

2022 Annual Report

Greta Public School



2084

Introduction

The Annual Report for 2022 is provided to the community of Greta 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 Greta Public School we challenge all students, through partnerships with parents and community, to succeed through high expectations and continuous improvement in a respectful and inclusive environment. Using a focus of positive student wellbeing, academic growth and social success we support the development of all students to become engaged, active members of society and lifelong learners. This is underpinned by engaging learning environments that focus on explicit instruction from passionate and committed teachers. Our students are known, valued and cared for and are at the heart of all that we do.

School context

Greta Public School is vibrant and inclusive, centrally located in the heart of the Hunter Valley in New South Wales. Historical buildings enhance the aesthetic appeal of the natural bushland setting in which it's set.

There is a student enrolment of 199, with 13% of students identifying as Aboriginal or Torres Strait Islander. We acknowledge that we are located on Wonnarua country and hold strong ties with the Maitland Local Aboriginal Education Consultative Group (MLAECG). There are multi-generational links with the Greta Migrant Camp which results in a number of students enrolling in our school from a variety of cultural backgrounds.

Extra-curricular opportunities in Sport, Dance, Music, Debating, Public Speaking, Gardening Club and STEM enable our students to excel through a range of different experiences. Student voice is highly valued and promoted through students in Years 1-6 participating in Student Parliament.

The whole school community, involving students, staff, parents and Maitland Local AECG, was consulted in a thorough situational analysis followed by the development of this Strategic Improvement Plan 2021-2024. Through our situational analysis, using a truly reflective lens, we have identified three areas of focus: Student Growth and Attainment, High Expectations and Continuous Improvement, A Strong Sense of Belonging and Wellbeing.

Through the NAPLAN gap analysis, the school is working towards achieving system-negotiated target areas in Reading and Numeracy. We have also identified students who have the potential to move into the top two bands for reading and numeracy and have targeted interventions in place to achieve this. Through the use of QTSS and DSP staffing allocation, targeted students will receive small group tuition in reading and numeracy with the intention of moving them into the top two bands in NAPLAN.

When triangulating internal and external data, it was evident that further work is needed in using data to inform the teaching and learning cycle. After looking deeply at the School Excellence Framework, we identified that *Data Skills and Use* in teaching must be a focal point for all teachers in order to improve student outcomes. In addition, every teacher must have high expectations of all students and work collaboratively with students and parents to set achievable learning goals. To ensure authenticity, this process must be developed, implemented and sustained throughout the duration of this plan. This direction will be supported through the use of the instructional leadership and socio-economic background equity funding. Classroom teachers have the opportunity to work with Instructional Leaders to drill down into their classroom data to work towards improving student outcomes.

Analysing attendance and student wellbeing data uncovered the need to place attendance at the very centre of our work in the third strategic direction, as it has the power to positively impact student wellbeing. Our Sentral wellbeing data indicates that there is a significant number of minor negative wellbeing entries for classroom behaviour. This leads to our work developing and implementing supportive systems and processes in classroom management. Furthermore, after the extrapolation of external data we uncovered that our Aboriginal students lacked a sense of belonging and felt that their teachers did not have a sound understanding of their culture. To support our work in this strategic direction, QTSS and socio-economic background equity funding is used to employ an Aboriginal Education teacher one day per week working with classroom teachers to ensure authenticity in the delivery of Aboriginal Education. In addition, socio-economic equity background funds are used to employ a Deputy Principal Wellbeing for two days per week to focus on attendance and student wellbeing.

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	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student growth and attainment in reading and numeracy, the principal and school leadership team will model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$44,568.00

Professional learning: \$4,620.00

Low level adjustment for disability: \$105,382.00

Summary of progress

This year, all teaching staff have had opportunity to engage in professional learning in both reading and numeracy to continue to develop their capacity in the effective delivery of evidence-based pedagogies. In reading there has been an emphasis on the use of phonological awareness and phonic knowledge to support students' development in decoding and encoding words in reading and writing. Professional learning in the area of Numeracy consisted of Explicit Instruction delivered by John Flemming. All teaching staff were provided with collaborative planning time to develop math warm-ups and delve into a program called A Learning Place that offers scope and sequences, lesson plans, differentiation, assessment and instructional videos to support the teaching and learning of mathematics. Providing this time for teaching staff allowed for collaboration in programing, shared ideas in differentiation and consistency of teacher judgment in assessment.

