

2023 Annual Report

Greenacre Public School



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Introduction

The Annual Report for 2023 is provided to the community of Greenacre 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

Greenacre Public School (GPS) is committed to developing and maintaining a transparent learning culture where there is a shared responsibility for student growth. With high expectations our students will become critically literate and socially adaptable citizens. Each will be able to achieve their individual potential and make sense of their world.

School context

Greenacre Public School is a dynamic primary school delivering primary education from Kindergarten to Year 6. The school is located in the inner south west of metropolitan Sydney. Established in 1921 we continue our proud history of public education as part of the New South Wales Department of Education, designing learning to meet the needs of over 820 students. The school is led by a team of highly committed teachers, support and ancillary staff ensuring the specific needs of our children are met in safe and responsive learning environments. The greatest asset enriching the social and educational experiences of our children, teachers and parents is the school's cultural diversity. The student population is comprised of students from non-English speaking (98%) and English speaking backgrounds who come together with a strong sense of identity and partnership. A support unit with classes for students with mild and moderate intellectual disabilities and an opportunity class for academically gifted Year 5 and Year 6 students with high potential further enhances the commitment to inclusivity.

Explicit and systematic teaching in literacy and numeracy, along with using data to inform practice are focus areas within the school. The schools philosophy aims to maintain high learning expectations, teaching students to persist through challenges and difficulties in learning, encouraging students' awareness of broader life opportunities and supporting students to reach their personal best.

Staff commit to their professional growth to build a school with a culture that focuses on continual improvement. Meaningful relationships based on trust and mutual respect along with the well-being of all people connecting within school is crucial to student success. The school is committed to open communication and evidence informed practice.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise outcomes in literacy and numeracy through implementation of evidence informed practice and explicit teaching to build strong foundations for academic success and ensure every student is challenged and shows growth.

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.

- Explicit Quality Teaching
- High Expectations for all students

Resources allocated to this strategic direction

Professional learning

Summary of progress

School reading data shows that student progress and achievement on external measures is consistent with progress and achievement on internal reading assessments. The overall decline in 3-6 vocabulary as evident in the Check-in assessment data could be due to the disruption to the EAL/D program. EAL/D teachers who collaboratively plan the vocabulary component of the English program with their grades were unable to effectively deliver their programs due to being taken off class to cover classes when teachers were away.

As a follow on from the Semester 2 2022 K-6 professional learning in phonics, during Term 1 SDD the APCIs led professional learning in the phonics implementation process for 2023. K-6 teachers were prepared to begin to deliver the phonics program in early Term 1. Throughout the year, the staff from 24/7 who led the initial professional learning came to the school to provide additional demonstration lessons, observations, and feedback to teachers. In Term 3, 2023 the APCIs implemented the phonics screener across K-6 and there is a marked improvement by more than 20% from 2022 to 2023. Through HOP, QTSS and planning days, teachers continue to refine and strengthen on their teaching practices.

John Fleming, an Explicit Direct Teaching consultant, came in Term 1 and led demonstration lessons and professional learning in daily 'reading warm ups'. Teachers had an opportunity to observe demonstration lessons and begin to explore implementation in their classrooms. APs participated in more professional learning with Joe Ybarra and led the 'reading warm ups' implementation in their own classes. John returned in Term 3 and 4 to do observation lessons and provide feedback. In term 4 the APs led a twilight session and shared with the staff the purpose of daily 'reading warm ups, their journey, what it looks in the classroom and videos of student engagement.

During our Hour of Power, grade meetings, planning days and whole school professional learning teachers have continued to share curriculum knowledge, data, feedback and other information about student progress and achievement. This has led to the development of evidence-based reading programs and lessons, which meet the needs of all students. A whole school reading approach is ensuring the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers have been deepening their understanding to employ evidence-based effective teaching strategies in word recognition, fluency, and comprehension. Effective methods such as explicit direct instruction have been identified, promoted, and modelled across the whole school, and students' learning improvement is monitored and analysed to inform future professional learning. This was also supplemented by whole school professional learning in 'understanding by design' (Term 3) and 'cognitive overload' (Term 4) led by the principal.

As a result of teacher feedback during collaborative professionalism in Term 3 K-2 planning day, the senior executive and APCI established a reading block for Term 4. This included a K-2 phonemic awareness program, continuation of the phonics program, a 2 week modelled/shared reading cycle and guided reading.

