

2022 Annual Report

Greenwich Public School



2076

Introduction

The Annual Report for 2022 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 Kingslanglely Campus accommodates students from Years 3 to Year 6 and includes one Multi-Categorical and one Autism Support class. The significant grounds and bushland setting underpin the quality opportunities for all students to excel, in all areas.

The current school enrolment totals 452 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 Kingslanglely 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>

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

Professional learning: \$21,798.14
Literacy and numeracy: \$7,000.00
Socio-economic background: \$3,606.81
English language proficiency: \$32,098.83
Low level adjustment for disability: \$85,303.30
Integration funding support: \$106,323.00
Literacy and numeracy intervention: \$45,968.40

Summary of progress

In 2022, Greenwich Public School's focus was on improving teacher knowledge and understanding and refining practice to better support student learning. This included developing teachers' understanding of the new K-2 English and Mathematics curriculum and differentiation strategies, as well as evaluating current practices in the programming and teaching of reading. Professional learning sessions and visits to other schools were used to inform and improve practice, with the goal of implementing a new literacy program aligned with the new curriculum in 2023. The decision was made to move ahead with the InitialLit program, and resources were purchased to implement it.

The successful implementation of professional development and curriculum changes at Greenwich Public School in 2022 have been made possible through effective leadership, collaboration, and communication among school leaders, teachers, staff and the community. The willingness and openness of teachers to engage in professional development and to implement new practices have played a pivotal role in the success of the school's initiatives.

Teachers at Greenwich Public School have increased understanding of differentiation, which allows them to better cater to the individual needs of their students. This suggests that the school's focus on professional development around differentiation strategies in 2022 was successful in improving teacher knowledge and practice, which can lead to better student outcomes.

In 2023 the school will continue to focus on implementing the K-2 curriculum, start developing staff knowledge of the new 3-6 curriculum, the InitialLit literacy program and refining the use of differentiation strategies in order to better cater to the individual needs of its students. The school will continue to evaluate and adjust its curriculum and teaching practices to align with best practices and student outcomes.

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
Improvement measures Achievement of 2022 system-negotiated targets: * Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 4.01% using baseline data.	69.92% of students overall achieved in the top two bands in NAPLAN reading indicating progress toward the lower bound target.

<p>* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 1.65% using baseline data.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.39% using baseline data.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Achievement of 2022 system-negotiated targets:</p> <p>* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 4.92% using baseline data.</p>	<p>48.76% of students overall achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower bound target.</p>

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

Summary of progress

During 2022, the school made significant progress in improving student literacy and numeracy outcomes through a range of initiatives. In reading assessment, the school evaluated specific areas for improvement in reading from NAPLAN and Check-In Data and extended resources and programs, including home readers, guided readers, and decodable texts. The school tracked student progress in reading K-6 and developed literacy progressions.

In mathematics assessment, the school reviewed and evaluated assessments, developed mathematics formative assessment trackers, and implemented them across K-6. The school investigated and researched how to transfer data to make it easily accessible K-6 and implemented a centralised system to track student progression in numeracy. Additionally, the school developed numeracy progressions and a whole-school assessment schedule.

The school focused on using Learning Intentions/Learning Objectives and Success Criteria to support student learning and ensure teaching and learning practices were aligned with curriculum standards. Development of consistent visible learning signage for every classroom K-6, Learning Intentions and Success Criteria for students to refer to in every lesson, including using WALT and WILF for K-2 students and Learning Intentions and Success Criteria for students in Grades 3-6, has been delayed as the school is working with Corwin Australia in 2023 to develop these Visible Learning strategies.

While the school made significant progress in these areas, there have also been some challenges in implementing these initiatives effectively. Moving forward, the school will continue to focus on improving student outcomes in literacy and numeracy by building on the progress made so far. In 2023, and in partnership with Corwin Australia the school will continue to develop and implement effective assessment practices, use of Learning Intentions and Success Criteria to support student learning, and provide professional learning opportunities to support teacher growth and development.