Students who require extra support to meet syllabus outcomes have been offered interventions in reading and numeracy that consisted of either in class or withdrawal support depending on their needs. The Intervention team participated in various Professional Learning in both reading and numeracy to ensure consistency of programs delivered and the metalanguage used in classrooms and interventions was the same. The Intervention team worked side by side with classroom teachers in the area of programming to ensure that students learning goals were being met. Groupings of students were fluid and flexible and developed after analysis of both internal and external data sources on a 5- or 10-week cycle depending on their Stage.

All teachers K-6 have been engaged in professional learning focused on the implementation of the K-2 English and Mathematics syllabus documents. K-2 teachers have been planning, assessing and reporting using these documents and are now delving deeply into the Scope and Sequences and Units of Work developed by the DoE. Stage Meetings have been used to align the suggested instructional sequence for phonic knowledge with the instructional sequence we have adopted from Little Learners Love Literacy. Moving forward into next year, teachers will adapt and differentiate Units of Work to meet the needs of the students in each classroom.

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
Increase the percentage of students achieving in the top two bands for NAPLAN Reading from the baseline to the lower-bound target.	External data indicates an upward trend of the percentage of students achieving the top two bands in NAPLAN reading. Our lower bound target is 32.7% and the percentage of students achieving above the lower bound is 33.96%
Increase the percentage of students achieving in the top two bands for NAPLAN Numeracy from the baseline	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy. 18% of students are currently in the top 2 bands, with a 18% difference from the lower bound target. Additionally,

to the lower bound target.	there appears to be a downward trend occurring.
Internal and external data indicates an upward trend towards the lower bound target of expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal and external data indicates an upward trend towards the lower bound target of expected growth in NAPLAN Reading.	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: High expectations and continuous improvement culture

Purpose

To develop, implement and refine student assessment data that is used school wide to identify student achievements and progress, in order in to reflect on teaching effectiveness and inform future school directions.

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.

- High Expectations and Continuous Improvement
- Data-driven Teaching and Learning programs

Resources allocated to this strategic direction

Professional learning: \$3,150.00

Socio-economic background: \$70,500.00

QTSS release: \$38,000.00

Summary of progress

Throughout the year, professional learning that focused on the implementation of Explicit Instruction. Delivered by John Fleming, all teaching staff were provided with collaborative planning time to develop warm-ups for Mathematics and to utilise a Relational Mathematics: A Learning Place as a scaffold for the explicit teaching of Mathematics. Collaboration in planning and programing allowed for the sharing of ideas, differentiation, assessment and consistency of teacher judgment across the stage group. There is a teams drive established for the sharing of resources for the implementation of Explicit Instruction, but it has not yet been utilised to its full potential. In addition, John Fleming observed EI warm-ups in Stage 2 and 3 classrooms, and provided feedback to class teachers. Teachers from other schools also came to observe these and a demonstration lesson implemented by John Fleming. Classroom teachers utilised formative assessment opportunities during the implementation of warm ups in order to monitor progress and engagement and plan for future teaching opportunities.

The early adoption of the new K-2 Mathematics syllabus at Greta Public School at the beginning of 2022, had a negative impact upon the extent to which the website, A Learning Place: A Teaching Place Relational Mathematics, was utilised by class teachers and interventionists, particularly in K-2. As the implementation of the syllabus was not mandatory in 2022, the scope and sequences and content on the Website reflected the outcomes and content in the K-10 Mathematics Syllabus, which made the implementation in K-2 quite challenging. That noted, the evidence presented demonstrates how the scope and sequence from A Learning Place was aligned with the outcomes of the new K-2 Mathematics Syllabus. Despite this, the teaching and learning program and student work-samples demonstrate how the class teacher has utilised the teaching plan and resources to support and enhance student learning in Mathematics.

In Primary classrooms, the scope and sequence from A Learning Place: A Teaching Place has been followed to improve pedagogy and student learning in Mathematics. The scope and sequence, post-assessment data, teaching and learning program and student work-samples demonstrate the triangulation of these sources.

Students who require extra support to meet syllabus outcomes have been offered intervention in reading and numeracy that consisted of either in class or withdrawal support depending on their learning need. The Intervention team participated in a variety of professional learning opportunities in both reading and numeracy to ensure consistency of programs delivered and the metalanguage used in classrooms and interventions was the same. The intervention team worked alongside classroom teachers in the area of programming to ensure that students' learning goals were being met. Student grouping was fluid and flexible and developed after analysis of both internal and external data sources on a five or ten week cycle depending on their Stage.