In 2024

- established K-2 reading block: Reading warmups, phonemic awareness, phonics, modelled/shared reading, and guided reading
- established 3-6 reading block: Reading warmups, phonics, modelled/shared reading, and guided reading
- A focus on decodables for guided reading across K-2

- K-2 structured phonemic programming beginning promptly in Term 1
- scope and sequence for phonics so teachers have a benchmark and consistency in teacher judgement
- all K-6 classes will implement daily Reading warm ups in reading.
- ensure vocabulary is effectively embedded across all key learning areas.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Check In Assessment</p> <p>An increase in the percentage of students per grade performing above the mean in Reading Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.</p>	<p>2022 T4 to 2023 T4 Year 3:</p> <ul style="list-style-type: none"> • 4% increase in comprehension • 4.8% increase in processes • 2% decline in vocabulary <p>2022 T4 to 2023 T4 Year 4:</p> <ul style="list-style-type: none"> • 1.9% increase in comprehension • 4.6% increase in processes • 7.8% increase in vocabulary <p>2022 T4 to 2023 T4 Year 5:</p> <ul style="list-style-type: none"> • 15.5% increase in comprehension • 14.1% increase in processes • 18.2% decline in vocabulary <p>2022 T3 to 2023 T3 Year 6:</p> <ul style="list-style-type: none"> • 2.9% decline in comprehension • 14.9% increase in processes • 8.7% decline in vocabulary
<p>An increase in the percentage of students per grade performing above the mean in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.</p>	<p>2022 T4 to 2023 T4 Year 3:</p> <ul style="list-style-type: none"> • 2.2% decline in number sense and algebra • 19.4% increase in measurement and geometry • 8.4% decline in statistics and probability <p>2022 T4 to 2023 T4 Year 4:</p> <ul style="list-style-type: none"> • 4% increase in number sense and algebra • 4.8% decline in measurement and geometry • 0.1% decline in statistics and probability <p>2022 T4 to 2023 T4 Year 5:</p> <ul style="list-style-type: none"> • 11.7% increase in number sense and algebra • 7.8% increase in measurement and geometry • 1% increase in statistics and probability

<p>An increase in the percentage of students per grade performing above the mean in Numeracy Check In Assessment for Year 4, 5 and 6 for 2023 compared to Year 3, 4 and 5 in 2022.</p>	<p>2022 T4 to 2023 T3 Year 6:</p> <ul style="list-style-type: none"> • 1% increase in number sense and algebra • 4.6% decline in measurement and geometry • 8.1% increase in statistics and probability
<p>Increase by % Kinder students achieving Level 9, Year 1 students achieving Level 17 and Year 2 students achieving Level 21 in reading by 5%</p>	<p>The percentage of Kindergarten students achieving Level 9 has decreased by 5.2% from 31.25% in 2022 to 26% in 20223</p> <p>The percentage of Year 1 students achieving Level 17 has increased by 24.2% from 23.8% in 2022. to 48% in 2023</p> <p>The percentage of Year 2 students achieving Level 21 has increased by 4.4% from 46.6% in 2022 to 51%.</p>

Strategic Direction 2: Thinking Culture

Purpose

To build the capacity of staff to sustain a culture of evidenced informed, collaborative and reflective practice so the whole school community are active agents in their own 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.

- Data to Inform Practice
- Collaborative Professionalism

Resources allocated to this strategic direction

AP Curriculum & Instruction Socio-economic background

Summary of progress

At Greenacre PS, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. All teachers are developing a sound understanding of student assessment and data concepts in reading. They regularly analyse, interpret and extrapolate school wide internal and external data. They collaboratively use this to inform planning, identify interventions (LAST and Reading Hub) and modify teaching practices. The principal, deputy principals and assistant principal curriculum and instruction meet fortnightly to comprehensively analyse student reading progress and achievement data for insights into student learning and discuss results with the whole staff through DP/AP meetings and grade meetings. All teachers contribute to gathering and analysing data at a class / grade / stage level as well reading trends and patterns across the school. Teachers are gaining a deeper understanding of reading assessment strategies. Internal data is composed of running records every 5 weeks submitted on the shared drive, phonics screener once a year implemented by the APCIs, consistency in teacher judgements using works samples against a collaborative planned modelled/shared reading program with a success criteria along with anecdotal records and observations. Through weekly Hour of Power meetings and fortnightly grade meetings, teachers determine directions, monitor and assess student progress and achievement, and reflect on teaching effectiveness.

