

Greta Public School Annual Report



2016



2084

Introduction

The Annual Report for **2016** is provided to the community of Greta 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 school 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 background

School vision statement

Greta Public School reflects its motto of '**Courage and Loyalty**' through our commitment to giving every child every opportunity within a culture of growth, performance and wellbeing.

The school leaders, teachers and non-teaching staff provide an innovative 21st Century education across all areas of the curriculum in an inclusive, engaging and supportive learning environment. As a school, we value and celebrate the community focus and continue to strengthen its connections beyond the school gate.

We are committed to developing individual strengths, a love of learning and the capacity to achieve. As part of our Positive Behaviour for Learning (PBL) we develop **RESPECTFUL** and **RESPONSIBLE** citizens who give their **PERSONAL BEST**.

School context

Greta is centrally situated in the Hunter Valley, fifteen minutes drive from Maitland, Cessnock and Singleton. Greta Public School is a community school and has served this area since 1878, and is known for: strong community support with many parents and grandparents who are ex-students; historic and new buildings in a landscape designed to enhance the natural setting; quality learning programs, strong commitment from staff and parents to school programs and wheelchair access to air-conditioned classrooms. Our association with the Greta Men's Shed brings a strong connection to the community far beyond the school gate.

We currently have an enrolment of 197 students, including 12% students from Aboriginal backgrounds and a Family Occupation and Education Index (FOEI) score of 146.

Greta Public School provides a rigorous curriculum, focused on academic growth, social and emotional development delivered by dedicated and highly professional staff. All staff embrace the philosophy of 'Every student, Every school' and seeks to cater for gifted and talented students and students with special learning needs. A number of quality learning programs and support programs exist within the school, including Reading Recovery (RR), Language, Learning and Literacy (L3), Targeted Early Numeracy (TEN), Taking Off With Numeracy(TOWN) and Newman's Analysis. As a 21st Century school we are exploring the use of digital technologies to further engage and support students in their learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, Greta Public School is operating at either Delivering or at Sustaining and Growing across the elements.

In the element of Learning Culture a number of evidence pieces were analysed including the school's extra-curricula offerings, attendance and the Positive Behaviour for Learning (PBL) program. These evidence pieces illustrated the

variety of opportunities that are available to students to develop their love of learning and to engage students through a varied curriculum. In the element of Wellbeing, PBL and the Learning and Support (LaST) program provided the bulk of evidence.

The school has a well-coordinated LaST structure for SLSO's, student IEP's, Aboriginal students' PLP's and School Counsellor involvement which proactively supports student wellbeing. Student communication needs are being addressed through the Language Development Partnership and a Health NSW Speech Pathologist. In the element of Curriculum and Learning, the school has developed scope and sequences of units to meet the new History syllabus and staff are engaged in professional learning in a range of programs to improve teaching practice and student learning outcomes including Choose Maths, Seven Steps to Writing Success, L3 and Reading Recovery. The school outsources a Gymnastics program with qualified instructors and the LaS program supports students in accessing the curriculum.

A varied curriculum with a range of extra-curricula activities including drumming, dance, art and Sista Speak has enhanced opportunities for students to engage in the life of the school. The element of Assessment and Reporting has been assessed through an analysis of the school's PLAN data, the use of the Literacy and Numeracy Continuums and the self-evaluation by Stage 3 students against the continuums, clear and concise learning intentions, NAPLAN data and student reports. There were a number of processes in place however, their effective use has been limited and has not been sustained.

There has been a strong response by parents to attend semester interviews and to discuss PLP's for Aboriginal students. Assessment of individual learning needs has been a feature of the element Student Performance Measures. Data walls are found in K-2 classrooms and consistent 5-weekly testing in spelling and reading are undertaken by all staff. Teachers analyse the data and make referrals where they identify variations that defy explanation. NAPLAN data is evaluated and targets are set for all teachers to focus on in their teaching and learning programs.

The results of this process indicated that in the School Excellence Framework domain of Teaching that there is a mix of assessments at the Delivering or at the Sustaining and Growing levels.

The element of Effective Classroom Practices is substantiated through a range of programs and practices including PBL, L3, the introduction of Quality Teaching Rounds and Choose Maths. The PBL focus has been on a consistent approach across the school and in creating a culture of respect which includes respect for others to learn in the best climate possible. Sound teaching practices supported by PBL have seen teachers able to focus their attention on providing engaging learning opportunities for students.