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
• Implementation of diagnostic assessment across all areas of numeracy, including the collaborative analysis of data.	During grade and stage meetings teams reviewed and evaluated current numeracy assessments. Teachers started to create a whole school assessment schedule for mathematics and a way in which to track students throughout their schooling. Next year, the whole school assessment schedule needs to be finalised and the analysis of data needs to be done as

<ul style="list-style-type: none"> • Implementation of diagnostic assessment across all areas of numeracy, including the collaborative analysis of data. 	<p>a whole staff as well as in smaller groups.</p>
<ul style="list-style-type: none"> • Build teacher capacity to communicate learning objectives and success criteria in aspects of literacy. 	<p>Teachers have worked in their stage groups to develop Learning Intentions and Success Criteria for literacy lessons. Most lessons contain Learning Intentions and Success Criteria, and this will continue to be a focus so that all lessons contain Learning Intentions and Success Criteria.</p>
<ul style="list-style-type: none"> • Examine evidence-based research into quality feedback practices to develop a consistent school wide approach. • Formative assessment practices embedded into one KLA school wide. 	<p>Feedback practices have not yet been developed. This measure has been shifted into the 2023 progress measures as feedback will be an aspect that the school works with Corwin to develop. Further development of formative assessment tracking.</p>
<p>Staff to present at a P&C meeting to outline how they are implementing visible learning techniques within their classroom.</p> <p>Utilise the school newsletter to provide information about the high value of formative assessment.</p>	<p>The school has only this year started working with Corwin Australia to implement Visible Learning throughout the school. Presenting to the P&C has been postponed until staff have a better understanding of how to implement Visible Learning in the classroom and there is a school-wide approach. The school newsletter continues to be one of the main ways the school communicates with the community, promoting school achievement and progress.</p>

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

Professional learning: \$8,500.00

Summary of progress

In 2022, our school made great progress in implementing PBEL rules, rewards, and sanctions. Explicit teaching lessons were planned and delivered, and signs were commissioned and displayed around the school. A system was set up to track and monitor student expectations and rewards, and a physical place was created to make the information readily available. However, the implementation of the system has not been consistent across classes K-6, and the wellbeing team is working towards finding ways to improve consistency.

The school initiated a Reconciliation Action Plan and reviewed current resources while planning to purchase further resources. Staff participated in a range of professional learning opportunities, and all students participated in Bush to Bowl Incursion to celebrate NAIDOC week. The focus for next year will be on supporting staff to authentically embed Aboriginal and Torres Strait Islander Histories and Cultures into their programs.

Additionally, teachers visited other schools to better understand collaborative teaching and how to better incorporate technology into the curriculum. Students K-6 participated in digital technology incursions, and kindergarten teachers implemented, evaluated and modified new digital technology lessons in Semester 2. A K-6 ICT scope and sequence was reviewed and adopted.

Moving forward, the school will continue to improve the implementation of PBEL rules, rewards, and sanctions, and teachers will embed Aboriginal and Torres Strait Islander Histories and Cultures into their programs. The school will continue to evaluate and explore digital technology content and resources for each stage and visit other schools to observe the integration of technology across K-6 lessons.

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
Utilise Sentral to track and monitor student expectations and reward. Examine the PDHPE syllabus and develop teaching and learning programs to address outcomes. Link programs to the PBEL framework.	In 2022, great progress has made in tracking and monitoring student expectations and rewards. A system has been set up where positive and negative behaviours can be recorded on Sentral. Whole school PL sessions were delivered based on giving staff opportunities to learn how to use this system and information sheets were created to share with staff. In a wellbeing team meeting on 12/10/22 the team reflected that yes we have a system set up, however, it has not been implemented consistently across classes K-6. The team decided that we need a physical place where we set

