

2023 Annual Report

Greenethorpe Public School



2070

Introduction

The Annual Report for 2023 is provided to the community of Greenethorpe Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Greenethorpe Public School

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School vision

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

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

School context

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

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

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Use of Data and Evidence-Based Teaching
- Assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction
Integration funding support
Socio-economic background
Aboriginal background

Summary of progress

The core focus for Strategic Direction 1: Growth and Attainment was delivered through the initiatives of data use and assessment. The use of data in evidence-based teaching was used to improve student outcomes specifically in the areas of numeracy and reading strategies.

Assessment was used to provide relevant and timely feedback to students while also informing teachers of where to next. Assessment practices were audited and the use of data sources such as: NAPLAN, Check-IN, Essential Assessment, PLAN2, internal data and student work samples assisted in the regular analysis of the effectiveness of these initiatives in achieving the improvement measures of both reading and numeracy growth.

Staff capacity increased through collaboration with executive to triangulate data to ensure future school planning specifically targeted student needs. Teaching and learning programs were adjusted to not only meet the changes to the new syllabus, but to ensure individual learning needs were being addressed.

Targeted intervention was enabled through the collaborative development of literacy and numeracy programs delivered through the Assistant Principal Curriculum & Instruction (APC&I). Teacher Professional Learning included Becoming Mathematicians: Number Talks, unpacking the 2024 mathematics and English Syllabus' and developing targeted teaching within programming to meet the needs of students and the syllabus resulting in both targeted professional learning and student growth and student attainment. The APC&I supported such programs through explicit instruction, learning intentions and both formal and informal assessment tasks that indicated where individualized student need was at, informing where to next, dictating areas of school need.

Next year, under this strategic direction, the initiatives will remain the same. As programs are being adjusted and implemented to suit the learning needs of students, learning intentions and success criteria will form the focus for 2024 with the goal of making learning meaningful, feedback more effective and encourage self-regulation and independence in students.

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 K-2 students achieving or exceeding expected growth in the sub-element Phonic Knowledge and Word Recognition of the National Literacy Learning Progressions.	During 2023, the school continued to develop teaching and learning programs that enhance the use of decodable readers and a focus on phonics. 100% of students showed growth in phonic acquisition. Whilst 66% of kindergarten students are operating at progression PKW4 - below syllabus expectation, 80% of Early Stage One syllabus expectation has been achieved. 100% of Stage 1 students have achieved expected growth

<p>Increase the percentage of K-2 students achieving or exceeding expected growth in the sub-element Phonic Knowledge and Word Recognition of the National Literacy Learning Progressions.</p>	<p>in Phonics, 50% of Stage 1 students have exceeded expected growth; greater than one years growth for one years learning.</p>
<p>Increase the percentage of 3-6 students achieving or exceeding expected growth in the sub-element Multiplicative Strategies of the National Numeracy Learning Progressions.</p>	<p>During 2023, Stages Two and Three focused on multiplicative strategies and mathematical reasoning. 100% of students showed minimum of expected growth in sub-element Multiplicative Strategies of the National Numeracy Learning Progressions whilst 33% of students exceeded expected growth. 66% of students are functioning at syllabus expectations for their cohort.</p>

Strategic Direction 2: Innovation through Collaboration

Purpose

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

Initiatives

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

- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability

Per capita

Socio-economic background

Summary of progress

The school focus was to improve the Wellbeing structures across the school. All teaching staff and Student Learning Support Officers completed professional learning in "Berry Street". During the professional learning and ongoing learning support meetings staff developed strategies for implementing the Berry Street Model strategies.

Several strategies such as morning circles, Ready to Learn Plans and wellbeing toolboxes were implemented across the school K-6. Data highlighted that these strategies were effective in teaching students' skills in recognising their physical and mental health needs. Staff collaborated closely with the NSW Department of Education specialists in the area of wellbeing to ensure strategies were equitable and in line with Department of Education policy.

Next year, under this strategic direction, the initiative will remain the same. As whole school wellbeing strategies, systems and programs are being adjusted and implemented to suit the needs of students. As key components of Berry Street are implemented across the school in 2024.

The school will review the school values next year, with the goal of making student voice more powerful, and the recognition of student effort and progress celebrated more broadly. Student wellbeing practices will also be reviewed with a focus on the development of self-regulation strategies and independence in students.