Implementing guided reading intervention as part of a team-teaching model, has allowed students across K-6 to receive targeted instruction more frequently each week which has led to significant growth in students' reading levels and comprehension. Utilising the same approach for Mathematics, has ensured differentiated instruction occurs for all students at their point of need. This practice occurred twice a week in K-6 classrooms. Students, particularly in K-2, have demonstrated increased understanding in additive strategies, which is noted in the evidence samples. The flexibility in the team-teaching model has enabled our high potential students to receive more support than they have using previous intervention styles.

Writing intervention has not occurred due to issues in timetabling this year.

As an extra form of intervention, the LaST withdraws Tier 3 intervention students to support additive strategies, phonological awareness and decoding skills. They utilised the decodable readers from Little Learners Love Literacy and Heggerty's phonological awareness program. The evidence shows significant progress in students' phonological awareness skills.

Intervention staff were able to share their knowledge of student progress by documenting their observations in classroom teachers' programs. Intervention programs have also been shared with classroom teachers, so they are able to access resources and anecdotal notes.

Next steps

Given the mandatory implementation of the new K-2 Mathematics syllabus (and relevant scope and sequence and units of work), and entering the plan and prepare phase of the implementation of the new 3-6 Mathematics syllabus in 2023, consideration needs to be given as to whether (or not) the continuation of the paid subscription to A Learning Place: A Teaching Place is the best use of school funds. Teachers in 3-6 have shown a keen interest in using the new 3-6 Mathematics syllabus while it is still in the plan and prepare phase and K-2 teachers (who have implemented the new syllabus this year) have supported this action as have members of the Cessnock Curriculum Reform Committee.

While the additional resources, such as the Departmental Scope and Sequence and Units of work are not yet available to staff in 3-6, the additional Curriculum Reform Release (CRR) that has been afforded to class teachers and Assistant Principals will allow them the opportunity to engage with the new documents and develop a working knowledge of them. In addition to the Curriculum Reform Professional Learning that will be implemented K-6, staff will also have the opportunity to engage with the resources and lessons in the Universal Hub during scheduled Stage Meeting time.

Interventionists will continue to support classroom teachers in reading and numeracy by using the same team-teaching approach in 2023. The focus will be in the K-3 setting to support students whose learning has been adversely affected by COVID. The LaST will also continue to withdraw Tier 3 intervention children as part of the COVID ILSP program next year.

From 2023, to further utilise data to inform teaching practice, the following assessments will be implemented K-6 by class teachers:

IFSR- Additive Thinking

IFSR- Multiplicative Thinking

Number and place value (IfSR-NPV)

In 2023, GPS will no longer continue the Explicit Instruction journey with John Fleming, rather, the decision was made that it would be more beneficial for the school, teachers and students if the journey was altered so that we will focus on Explicit Direct Instruction (EDI) and the research of Dr Sylvia Hollingsworth and John Ybarra. To facilitate this, the school will work alongside another local primary school so that we can develop a collaborative learning community. Each staff member will be provided with Hollingsworth and Ybarra's book, Explicit Direct Instruction: the Power of the well-crafted, well-taught lesson. This book will provide the theory behind the practice and all teachers will engage in professional reading and dialogue about the pedagogy in a professional learning community. In addition, a specialist teacher will lead the EDI journey and will facilitate professional learning through the sharing of resources and collaboration/observation of this pedagogy in action.

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
Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.	Student progress and achievement is acknowledged by teachers. Student goal setting and the aspirations of parents continues to be an area of focus.
Teachers use data to check and understand where their students are in their learning and to plan what to do next.	Teachers used internal data sources, in literacy and mathematics, to check and understand where their students were in their learning journey. They used these sources to inform their planning and programming.

Purpose

To develop, implement and refine a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Student Wellbeing
- Aboriginal and Cultural Education
- Attendance

Resources allocated to this strategic direction

Professional learning: \$10,500.00

Location: \$3,300.00

Socio-economic background: \$5,985.00

Aboriginal background: \$25,384.00

Summary of progress

Our 2022 focus in this Strategic Direction was to continue to develop a strategic and planned approach to whole school wellbeing processes, that support all students to can connect, succeed, thrive and learn.