<p>Develop school scope and sequence K-6</p> <p>Build staff capacity through professional learning and examination of What Works Best, SEF and CESE</p> <p>Draft a school wellbeing policy</p>	<p>up hard copies of all documents that are easy to access is needed. We needed to make the information readily available in one place on the google drive to enable staff to access the information easily in a hard and soft copy. This was created with sheets for casuals to use who don't have access to Sentral. We have received very good feedback from making these changes with regards to accessibility of information.</p> <p>At a wellbeing meeting on 30/11 we reflected that there is still more progress that needs to be made. Staff and parent feedback shared informed is that teachers K-6 are not consistently handing out positive rewards. As a wellbeing team, we are working towards finding ways to improve consistency. Our ideas are that one teacher hands out wings to each teacher each week with the amount of wings that are expected to be handed out in a week to improve consistency. We also looked at purchasing wing holders for each class to make it a prominent feature in each room. We're also looking towards creating a system where teachers can record the wings that they are giving out to each student to look at consistency.</p>
<p>Increase the percentage of students attending > 90% of the time by 5%</p>	<p>The number of students attending greater than 90% of the time or more has significantly decreased, however, this figure was significantly impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested and the opening of borders, which allowed international travel for families to travel to reconnect with their families abroad.</p>
<p>Evaluation of Class Parent program with P&C executive</p> <p>Utilisation of the school newsletter to provide ongoing feedback to the school through one step survey.</p> <p>Implementation of revised transitions.</p> <p>Evaluation of new processes and systems</p>	<p>The class parent program continues to be a successful initiative that will continue in 2023. It has supported parents in accessing information as well as connect students and families of classes.</p> <p>Parent surveys have continued to be utilised to inform school practice. The school has surveyed parents throughout the year and published results in the school newsletter for all parents, providing clarity to decision making.</p> <p>Transition points within the school, Kindergarten orientation, Year 2 to Year 3 and high school, continue to be evaluated to ensure student needs are being targeted. Kindergarten.</p> <p>The school, at the beginning of 2022, introduced Sentral to support the management of the school, simplifying processes and procedures to more effectively manage the school. Sentral changed the way the staff communicated with the parents, it enabled attendance to be better tracked and managed, the use of a</p>
<p>Upskill staff in the use of the Science and Technology syllabus</p> <p>Science and technology taught by classroom teachers</p> <p>Staff feedback whole school</p> <p>Collaborative programming focus on digital technology component of Science and Technology syllabus in a co-teaching flexible learning space.</p>	<p>The focus in 2022 was the upskill of staff in the new English and Mathematics curriculum, which has meant that this goal has been postponed. A new Science and Technology syllabus will begin from 2025, which will mean that professional learning of the new syllabus will occur in 2024.</p> <p>Science in 2022 was taught by a specialist science teacher and continues to be release from face-face teaching for teachers.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$106,323.00</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"> • Numeracy <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students have been supported in the classroom and in the playground by School Learning and Support Officers. In the classroom, support has been in literacy and numeracy to develop student knowledge and understanding. In the playground the support has been to support the socialisation of students receiving integration funding support. This has resulted in students feeling supported and increased student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Annual review meetings with parents of students who receive integration funding support, helps the school review student plans and revise how funding is best spent to support the student. Teacher feedback in regard to what the students' needs are support the decision of how to best support the student moving forward.</p>
<p>Socio-economic background</p> <p>\$3,606.81</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"> • employment of additional staff to support literacy and numeracy implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Students having been supported in the development of their literacy and numeracy skills. Parents that have struggled financially have been supported with the provision of uniforms and school equipment.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to assess and support student learning to determine what targeted support is needed. Parents and students will be supported on a needs basis in regard to the provision of school resources and opportunities, such as uniforms and involvement in school activities.</p>
<p>Aboriginal background</p> <p>\$2,720.62</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>

<p>Aboriginal background</p> <p>\$2,720.62</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of local community organisation to develop staff understanding of Aboriginal Education • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Identified students being supported within the classroom and playground to achieve success. Staff knowledge and understanding of Aboriginal Education has been developed to better support all students.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will continue to support identified students through targeted individualised intervention.</p>
<p>English language proficiency</p> <p>\$32,098.83</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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Identified students have had targeted intervention in literacy and numeracy to support student understanding and application of the English language. Students with and EAL/D background have felt supported and quickly developed the ability to confidently use the English language.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will continue to support identified students through targeted individualise intervention through the employment of a specialist EAL/D teacher.</p>
<p>Low level adjustment for disability</p> <p>\$85,303.30</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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact: Identified students have received targeted intervention by the Learning and Support teacher, increasing the student's understanding and ability to use the English language. Targeted students feel more confident in their academic ability and are achieving better results.</p>

