? 8.4

How comfortable do you feel about contacting the school with questions, a problem or complaint? 9.3

How comfortable do you feel about contacting the school with questions, a problem or complaint? 8.3

How comfortable does your child feel about asking staff at school for help and advice? 8

School staff are welcoming: my relationships with them are positive and respectful. 9.1

Classrooms and other areas provide a pleasant learning environment. 8.6

As a result of the above data, in 2023, the school will increase the number of staff to student check ins to increase the percentage of students feeling comfortable to ask staff for help.

## Staff

I feel the school works as a team to provide effective communication to all staff members. 8.5

I feel welcomed, included and valued at school; my relationships with our team are positive and respectful. 9.9

Staff work through challenging situations effectively, placing a high value on maintaining relationships. 9.6

I see staff consistently performing their duties in a manner that is respectful, honest and sharing the work load. 9.2

I am able to see the direction of the school and its vision through the school's processes, policies and procedures. 9.2

I have been asked to provide input to the school plan, my input has been reflected in the revised plan. 8.4

I see staff within my school making well being a focus with students and community. 9.4

Teachers use assessment to plan learning activities to specifically meet the learning needs of students. 8.9

Classrooms and other areas provide a pleasant learning environment. 9.6

As a result of the above data, in 2023, the school will increase the time spent collaborating on the school improvement plan to increase the percentage of staff feeling like all staff works as a team and understands the school plan.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.