The Greenacre PS Teaching and Learning Guidelines are in place and outline the purpose of collaborative professionalism and how it is embedded across the school, all of which was presented on Day 1 staff development day. It is an expectation that staff refer to the guidelines during collaborative planning and meetings. In Semester 2, as part of building the capacity of the leadership team, they collectively read the book 'The Practice of Adaptive Leadership' and had collegial discussions around technical and adaptive leadership to refine and strengthen continuous school improvement. The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. The school pursues deeper collaboration in relationships built on trust, support and solidarity. There is an expectation of professionalism involving good data and good judgement, honest and respectful professional dialogue, more thoughtful feedback, more collective responsibility for each other's results and a willingness to engage with what works and gets results. The TTFM teacher survey undoubtedly demonstrates the annual progress measures have been achieved and surpassed the 2.5% target. The leadership team has established strategic processes that provide numerous opportunities to build the capacity of staff through engagement of professional learning and collaborative practices. The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. Through Hour of Power meetings, collaborative planning days, stage and executive meetings, the school regularly has opportunities to develop and consolidate their understanding of student assessment and data concepts. These established school measures enabled the staff to analyse and interpret data to better track and monitor student progress, collaboratively plan, identify interventions and modify teaching practices.

Next steps in 2024 include;

-Student reading goals established across the whole school as part of the analysis of internal and external student progress and achievement data. Progress towards goals will be monitored through whole school collection of quality, valid and reliable data.

- The school will embed explicit systems that facilitate continued classroom observations through QTSS, the modelling of effective explicit teaching practices and the provision of specific and timely feedback between teachers. This will drive school wide improvement in teaching practice and student results.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>In Tell Them From Me staff data there will be an uplift of 2.5% from the baseline of 6.9 (2020) in the area of <i>Collaboration</i></p>	<p>Trend data in the area of Collaboration has shown a significant increase from 2020 to 2023. The school score in 2020 was 6.9, 2022 was 7.7 and in 2023 the score increased to 7.9. Over the four years from 2020 there has been an uplift of 1.0 This has surpassed the 2.5% uplift in the annual progress measures. The difference between the school mean of 7.9 and the NSW Govt Norm of 7.8 is 0.1. The highest areas of achievement are 8.5 where teachers talk with other teachers about strategies that increase student engagement and teachers discuss learning problems of particular students with other teachers. The second highest score at 8.3 is teachers feel they can discuss assessment strategies with other teachers. The teachers scored 8.0 in discussing learning goals with other teachers. Although the lowest score at 7.3 in collaboration in 2023 is teachers providing each other helpful feedback about their teaching, it is still an uplift of 0.6 from 2022.</p>
<p>In Tell Them From Me staff data there will be an uplift of 2.5% from the baseline of 7.4 (2020) in the area of <i>Data Informs Practice</i></p>	<p>Trend data in the area of Data Informs Practice has shown a marked improvement from 2020 to 2023. The school score in 2020 was 7.4, 2022 was 7.8 and in 2023 the score increased to 8.0. Over the four years from 2020 there has been an uplift of 0.6 This has exceeded the 2.5% uplift in the annual progress measures. The difference between the school mean of 8.0 and the NSW Govt Norm of 7.8 is 0.2. The highest areas of achievement are 8.5 where teachers use results from formal assessment tasks to inform lesson planning. The second highest score at 8.2 is assessments help teachers understand where students are having difficulty. Withe score of 8.1, teachers regularly use data from formal assessment tasks to decide whether a concept should be taught another way and when students' formal assessment tasks or daily classroom tasks fail to meet expectations teachers give them an opportunity to improve. Although the lowest score at 6.9 in data to inform practice in 2023 is teachers provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) , there is still an uplift of 0.8 from 2022.</p>
<p>In Tell Them From Me staff data there will be an uplift of 2.5% from the baseline of 6.2 (2020) in the area of <i>Leadership</i></p>	<p>Trend data in the area of Leadership has shown a significant improvement from 2020 to 2023. The school score in 2020 was 6.2, 2022 was 6.9 and in 2023 the score increased to 7.5. Over the four years from 2020 there has been an uplift of 1.3. This is a substantial increase from the 2.5% uplift in the annual progress measures. The difference between the school mean of 7.5 and the NSW Govt Norm of 7.1 is 0.4. The highest areas of achievement at 8.5 are teachers believe they work with school leaders to create a safe and orderly school environment. This is a 0.8 increase in score compared to 2022. The second highest score at 7.7 is the staff believe school leaders have helped them improve their teaching. Although the lowest score at 6.9 in leadership in 2023 is school leaders have supported teachers during stressful times, there is still an uplift of 0.7 from 2022 data.</p>