Attendance initiatives this year have seen a positive shift in student attendance. While there is a decline in the amount of students above 90% attendance compared to 2021, there has been an increase in student attendance above 90% from the beginning to the end of the 2022 school year. The re-introduction of the school attendance trophies at assembly and HERO tickets at the beginning of the year, saw students motivated and re-engaged with attendance after returning from 2 years of interrupted learning due to COVID-19. The commencement of fortnightly text messages and term attendance letters this year have increased our communication with our families regarding their child's attendance. Attendance road map signs at the front of the school have complimented the communication we are sending out via our term attendance letters and have acted as a great visual reinforcement of the importance of regular attendance for our whole school community. Our attendance handbook was updated to reflect the Department of Education's tiered approach to attendance. Regular and ongoing attendance meetings with our Home School Liaison Officer ensured that our practices in attendance this year met Department of Education requirements.

Within *Aboriginal & Cultural Education*, NAIDOC and Connecting to Country were both highly successful events this year. Five staff attended Connecting to Country this year, all expressing how insightful, impactful and meaningful this professional learning was. NAIDOC events at our school involved all students making and contributing to our Greta Public School art gallery, which was organised by our Aboriginal Education Teacher. NAIDOC week also saw students engage in cultural dance lessons, history quizzes and storytelling experiences. The continued support from our Aboriginal Education teacher throughout the year ensured staff were supported with creating and implementing PLP's and staff were able to authentically embed Aboriginal texts into their classroom. With our Aboriginal Education Teacher changing in Term 3, there was a pause in our movement with Aboriginal Education for the second half of the year. The new staff member taking on the role of Aboriginal Education Teacher in 2023 will continue with leading Aboriginal Education at our school.

Microskills professional learning was delivered to a range of staff in Term 1 2022 to develop and enhance their behaviour management strategies, allowing them to create positive and productive classroom learning environments. With the release of *Inclusive, Engaging & Respectful Schools (IER)* from the Department of Education in Semester 2, our staff commenced professional learning in this area, which was delivered by our principal. This training began to increase staff knowledge and awareness of the IER and began to highlight changes in the newly released *student behaviour policy*. Executive staff unpacked this policy further and started to reflect on our current behavioural procedures and documentation at the school and how these will be adjusted and adapted to be in line with the new policy. Further professional learning in IER will occur in 2023.

In 2023, we will continue to work towards promoting and developing a strong sense of belonging and wellbeing. Promoting and improving student attendance will remain an initiative next year. Student wellbeing will focus on the implementation of the IER and will also see the introduction of a new wellbeing program, *Grow Your Mind*, used across the school. The focus within Aboriginal & Cultural Education will be on the Aboriginal Education Teacher, as a new staff member is stepping into this role in 2023.

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
Increase the percentage of students attending school more than 90% of the time by 7.22% or above.	There has been a downward trend towards the lower-bound target. Currently, we are 31.89% away from the lower bound target of 70.1%.
Internal and external data indicates an upward trend towards the lower bound target of students with positive wellbeing.	There has been an downward trend of students with positive wellbeing by 1.21%. We are currently 11.44% below our lower bound target of 89.1%.
Teachers work shoulder to shoulder with the Aboriginal Education teacher to increase knowledge about how to support the identity and diversity of Aboriginal students and how they learn, exhibiting high expectations for each Aboriginal student.	The Aboriginal Education Teacher worked shoulder to shoulder with teachers throughout 2022, which resulted in an increase in staff knowledge on how to incorporate Aboriginal perspectives into the classroom and how to effectively connect with and address the needs of our Aboriginal and Torres Strait Islander students and families, upholding and promoting high expectations for every Aboriginal student in our school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$321,186.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Greta 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"> • Other funded activities <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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * all funded students have demonstrated growth towards their identified goals (academic, social, emotional, personal) * all individual plans were updated on a termly basis, showing teacher responsiveness to individual student needs, and communicated with the relevant stakeholders <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * SLSOs employed with integration support funding will be involved in termly review meetings with key stakeholders * for all classroom teachers to use the language of the literacy and numeracy progressions in 'student-friendly' terms to ensure that goals set are understood by students, thus ensuring high engagement in their learning
<p>Socio-economic background</p> <p>\$146,532.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Greta 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 • Numeracy • High Expectations and Continuous Improvement • Aboriginal and Cultural Education • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Teacher 0.2 to support Aboriginal students and their families • engaging additional teaching staff, working with students to improve literacy and numeracy outcomes • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through integrating Aboriginal Education to support student learning • engaging additional support staff, working with targeted students in the classroom and playground <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 74% of Aboriginal students in Years 4-6 feel good about their culture when they are attending school * 73% of Aboriginal students in Years 4-6 believe that their teacher has a good understanding of their culture * increased community engagement in our PLP afternoon session,