<p>Low level adjustment for disability</p> <p>\$85,303.30</p>	<p>After evaluation, the next steps to support our students will be: In 2023, the school will be starting the InitialLit program to support students struggling in literacy. The Learning and Support teacher and School Learning and Support Officers will be key to the implementation of this program.</p>
<p>Professional learning</p> <p>\$33,298.14</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"> • Reading • Numeracy • Wellbeing • Engaging Pedagogy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning for staff included curriculum reform, CPR and anaphylaxis training, specialty training for the General Assistants, MiniLit, InitialLit and MultiLit staff training, casuals to release teachers to attend professional learning and visit other schools to observe evidence-based approaches that could be implemented at Greenwich Public School. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to implement the new curriculum with K-2 teachers implementing the new curriculum in 2023. This has resulted in teachers having a more comprehensive understanding of the content being taught and how to explicitly teach the new curriculum. Staff have an understanding of evidence-based practice in other school and are ready to implement programs in 2023. All staff are compliant in CPR and anaphylaxis training. The School Administration Staff are appropriately trained to meet Health and Safety standards.</p> <p>After evaluation, the next steps to support our students will be: The implementation of the new curriculum for the K-2 students in English and Mathematics. Targeted literacy intervention through MiniLit, InitialLit and MultiLit. Engaging teaching and learning of STEM.</p>
<p>Literacy and numeracy</p> <p>\$14,237.49</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 • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher • online program subscriptions to support literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: An increase in decodable readers for Early Stage 1 and Stage 1 Appropriate resources have been acquired for the roll out of InitialLit program in Term 1, 2023. Initial testing of students has been completed giving teacher an understanding of individual student needs</p>

<p>Literacy and numeracy</p> <p>\$14,237.49</p>	<p>Additional support for students through small group intervention</p> <p>After evaluation, the next steps to support our students will be: Staff will continue their learning journey of the new English and Mathematics curriculum with more professional learning and resources to support student learning. Implementation of InitialLit, MiniLit and MulitLit. Small group intervention targeting student needs based on assessment data. Identification and implementation of numeracy-based intervention.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</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"> • 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 <p>The allocation of this funding has resulted in the following impact: Improved literacy and numeracy skills, Increased student engagement and Reduced achievement gaps.</p> <p>After evaluation, the next steps to support our students will be: Continuation of small group intervention Expansion of the program to target more students. Modification of the intervention to better support student learning.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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>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"> • 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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Improved literacy and numeracy skills, Increased student engagement and Reduced achievement gaps.</p> <p>After evaluation, the next steps to support our students will be: Continuation of small group intervention depending on funding.</p>
<p>QTSS release</p> <p>\$98,946.98</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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

QTSS release

\$98,946.98

funding include:

- additional staffing to support staff collaboration in the implementation of high-quality curriculum
- assistant principals provided with additional release time to support classroom programs

The allocation of this funding has resulted in the following impact:

Improved staff confidence and teaching practice.

Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.

After evaluation, the next steps to support our students will be:

Employing a specialist to lead quality teaching initiatives such as Teaching Sprints or Quality Teaching Rounds.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	239	236	251	256
Girls	248	230	227	214

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	94.7	95.5	91.2
1	96.1	91.8	96.5	90.4
2	95.9	91.5	95.7	90.6
3	95.8	92.3	96.2	92.8
4	96.1	92.8	96.5	91.5
5	97.7	90.0	95.4	92.9
6	95.6	91.3	96.3	90.1
All Years	96.1	92.1	96.0	91.4
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	92.8	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

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)	18.71
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	7.08

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	541,797
Revenue	5,367,847
Appropriation	4,859,793
Sale of Goods and Services	8,965
Grants and contributions	489,669
Investment income	8,819
Other revenue	600
Expenses	-5,082,690
Employee related	-4,478,465
Operating expenses	-604,226
Surplus / deficit for the year	285,157
Closing Balance	826,953

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.