Purpose

To maximise family-school partnerships and positively influence 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.

- Family Engagement
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

A new recognition system has been designed and implemented. This is aimed to recognise positive behaviours in all students. Within this system, students collect Good News Awards. Students can receive these awards from different contexts and staff across the school; learning in class, school sport, PSSA, RFF, EAL/D, TOOLBOX, attendance and home reading. Students work through the levels across their entire primary schooling. Students track the Good News Awards and collect them to receive the levelled awards; White, Navy, Sky and Principal Commendation Awards.

Whole school student attendance tracking is now linked to the whole school recognition system and there is already measurable growth in attendance since implementing this system.

The wellbeing team has designed and implemented a new TOOLBOX scope and sequence for each grade. Each grade's scope and sequence has been designed to reflect the needs and trends in students' behaviour. This has been used for 6 months and will be revised and edited to ensure it targets student needs.

A TOOLBOX matrix has been developed to support students' growth within each of the 12 tools. Each tool is broken down into 5 levels: Labourer, Apprentice, Tradie, Builder and Master Builder. Each level focuses on skills where students can build upon their independence in using specific tools. Teachers are currently using this in a variety of ways for example, to develop personal goals and discuss with students what they are working towards. The use of the TOOLBOX matrix and how it is utilised most effectively will continue to be revised and edited in order to be a more systematic tool across K-6.

The Rumbles Quest survey was administered to students for the first time this year. This provided new and detailed information for staff, particularly the wellbeing team, regarding where our students are at across various areas of Wellbeing and will guide future direction for teaching and learning in the area of Social and Emotional Learning.

Parents have received packs for supporting students in reading at home and are sending photos of their children reading and completing tasks at home in via Seesaw. Families are discussing the focus of reading with staff and other parents more frequently. Parents have reported that they have been purchasing texts for their students to encourage reading at home. In P&C meetings, positive conversations have been continuously had about our school wide focus of reading.

Where to next?

1. Analysis of Rumbles Quest to determine how we best use TOOLBOX matrix and scope and sequence
2. How can we have student monitoring and tracking for learning and wellbeing, visible and used in a similar way to attendance monitoring to inform caseloads?
3. Further research and data collating into the extent are our families aware of the expectations at school (in learning, wellbeing, attendance) to inform how we can engage families more deeply in the learning process.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p>Increase by 5.3% the students attending school for 90% of time or more to achieve the lower bound system negotiated target</p>	<p>When looking at semester 1 data there has been a significant improvement from 2022 however results are still just below our lower bound target. Semester 1 2023 - amount of students attending <90% is 63.42% up from 34.98% in Semester 1 2022. There has been a decrease in attendance across the school's internal tracking during EID and Weeks 9 & 10 which may skew the data. Currently across Semester 2, we are tracking at 62.2% which is above both state and network. Internal student attendance tracking is having an impact as is the new recognition system in which students must have greater than 90 to reach certain levels.</p>
<p>Increase by at least 3.6% (from the baseline) the students reporting positive well-being as evidenced by Tell Them From Me to achieve the lower bound system negotiated target.</p>	<p>2023 data: Sense of belonging 65%, Expectations 90%, Advocacy 85%</p>
<p>Increase the percentage of students that are able to show empathy and care about how others are feeling by 5% based on SEL survey data (2020 baseline)</p>	<p>The data from the initial SEL survey which was completed indicated that 77.6% of students 'care about other peoples' feelings 'often' or 'almost always'. When compared to the new data which we have from the Rumbles Quest survey, 89% of students are in the high or medium range for the question 'If you do nice things for people, does it make you happy?'</p> <p>This improvement measure will need to be adapted to better reflect the new data which will be analysed by the schools' wellbeing team and which will inform teaching in this area.</p>
<p>Increase the percentage of students that are able to control their emotions based on SEL survey data</p>	<p>A direct comparison to the data set which we originally used for this improvement measure is not possible as Rumbles Quest has now been administered for more information in the social and emotional learning area. However, comparing the question in the original survey which asked how many students can control keep their anger under control, 53.3% answered 'often' or 'almost always'. By comparison, the question in Rumbles Quest which talks about self-regulation which states that 68.72% of students are on track or in the high range for self-regulation.</p> <p>Although this indicates an increase in the general area of self-regulation, the improvement measure will need to change to better reflect the new data which will be utilised.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,424.72</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Family support and assistance • Engage with external providers and specialist to provide intensive language support to identified EAL/D students - Refugee and new arrivals homework club <p>The allocation of this funding has resulted in the following impact: Our refugee homework club supports our new families to transition into school in Australia. This program is run in partnership with the Anglican Church and involves teachers and volunteers supporting students and their parents/carers through weekly homework groups.</p> <p>After evaluation, the next steps to support our students will be: To continue our partnership with the Anglican church and our homework club program</p>
<p>New Arrivals Program</p> <p>\$20,611.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Greenacre 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New Arrival students get intensive support and transition through our new arrivals program run by trained EALD staff. This withdrawal program supports our newly arrived students to pick up English language faster whilst also receiving support within the classroom. Unfortunately the program has been impacted by lack of staff.</p> <p>After evaluation, the next steps to support our students will be: To continue on with our New Arrivals Program due to its success when we have sufficient staff.</p>
<p>Integration funding support</p> <p>\$85,597.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Greenacre 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