<p>Socio-economic background</p> <p>\$146,532.00</p>	<p>discussing and sharing goals with Aboriginal students and family members</p> <ul style="list-style-type: none"> * all K-2 staff program using the new K-2 English syllabus outcomes, as well as using decodable readers to explicitly teach reading * each classroom receiving the additional support of an extra teacher to work with students in guided reading sessions * families receiving much-needed support for students with regards to excursions, uniforms, lunches, medical appointments, etc. * relieving the financial burden for all families with the school paying for the bus transport portion of all excursions * supplementation of extra-curricular activities (eg. attendance rewards, PBL rewards, incursions) <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * K-2 staff taking a deeper dive into the English and Maths syllabus documents and making explicit links with the Learning Progressions * coaching support for teachers in Years 3-6 with the introduction of the new syllabus documents
<p>Aboriginal background</p> <p>\$25,384.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greta 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>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"> • Aboriginal and Cultural Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Education Teacher 0.2 to facilitate improved community engagement, including an authentic Personalised Learning Pathway (PLP) process • professional learning for staff in the PLP process • purchasing and implementing quality literary texts with an Indigenous theme to support the facilitation of our major NAIDOC Week art event : A Walk on Country <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * highly successful PLP afternoon tea with more than 80% of Aboriginal families attending to discuss a variety of personalised goals for their children * increased staff confidence in developing PLPs, in consultation with students and their families, resulting in achievable goals * the successful implementation of our Junior Aboriginal Education Consultative Group (JAECG) * a growing collection of quality texts for teachers to use across multiple key learning areas, as well as students having access to borrow them and share with their families <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * our JAECG will be re-structured, based on student, staff and community feedback to implement new initiatives * further improve our PLP process and increase the number of families engaging in goal setting and evaluation
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Greta 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 equity loading include:</p> <ul style="list-style-type: none"> • engagement of an SLSO to provide support in the classroom and

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>playground</p> <p>The allocation of this funding has resulted in the following impact: * increased literacy, numeracy and social support for this student in the classroom and playground</p> <p>After evaluation, the next steps to support our students will be: * to continue utilising the funding as additional SLSO support at point of need for this student</p>
<p>Low level adjustment for disability</p> <p>\$105,382.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Greta 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 • employment of an interventionist teacher for targeted students to provide differentiated activities in reading and mathematics • 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: * targeted groups of students who have the potential to move into the two two bands for reading and numeracy have been provided with explicit teaching * our Learning and Support Teacher (LaST) has provided Tier 3 students with support in reading and numeracy 4 days per week * additional SLSO support for students with additional needs who do not qualify for integration funding support</p> <p>After evaluation, the next steps to support our students will be: * employ our LaST for an additional 0.2 to provide another day of support for Tier 3 students in reading and numeracy, as well as develop an evidence-based social skills program for targeted groups of students from K-6 * providing more staff with professional learning around decodable readers so in-class support/differentiation can occur when students move into Year 3 * continue to strategically employ additional SLSOs to support unfunded students with additional needs in the classroom and playground</p>
<p>Location</p> <p>\$3,300.00</p>	<p>The location funding allocation is provided to Greta Public School to address school needs associated with remoteness and/or isolation.</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"> • Aboriginal and Cultural Education <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students from Years 3-6 to participate • resources for students to design and create artworks for our own school art gallery during NAIDOC Week <p>The allocation of this funding has resulted in the following impact: * all students in Years 3-6 attending an excursion to Maitland Regional Art Gallery to view our student-created artefacts of a possum skin cloak and 3D woven sculpture of a possum * staff participating in professional learning provided by the Aboriginal Education teacher on how to utilise a quality literary text to design and</p>