The main focus in the element of Data Skills and Use has been on student performance measures including the 5-weekly testing in spelling and reading, PLAN and NAPLAN data. The school has been involved in the Tell Them From Me surveys since 2014 however, there has been insufficient extrapolation of the survey results and trends, as well as feedback to survey respondents. A strong and supportive collegiality exists amongst the teaching and support staff which is evident in each of the Stages. Class teachers have included a shared Stage goal in their PDP's and teachers collaborate with shared units of work and in setting and refining scope and sequences of units. Staff are sensitive to the needs of others and flexible in enabling the many extra-curricula activities to operate. There are many professional learning experiences available to both teaching and support staff in the school.

A positive culture of continuous learning exists and staff pursue both online and face-to-face training. Four teachers have committed themselves to the Quality Teaching Rounds project being conducted within the Singleton Learning Community. Professional development has also been made available to staff not directly involved in the Language Development Program, Quality Teaching Rounds and Personalised Learning and Support. The school has a blend of teachers of varying experience. Four teachers have attained accreditation at the Proficient level as members of the NSW Institute of Teachers with a further seven teachers to be accredited by the end of 2017. All teachers have prepared PDP's with goals aligned to the AITSL Teaching Standards and have identified areas for professional learning. The professional Learning is also aligned to the School Plan.

The results of this process indicated that in the School Excellence Framework domain of Leading, the school is self-assessed as being at the Delivery level in three elements and at the Sustaining and Growing level in one element.

The priority in the area of Leadership has been on supporting professional learning in evidence-based programs to improve teacher practice and student learning outcomes. This has included assigning funding to meet the training needs and program costs in Quality Teaching Rounds, the Language Development Partnership and PBL. The school has thorough and rigorous processes and practices in place in the element of School Planning, Implementation and Reporting. Funding is closely aligned to the three strategic directions of the School Plan and regular, 5-weekly monitoring of the milestones ensures that the school is staying on-track and/or amending the milestones.

There is involvement by all staff in the School Excellence Framework Self-Assessment which gives staff a stake in the school's directions and progress. Forward planning ensures that routine and regular events and activities are catered for in a timely manner and the school community is provided with a variety of communications. School Resources are efficiently managed to provide a range of programs to support and further students learning outcomes. A comprehensive budget is in place and the school management team is responsible for monthly financial monitoring and reallocation of

funds where surpluses exist. School facilities are well maintained and provide a safe environment that supports learning.

The school leadership team has established roles and responsibilities and has created clear lines of communication. Weekly Communication Meetings are attended by all staff, teachers and SAS staff, and provide an open forum for input as well as ensuring all staff members are kept abreast of all matters. Administrative practices and processes effectively support school operations and administrative staff are supported in developing skills to improve administrative systems. School priorities are clearly communicated and processes are in place to ensure their smooth operation.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching

Purpose

To deliver quality teaching practices through a highly effective curriculum focused on an innovative, collaborative and consistent approach towards 21st Century teaching and learning.

Overall summary of progress

Data shows growth based on improved assessment practices. Professional Learning undertaken in implementing the Geography syllabus and a Scope and Sequence of units has been developed and integrated with the History Scope and Sequence of units for implementation in 2017. Supervisors have met and discussed the data collected at 5 weekly intervals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| <ul style="list-style-type: none">An increase in the percentage of students reaching Normed Reading Standards from 75% 2014 to 80% 2017. | 5-weekly data collection of reading levels is showing sustained growth with >75% of students reaching normed reading standards | \$59 813 Low level adjustment for disability \$7000 School funds \$9353 Aboriginal background funding \$4700 Per capita funds |
| <ul style="list-style-type: none">Sustained high levels of student growth demonstrated by Literacy and Numeracy continuums from >80 %in 2014 to >85% by 2017. | More than 80% of students are achieving at or above average growth as reflected by teachers and students plotting achievement against the markers of the Literacy and Numeracy Continuums. | \$20 885 Low level adjustment for disability \$4071 QTSS funds \$6727 Literacy/Numeracy funds \$10 480 School PL funds |

Next Steps

- Inclusion in the Early Action for Success program with a Deputy Principal, Instructional Leader, employed to focus professional learning and classroom mentoring for K–2 staff on quality practices to improve literacy and numeracy achievement
- Professional learning for all staff in CESE researched–based practices and further explore "What Works Best" with a focus on Explicit Teaching, Collaboration and Effective Feedback.
- Deeper analysis of NAPLAN results including continued tracking and explicit teaching for identified students to increase the percentage of students in the top two bands through continued involvement in the Bump It Up initiative

Strategic Direction 2

Quality Engagement and Learning

Purpose

To actively engage all students with a differentiated and challenging curriculum, focusing on developing individual strengths, a love of learning and the capacity to achieve, through an inclusive environment that builds students' social, emotional and intellectual competencies, both within and beyond the school.