<p>Integration funding support</p> <p>\$85,597.00</p>	<ul style="list-style-type: none"> • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Classroom teachers have been supported in creating learning and behaviour adjustments for students that are now in place and being evaluated. The impact of this has been targeted teaching and individual reading programs created to support students, resulting in improvement in their engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: To identify students requiring this extra support and adjustment and ensure programs are put in place to address the need, now that it is part of our caseload process.</p>
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Greenacre 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"> • Data to Inform Practice • Collaborative Professionalism • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through reading warm ups to support student learning • employment of additional staff to support reading warm up implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Executive staff have been trained and supported in the implementation of reading warm ups. This is based on cognitive load theory and retrieval practice research. All APs were observed and given feedback by John Fleming - an external expert in retrieval practice and warm ups. Executive staff also visited and worked with schools that have already successfully implemented this teaching pedagogy. Students in these classes have shown increased levels of engagement in learning during these sessions and students phonics and reading ability is improving. Student resources and assistance by way of stationary supplies, extra curricular activities, uniform, food etc ensured all students had equal access and every student could be supported to be at their best and ready to learn.</p> <p>After evaluation, the next steps to support our students will be: Daily reading warm ups will be implemented in every class across the school. Executive will support this by providing professional learning, demonstration lessons and observation and feedback.</p>
<p>Aboriginal background</p> <p>\$6,114.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greenacre 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>

<p>Aboriginal background</p> <p>\$6,114.18</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"> • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families, through workshops where students developed Acknowledgement of Country statements. • Cultural immersion program for students and teachers. <p>The allocation of this funding has resulted in the following impact: The professional learning and cultural immersion activities that have taken place this year have been the start of improving greater staff understanding of Aboriginal education and reconciliation as well as improving how we can collectively strengthen our practice to achieve better outcomes. Relationships within our community have been strengthened this year and we are developing strong networks to support further improvement in 2024.</p> <p>After evaluation, the next steps to support our students will be: Our Aboriginal students have created a bank of Acknowledgement of Country statements which will be launched in 2024 for students to use in class and we will continue to build on what has been started this year.</p>
<p>English language proficiency</p> <p>\$713,160.61</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Greenacre 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"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • establish a core practice for supporting students learning English as an Additional Language or Dialect • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EAL/D specialist teachers continue to co-teach with classroom teachers, leading lessons to assist in delivering effective teaching programs that meet students' specific English language learning needs. The EAL/D team across all grades, have a strong focus on oral language, vocabulary and writing ensuring students achieve equitable educational outcomes. Grades that worked with EALD specialist staff reflected an improvement in the Check in Assessment in the area of vocabulary.</p> <p>Members of the EAL/D team participated in the Leading EAL/D Education project, focusing on extending talk to improve reading outcomes through explicit teaching of dialogic talk and vocabulary. The project was linked to our school's strategic direction 1, focusing on student growth and attainment in literacy, through the implementation of evidence-informed practices and explicit teaching. A variety of data was used to measure the impact of the project such as reading levels, EAL/D learning progressions and oral language assessments. The data helped to inform the team on the movement students in the targeted Year 3 class made against the EAL/D learning progressions - some moved, some remained and some regressed. Student engagement had increased during the reading program, and the speaking frames helped students articulate their responses with confidence.</p>