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
Attendance Increase the percentage of students attending school more than 90% of the time to be above the school's lower bound target of 70%.	The percentage of students attending over 90% has not increased. However, the school will continue to work closely with families to improve student attendance.
Improve the percentage of parents and students feeling confident to ask staff for help and advice as measured by the Greenethorpe student and parent survey.	The average of students and parents/carers confidence in asking for help and advice has increased 81% to 89% showing the school is on track.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,065.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Greenethorpe Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Assessment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] <p>The allocation of this funding has resulted in the following impact: all teaching staff participated in professional learning focused on Working Mathematically. The Assistant Principal in Curriculum and Instruction facilitated professional learning, supported teachers in trialing the new K-6 mathematics syllabus. Peer lesson observations, adjusted teacher programming and student growth in target areas highlight the success of this funding allocation.</p> <p>After evaluation, the next steps to support our students will be: to continue supporting teachers in professional learning to ensure explicit teaching in literacy and numeracy. Funding will enable small group tuition. Further, funding will be utilised to ensure students with integration funding will receive Student Learning Support Officer support.</p>
<p>Socio-economic background</p> <p>\$19,858.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Greenethorpe Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Assessment • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to provide explicit teaching in literacy and numeracy. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: the majority of students demonstrating growth in PLAN 2 target areas. Teachers received support in building their skills in teaching literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue to engage additional teaching staff to ensure high quality explicit teaching in literacy and numeracy. Further, funds will be allocated to support students and families financial requirements for education.</p>
<p>Aboriginal background</p> <p>\$10,125.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greenethorpe Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$10,125.31</p>	<p>including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal students have demonstrated growth in numeracy and literacy. The school allocated funds to host NAIDOC celebrations, travel to nearby communities to collaborate with Indigenous Elders and allocate resources to enhance education in Aboriginal culture, arts and traditions.</p> <p>After evaluation, the next steps to support our students will be: continue to use funds to ensure students experience a wide variety of cultural appropriate education. The school will continue to use funds to engage extra staff to ensure First Nation students meet or exceed expected growth in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$18,715.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Greenethorpe Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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: an increase in student engagement and learning through the employment of a Student Learning and Support officer in the school. The school achieved a more consistent approach to student learning support and interventions. Students wellbeing support was increased and students reported an increased sense of support and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: to further increase the impact of the learning and support team, the school will provide additional support for identified students through the employment of trained Student Learning Support Officers.</p>
<p>Location</p> <p>\$8,985.31</p>	<p>The location funding allocation is provided to Greenethorpe 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> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: the principal successfully led the Learning and Support team. Several wellbeing strategies were implemented across the school. Teaching staff were released from face to face teaching to analyse and implement student wellbeing initiatives.</p> <p>After evaluation, the next steps to support our students will be: teacher release to support student wellbeing and increase the number of Berry Street strategies implemented across the school. The school will also</p>

<p>Location</p> <p>\$8,985.31</p>	<p>continue to subsidise school excursions to ensure all students receive an equitable education.</p>
<p>Professional learning</p> <p>\$6,252.18</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 Greenethorpe 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> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging casual teachers to enable the class teachers to unpack evidence-based approaches to teaching literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading, vocabulary and working mathematically.</p> <p>After evaluation, the next steps to support our students will be: to continue using funds to support teachers in enhancing their teaching skills. Teachers will receive expert support from the Assistant Principal Curriculum Instruction.</p>
<p>QTSS release</p> <p>\$2,367.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Greenethorpe Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved confidence in utilising the new K-6 literacy and numeracy syllabus and improved staff confidence and teaching practice. Teachers use of learning intentions, success criteria a strong focus on formative assessment has increased. Teachers have embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: providing teaching staff with release form face to face to enable them to adjust the teaching units in the Digital Learning Hub. Teachers will collaborate and evaluate the use of success criteria and learning intentions.</p>
<p>COVID ILSP</p> <p>\$13,079.74</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 2023.</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

<p>COVID ILSP</p> <p>\$13,079.74</p>	<p>The allocation of this funding has resulted in the following impact: all students in the program made significant progress in Focus Area of Additive Strategies.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	8	6	6	8
Girls	6	6	8	7

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.2	80.5	80.0	82.9
1	94.7	68.8	86.1	63.4
2	89.0	82.0	75.2	81.4
3	87.0	96.5	100.0	81.8
4	93.6	84.6	83.4	84.7
5	82.4	82.5	85.3	89.2
6	86.2	96.8	87.4	74.0
All Years	89.1	84.2	83.7	79.4
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
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.23

*Full Time Equivalent

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	65,937.56
Revenue	540,845.27
Appropriation	522,998.84
Sale of Goods and Services	-60.00
Grants and contributions	16,200.39
Investment income	1,706.04
Expenses	-537,653.95
Employee related	-485,927.98
Operating expenses	-51,725.97
Surplus / deficit for the year	3,191.32
Closing Balance	69,128.88

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	25,163
Equity Total	48,699
Equity - Aboriginal	10,125
Equity - Socio-economic	19,858
Equity - Language	0
Equity - Disability	18,715
Base Total	334,106
Base - Per Capita	3,644
Base - Location	8,985
Base - Other	321,477
Other Total	76,947
Grand Total	484,915

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

School survey

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

Average score out of 10

Parent/caregiver Satisfaction Survey Greenethorpe.

How do you rate the communication between school and home? 9.42

To what extent does the school meet the needs of your child? 9.08 How comfortable do you feel about contacting the school with questions, a problem or complaint? 9.75

How well informed are you about your child's progress at school? 9.33

How comfortable does your child feel about asking staff at school for help and advice? 9.00

School staff are welcoming: my relationships with them are positive and respectful. 9.75

Classrooms and other areas provide a pleasant learning environment. 9.75

Teacher

I feel the school works as a team to provide effective communication to all staff members. 8.71 I feel welcomed, included and valued at school; my relationships with our team are positive and respectful. 9.4

Staff work through challenging situations effectively, placing a high value on maintaining relationships. 9 I see staff consistently performing their duties in a manner that is respectful, honest and sharing the work load. 9.4

I am able to see the direction of the school and its vision through the school's processes, policies and procedures. 8.3 I have been asked to provide input to the school plan, my input has been reflected in the revised plan. 8

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

The following are out of 5

Staff prepare their learning activities to specifically meet the learning needs of students. 4.5

Classrooms and other areas provide a pleasant learning environment. 4.8

Student

Teachers at the school explain learning activities clearly. 8.5

Teachers expect high standards of work from you, expect you to do your best? 9.1

Teachers provide feedback on your work that will help you improve your work in future activities. 9 Teachers plan work that is challenging? 7.8

Teachers create an environment that is safe with consistent behaviour expectations. 8.6

Teachers care about me, take the time to get to know me and want the very best for me. 8 In group work activities, my peers include me and value my opinions. 8.1

I feel safe at school 8.6

Classrooms and other areas are clean, pleasant learning environments. 7.5

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.