Location \$3,300.00	<p>create a class-based artwork linked to a text</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * make further authentic community connections to support our students in developing their cultural knowledge and understanding
Professional learning \$18,270.00	<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 Greta 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 • High Expectations and Continuous Improvement • Student Wellbeing • Aboriginal and Cultural Education <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • providing targeted professional learning for K- 2 classroom teachers on how to implement decodable readers in guided reading sessions • coaching and mentoring around explicit instruction pedagogy • staff attending Connecting to Country professional learning • targeted professional learning for early career teachers to develop behaviour management strategies <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * K-2 staff developing a deeper understanding of how the Science of Reading, morphology, vocabulary and grammatical knowledge assists students to improve their skills to read, spell and write * encouraging progress from K-2 students in phonological awareness * the majority of K-6 students reading and comprehending above syllabus expectations * an increase in students using more complex vocabulary in their writing * an improvement in student engagement due to known routines and behaviour expectations, as well as teacher confidence in providing differentiated practice * students participating in a morning 'check-in' with their teacher which has led to increased engagement in learning activities * students participating in daily mindfulness activities to reset and be ready to learn * student weaving group which meets twice a week, working cohesively to produce a mat that will be used in JAECG meetings * teachers being released to attend local AECG meetings once a term which take place during class time <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * provide professional learning for staff around effective reading with a focus on Deslea Konza's Big 6, as well as professional learning for Stage 2 teachers with decodable readers * continue to implement the Heggerty's Phonemic Awareness program to complement how we teach reading using decodable readers * assess the transference of skills in reading and comprehension across other Key Learning Areas (KLAs) * ensure that all staff are confident to implement warm ups in literacy and numeracy * executive staff to plan for the provision for more staff to attend Connecting to Country professional learning to deepen their cultural awareness and understanding * targeted professional learning for all staff about the NSW AECG and NSW Department of Education Partnership Agreement * introduce the Grow Your Mind program to complement our current PBL behaviour strategies and ensure a consistent approach across the school environment
QTSS release	The quality teaching, successful students (QTSS) allocation is provided to

<p>\$38,000.00</p>	<p>improve teacher quality and enhance professional practice at Greta 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"> • High Expectations and Continuous Improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * significant growth in students' reading levels and comprehension skills * students in K-2 demonstrating and increased understanding of additive strategies * our High Potential Gifted Education (HPGE) students have received frequent small group tuition to improve their personal learning goals in reading and mathematics * significant progress in students' phonological awareness skills * a strengthening of sharing observations, programs and anecdotal notes between classroom teachers and interventionists <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * interventionists will continue to support classroom teachers in reading and numeracy, utilising the same team-teaching approach * investigating the incorporation of social skills groups as part of a behaviour intervention practice * delving further into mathematics deficit areas through the implementation of IfSR assessments in number and place value, additive thinking and multiplicative thinking and devising a strategic plan to address these * adding writing as part of the intervention timetable
<p>COVID ILSP</p> <p>\$118,211.00</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 • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * the majority of students targeted by this funding achieved significant progress towards their personalised literacy and numeracy goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued additional literacy and numeracy support through small group tuition using various data sources to identify targeted students

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	104	97	108	112
Girls	90	87	88	94

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	84.5	90.6	89.9
1	91.6	85.6	91.1	84.6
2	92.9	81.4	91.1	87.1
3	92.3	84.6	92.8	85.7
4	93.2	81.6	92.9	87.3
5	91.0	83.3	89.5	85.8
6	91.8	79.6	91.2	83.8
All Years	92.4	82.8	91.2	86.2
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)	3.2
Classroom Teacher(s)	7.27
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.32

*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	298,416
Revenue	2,887,551
Appropriation	2,854,670
Sale of Goods and Services	-300
Grants and contributions	32,279
Investment income	802
Other revenue	100
Expenses	-2,836,754
Employee related	-2,575,094
Operating expenses	-261,660
Surplus / deficit for the year	50,798
Closing Balance	349,214

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	272,318
Equity Total	357,089
Equity - Aboriginal	25,757
Equity - Socio-economic	218,915
Equity - Language	2,400
Equity - Disability	110,018
Base Total	1,641,719
Base - Per Capita	49,525
Base - Location	3,383
Base - Other	1,588,811
Other Total	407,114
Grand Total	2,678,241

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

Our school participated in the Tell Them From Me (TTFM) surveys for students in Years 4-6, parents and teachers. This survey is designed to provide each school with insight to guide school planning and assist in identifying school improvement initiatives. Our 2022 student data is based on 64 students who completed the survey. There were 10 respondents in this school who completed the parent survey.

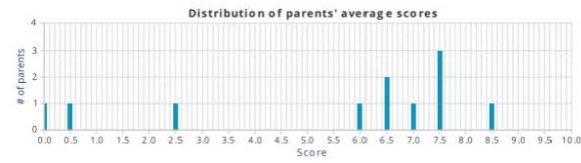
The following diagrams relate to parent, student and teacher feedback.