<p>English language proficiency</p> <p>\$713,160.61</p>	<p>Students were able to transfer the oral speaking frames as a scaffold to assist with their writing. Overall, the team was able to see how the speaking frames impacted their learning and growth.</p> <p>After evaluation, the next steps to support our students will be: To continue to support the co teaching model with a focus on vocabulary and dialogic talk</p>
<p>Low level adjustment for disability</p> <p>\$554,655.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Greenacre 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: All classed have an SLSO to support learning and wellbeing. Consistent support from SLSOs has contributed to improved behavior among students, as they learn to manage their actions and emotions with guidance. This has resulted in systems being established that allow teachers to maintain a focused and uninterrupted flow of instruction. It has also resulted in targeted interventions and behaviour adjustments to support students on the playground.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine our processes for SLSO support and adjustments to ensure students are receiving targeted support.</p>
<p>Professional learning</p> <p>\$63,296.52</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 Greenacre 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"> • Explicit Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist consultant to build staff understand of daily warm ups and explicit direct instruction, including observation of practice with feedback. • engaging a specialist consultant to unpack evidence-based approaches to teaching grammar within reading and writing lessons <p>The allocation of this funding has resulted in the following impact: Staff continued in their development of a 10-step process for planning (prior to programming) writing with grammar embedded throughout. They worked in grade teams to develop planning cycles and create quality writing units. All executive staff were trained in how to implement daily warm ups, with the pedagogy being implemented in APs classrooms across 2023. APs were observed and given feedback to improve their practice and student engagement in learning improved dramatically in the morning sessions when these lessons were being implemented.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to work with the external literacy consultant to further refine and embed quality writing programs. This will include working with the consultant to unpack and delve into the new syllabus'</p>

Professional learning \$63,296.52	Executive will continue to train staff in warm ups and all classes with implement the pedagogy across 2024. APs will provide demonstrations lessons and do observation and feedback sessions with their teams to support its implementation.
Beginning teacher support \$62,692.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Greenacre Public School during their induction period. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Providing extra release time for beginning teachers • All beginning teachers met fortnightly with principal and an external leadership consultant to mentor them and provide specific training based on teacher need. • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. The allocation of this funding has resulted in the following impact: Beginning Teachers have been supported in their first year of teaching to set up effective and sustainable ways of working. Fortnightly meetings have ensured they have access to quality training and opportunities to debrief and reflect on their practice. After evaluation, the next steps to support our students will be: Continue to provide focused support and PL for beginning teachers.
QTSS release \$158,494.75	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Greenacre Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs The allocation of this funding has resulted in the following impact: Providing APs extra release time has ensured they can support their classroom teachers in our whole school reading focus. This support is different in every room depending on the experience and needs of the teacher. APs are supported in their practice by DPs and APCIs. Support has included, demonstration lessons, provide feedback to teachers on their teaching practices, team teaching and behaviour support. All teachers complete QTSS feedback forms outlining the support they want and executive then provide written feedback. As a result of this in class support, teachers have improved their understanding of the reading block and explicit practice in modelled and guided reading. After evaluation, the next steps to support our students will be: Ongoing structured support to improve practice. In 2024 QTSS time will focus on supporting the implementation of reading warm ups.
COVID ILSP \$523,280.34	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 2023.