	2022 SBAR Adjustments (\$)
Targeted Total	106,323
Equity Total	123,730
Equity - Aboriginal	2,721
Equity - Socio-economic	3,607
Equity - Language	32,099
Equity - Disability	85,303
Base Total	3,953,478
Base - Per Capita	124,910
Base - Location	0
Base - Other	3,828,568
Other Total	564,051
Grand Total	4,747,582

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 (based on student responses from Year 4 to 6.):

Social-Emotional Outcomes

- 60% of student participation in extracurricular activities, 5% above the NSW government norm.
- 63% of students feel accepted and valued by their peers and by others at their school.
- 79% of students indicated they have friends at school they can trust and who encourage them to make positive choices.
- 83% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Only 32% of students do homework for their classes with a positive attitude and in a timely manner. This is 15% below the NSW government norm.
- 85% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour.
- Only 53% of students indicated they are interested and motivated in their learning.
- 74% 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

- 36% 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%.
- 31% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 25% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 8% 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 6.8 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 6.6 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.
- 32% of students indicated they have been a victim of bullying.
- Students rated advocacy at school as 6.5 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 6.9 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 5.6 out of 10. This relates to students understanding there are clear rules and expectations for classroom behaviour.
- Students rated expectations for success as 7.4 out of 10. This relates to how school staff emphasise academic skills and hold high expectations for all students to succeed.

Other Measures

- 78% of students indicated they *agreed* or *strongly agreed* that when they finish high school, they expect to go to University.
- 68% of students either *agreed* or *strongly agreed* to the statement *I feel proud of my school*.
- 86% 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.
- 61% of students indicated that they either *agreed* or *strongly agreed* that they like challenging goals.
- 71% of students indicated that they know where to seek help if bullied.

Perspectives of Parents (based on 29 respondents)

A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position

- Parent feel welcome - 6.9
- Inclusive school - 6.8
- Safety at school - 7.3
- School supports positive behaviour - 7.6
- School supports learning - 6.8
- Parents support learning at home - 6.1
- Parents are informed - 5.6

Other parent measures:

- 93% of parents either *agreed* or *strongly agreed* to the statement *my child's school is a culturally safe place for all*

students.

- 60% of parents either *agreed* or *strongly agreed* to the statement *my child's school reports provide me with information on how to best support my child in their learning.*

Educational Aspirations

- 74% of parents expect their children to go to university.
- 96% of parents expect their children to complete Year 12.

Perception of school facilities

- 78% of parents either *agreed* or *strongly agreed* to the statement *school is well maintained.*
- 82% of parents either *agreed* or *strongly agreed* to the statement *physical environment is welcoming.*
- 79% of parents either *agreed* or *strongly agreed* to the statement *easy to access/move around school.*

Perspectives of Teachers (based on 16 respondents)

Eight Drivers of Student Learning

A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position

- Leadership - 6.6
- Parent Involvement - 7.1
- Inclusive school - 8.4
- Technology - 6.5
- Teaching strategies - 8.0
- Data informs practice - 7.7
- Learning Culture - 8.3
- Collaboration - 7.9

Four Dimensions of Classroom and School Practices

A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position

- *Challenging and visible goals* - 7.4
- *Planned learning opportunities* - 7.8
- *Quality feedback* - 7.0
- *Overcoming obstacles to learning* - 8.0

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.

Aboriginal Education - School statement

At Greenwich Public School Reconciliation will not be something that is simply taught. It will be an authentic journey all staff and students will take together with Aboriginal and Torres Strait Islander Peoples. We are committed to building authentic partnerships with our local Cammeraygal and other Local Aboriginal communities, the AECG and other schools. This will foster a deep understanding and respect of the local Cammeraygal Peoples and Country on which we stand. Our reconciliation journey will include ongoing professional learning for staff incursions and excursions for students to engage in Aboriginal Education, local Aboriginal Peoples being a part of school events and the sharing of this knowledge with the parent community so they can engage in our journey as well. Students will be immersed in the core education of Aboriginal and Torres Strait Islander Histories, Cultures and Languages. Greenwich Public School will be known throughout the wider community for the immersive and inclusive education of our first nations people.

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.