School Supports Child's Behaviour

Inclusive school

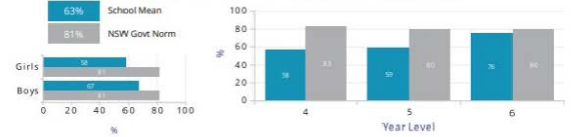
School Mean (NSW Govt Norm)	5.5 (6.7)
Teachers help students who need extra support.	5.9
School staff create opportunities for students who are learning at a slower pace.	4.8
Teachers try to understand the learning needs of students with special needs.	5.4
School staff take an active role in making sure all students are included in school activities.	5.2
Teachers help students develop positive friendships.	5.9



Social-Emotional Outcomes

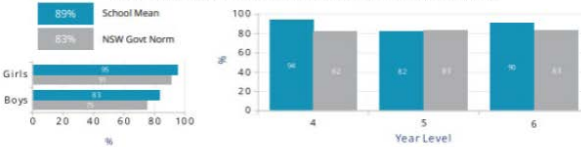
Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



Students with positive behaviour at school

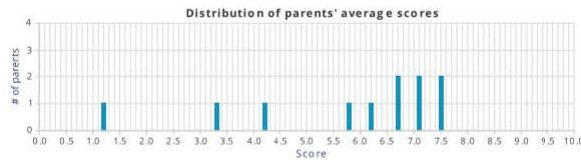
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



School Supports Learning

School supports learning

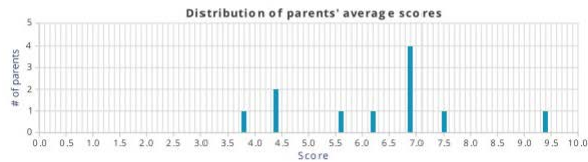
School Mean (NSW Govt Norm)	5.8 (7.3)
Teachers have high expectations for my child to succeed.	5.2
Teachers show an interest in my child's learning.	5.4
My child is encouraged to do his or her best work.	7.5
Teachers take account of my child's needs, abilities, and interests.	5.2
Teachers expect homework to be done on time.	4.8
Teachers expect my child to work hard.	6.4



School Supports Child's Behaviour

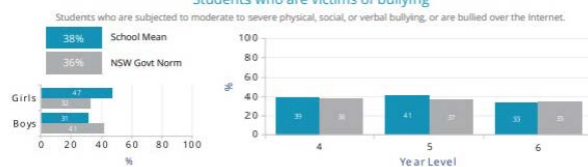
Safety at school

School Mean (NSW Govt Norm)	6.2 (7.4)
Behaviour issues are dealt with in a timely manner.	5.4
My child feels safe at school.	6.8
My child feels safe going to and from school.	8.2
The school helps prevent bullying.	4.6



Student Survey Feedback

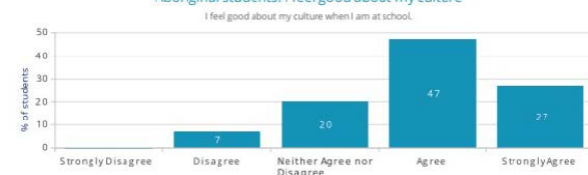
Students who are victims of bullying



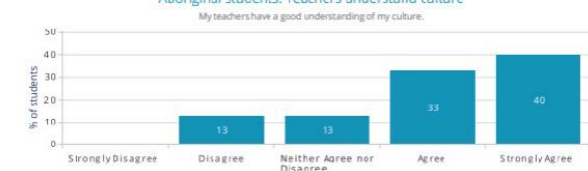
Advocacy at school



Aboriginal students: I feel good about my culture



Aboriginal students: Teachers understand culture



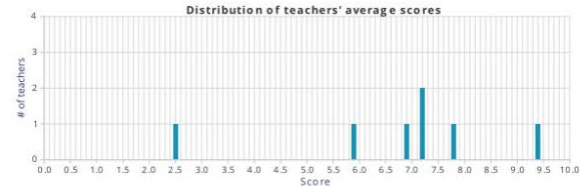
Teacher Survey Feedback

Eight Drivers of Student Learning

Leadership

School Mean (NSW Govt Norm)	6.7 (7.1)
School leaders have helped me establish challenging and visible learning goals for students.	6.8
School leaders have helped me create new learning opportunities for students.	6.4
School leaders have provided me with useful feedback about my teaching.	6.8
School leaders have helped me improve my teaching.	7.1
School leaders have provided guidance for monitoring student progress.	7.9
I work with school leaders to create a safe and orderly school environment.	7.5
School leaders have taken time to observe my teaching.	4.3
School leaders have supported me during stressful times.	6.8

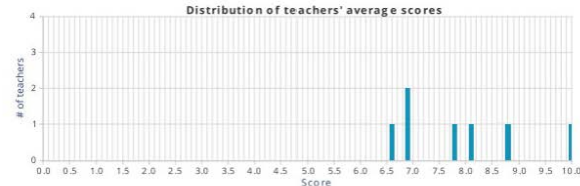
Distribution of teachers' average scores