<p>COVID ILSP</p> <p>\$523,280.34</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 through our reading hub. <p>The allocation of this funding has resulted in the following impact: Throughout the year, students from Year 5 and 6 were identified from reading level and phonics screener data. These students took part in our Reading Hub which is 1:1 tuition in fluency, vocab and comprehension. Reading hub occurred 3 times a week for 20 min sessions.</p> <p>After evaluation, the next steps to support our students will be: We are waiting to see whether we receive similar funding again in 2024.</p>
<p>AP Curriculum & Instruction</p> <p>\$310,176.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>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"> • Data to Inform Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • coordinate differentiated professional learning that builds teacher and leader expertise to understand and implement explicit, evidence informed teaching strategies for student literacy and numeracy improvement across the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: Coordinated professional learning for teachers through Hour of Power, planning days, regular whole school professional learning, grade/stage meetings and one on one meetings with AP and CRT. Our students progress is closely monitored in reading, writing and numeracy. Classroom teacher knowledge and practice has improved as a result of the APC&Is regularly working in classrooms with the classroom teachers, as well as providing demonstration lessons in focus areas of reading and phonics. Student outcomes are also showing significant growth with an improvement of 14.4% in phonics screening data in comparison to state data where the increase was 4%. Check in data in reading processes and comprehension has also show a significant increase in every grade across primary.</p> <p>After evaluation, the next steps to support our students will be: To continue to refine the phonics program and build teacher knowledge in explicit teaching in spelling. Our APCIs will also support the training of all new teaching staff in phonics and reading. APCIs in 2024 will be working closely with Assistant Principals to embed</p>

AP Curriculum & Instruction

\$310,176.00

daily reading warm ups in every classroom across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	462	439	412	384
Girls	378	383	367	342

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.5	89.5	83.2	87.4
1	84.6	89.3	81.9	87.3
2	88.1	90.7	81.4	87.5
3	86.2	91.8	82.9	87.0
4	86.4	89.3	84.1	86.7
5	88.4	91.1	84.5	87.9
6	87.8	88.5	83.7	87.0
All Years	86.7	90.0	83.2	87.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	28.81
Learning and Support Teacher(s)	3
Teacher Librarian	1.2
Teacher EAL/D	5.6
School Counsellor	1
School Administration and Support Staff	7.47
Other Positions	2.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,113,232.29
Revenue	11,192,214.49
Appropriation	10,958,838.04
Sale of Goods and Services	91,735.17
Grants and contributions	113,669.52
Investment income	26,601.76
Other revenue	1,370.00
Expenses	-11,321,782.13
Employee related	-9,131,439.57
Operating expenses	-2,190,342.56
Surplus / deficit for the year	-129,567.64
Closing Balance	983,664.65

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.

	2023 SBAR Adjustments (\$)
Targeted Total	79,284
Equity Total	2,573,930
Equity - Aboriginal	6,114
Equity - Socio-economic	1,300,000
Equity - Language	713,161
Equity - Disability	554,655
Base Total	5,638,035
Base - Per Capita	209,234
Base - Location	0
Base - Other	5,428,801
Other Total	1,182,281
Grand Total	9,473,530

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

In 2023, the school used Tell Them From Me Survey to seek the level of satisfaction of parent/caregivers, student and teachers. This survey allows the school to measure and understand the factors that are known to have direct and profound impacts on student learning and well-being.

Parents

Just over 100 of our parents (15%) replied to the survey. This is greater parent participation than ever before and they reported the following:

- 81% feel welcome when they visit the school
- 81% noted that written information from the school is in clear, plain language
- 78% noted that their child is encouraged to do his or her best work
- 82% believe their child is clear about rules for school behaviour
- 76% believe teachers help students that need extra support

Based on feedback from parents, in 2024 the school will:

- Review and find better ways to inform parents about their child's progress in learning
- Clearer communication to parents around well-being processes

Students

93% of students in Years 4-6 replied to the survey and reported the following:

- 74% believe that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- 73% feel they have someone at school who consistently provides encouragement and can be turned to for advice
- 90% noted a high rate of participation in sports with an instructor at school, other than a PE class

Students also complete Rumbles Quest, a robust and reliable measure of social and emotional well-being for primary school children. It is presented as an engaging computer game that makes it easy for children to respond to questions in a natural way. It assesses multiple dimensions of child well-being.

97% of students across Years 2-6 took part in Rumbles Quest and reported the following :

- 90% of students report that they try really hard at school
- 89% of students report that they try to help others

Based on feedback from students in Tell Them from Me and Rumbles Quest, in 2024 the school will:

- Implement programs and teaching strategies so students feel a greater sense of belonging and acceptance at school
- Focus on building students' capacity to identify and articulate their own goals

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.