Collaboration

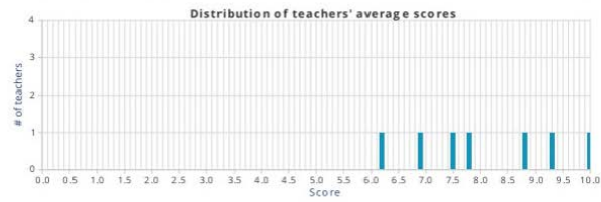
School Mean (NSW Govt Norm)	7.9 (7.8)
I work with other teachers in developing cross-curricular or common learning opportunities.	7.5
Teachers have given me helpful feedback about my teaching.	6.1
I talk with other teachers about strategies that increase student engagement.	8.9
Other teachers have shared their learning goals for students with me.	7.9
Teachers in our school share their lesson plans and other materials with me.	7.5
I discuss my assessment strategies with other teachers.	7.9
I discuss learning problems of particular students with other teachers.	9.3
I discuss my learning goals with other teachers.	7.9

Distribution of teachers' average scores



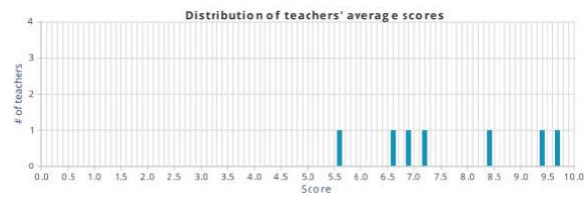
Learning Culture

School Mean (NSW Govt Norm)	8.1 (8.0)
I give students written feedback on their work.	7.1
I talk with students about the barriers to learning.	6.2
In most of my classes I discuss the learning goals for the lesson.	8.2
Students become fully engaged in class activities.	8.6
I monitor the progress of individual students.	8.6
I am effective in working with students who have behavioural problems.	8.6
I set high expectations for student learning.	8.9
Students find class lessons relevant to their own experiences.	7.9



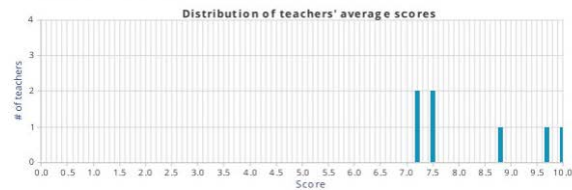
Data Informs Practice

School Mean (NSW Govt Norm)	7.7 (7.8)
My assessments help me understand where students are having difficulty.	8.2
I use formal assessment tasks to help students set challenging goals.	0.2
I regularly use data from formal assessment tasks to decide whether a concept should be taught another way.	8.6
I use formal assessment tasks to discuss with students where common mistakes are made.	7.1
When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.	7.9
I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent).	6.1
I use results from formal assessment tasks to inform my lesson planning.	8.2
I give students feedback on how to improve their performance on formal assessment tasks.	7.1



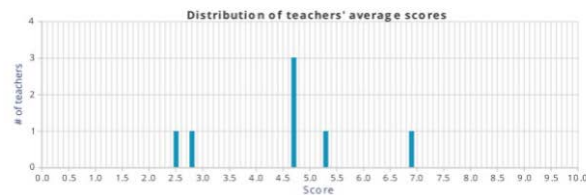
Teaching Strategies

School Mean (NSW Govt Norm)	8.3 (7.9)
I help students set challenging learning goals.	7.9
When I present a new concept I try to link it to previously mastered skills and knowledge.	9.3
Students receive written feedback on their work at least once every week.	6.8
I can easily identify unproductive learning strategies.	8.9
My students are very clear about what they are expected to learn.	8.2
I use two or more teaching strategies in most class periods.	8.2
Students receive feedback on their work that brings them closer to achieving their goals.	8.6
I discuss with students ways of seeking help that will increase learning.	8.2



Technology

School Mean (NSW Govt Norm)	4.5 (6.7)
Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts.	5.4
I use computers or other interactive technology to give students immediate feedback on their learning.	4.3
Students use computers or other interactive technology to track progress towards their goals.	3.9
I help students set goals for learning new technological skills.	5.0
Students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.	3.6
I help students use computers or other interactive technology to undertake research.	3.6
I help students to overcome personal barriers to using interactive technology.	5.4
I work with students to identify a challenging learning goal relevant to the use of interactive technology.	5.0



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.

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.