Overall summary of progress

Students achieving established learning goals. Class teachers confirm the Learning and Support Teacher is providing strong support for students. iPads and laptops purchased and regularly used in classrooms to differentiate learning activities for students. Transition programs (pre-K and Year 6–7) have met the needs of students identified as needing additional supports. Access requests developed for identified students. Review meetings conducted with parents of students receiving interventions through LaST program and funding support.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| <ul style="list-style-type: none">All teachers utilising learning technologies to maximise 21st Century learning opportunities for students, with >80% of users confident in the use of ICT to track and monitor self-growth. | Mobile banks of laptop computers and iPads have been purchased and utilised regularly across K–6 classes. A plan has been developed and 2017 funds budgeted to re-furnish the Library as a 21st century collaborative learning space. | \$90 594 Low Socio-economic funding \$86 380 Integration Funding Support \$18 232 Low level funding for disability |
| <ul style="list-style-type: none">Students demonstrate resilience and positive behaviour techniques in the classroom and the playground with a 25% decrease in the number of minor incidents recorded in Sentral and a 50% decrease in the number of major or serious incidents recorded in Sentral. | An Assistant Principal for PBL was funded to 're-boot' PBL. Signage has been purchased and installed. Explicit PBL lessons have been taught as part of the school's curriculum. Suspension rates were dramatically reduced in 2017 in line with a 30% decrease in minor incidents as recorded in Sentral. | \$126 000 Low socio-economic funding \$11 305 Aboriginal background funding |

Next Steps

- Outsource a Mindfulness program for all classes K–6
- Staff professional learning in the use of Microsoft 365 for the collaboration and dissemination of teacher resource material and memoranda
- Staff professional learning and implementation of real-life problem-solving tasks
- Build on the number and frequency of explicit PBL lessons across the range of school settings
- Establish the Library as a collaborative learning space, fitted with a variety of furniture designed to enable students to collaborate on authentic problem-solving tasks

Strategic Direction 3

Quality Community Partnerships

Purpose

To grow effective strategic partnerships with families and the wider community, which promotes a safe, positive and productive learning environment through inclusive school processes and practices.

Overall summary of progress

The External Validation was successfully completed and the panel affirmed the school's judgement on 13 of the 14 elements. Future directions have been identified. Annual milestones have been evaluated and PDPs have been self-assessed by teachers. Planning and budgeting for 2017 completed.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| <ul style="list-style-type: none">All teachers(100%) have Performance Development Plans prepared in consultation with supervisors that are aligned to the goals within the school plan; focusing on quality teaching practices, collaborative planning and programming. | All teachers (100%) have completed Performance Development Plans (PDPs) and reviewed their goals in consultation with their supervisors. The PDPs have been aligned to the school goals and AITSL standards. Lesson observations have been completed with colleagues and supervisors. | \$7568 School PL funds \$2390 Norta Norta funds |
| <ul style="list-style-type: none">Sustain high levels (> 85%) of positive student, staff and parent/carer satisfaction levels with school learning culture and environment. | 61% of families attended parent/teacher interviews to discuss Semester 1 progress reports. Tell Them From Me (TTFM) surveys indicated above the norm satisfaction levels in 5 of 7 aspects for parents. Students continue to have a strong sense of belonging, high values and positive behaviour as shown by TTFM surveys | \$20 000 Chaplaincy Funds |

Next Steps

All teachers to set new goals for 2017 and undertake a mid-year and end-of-year review in consultation with their supervisor.

Professional learning and training of staff in the introduction of PDPs for SASS staff.

Quality Teaching Rounds to be utilised as a tool for lesson observations as well as colleague/supervisor observations.

Continue to analyse trend data that emerges through TTFM survey results and investigate and explore options to improve the opportunities for students and parents to engage in the school.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| Aboriginal background loading | Girls completed Little SistaSpeak challenge. Aboriginal student attendance continues to be above average. Some PLPs have been evaluated and reviewed with parents and students. SENTRAL attendance data. Test benchmarks for reading and spelling show >75% of students achieved normed Reading standards | \$20 658 Strategic Direction 1 \$9353 Strategic Direction 2 \$11 305 Norta Norta \$2390 • (\$0.00) |
| Low level adjustment for disability | Teachers and students using data – data walls in classrooms. Students accessing Mathletics | \$ 98 930 Strategic Direction 1 \$80 698 Strategic Direction 2 \$18 232 • (\$0.00) |
| Quality Teaching, Successful Students (QTSS) | Staff have achieved most goals, identified which goals to carry forward and have begun to think about new goals to achieve in 2017. | \$4071 |
| Socio–economic background | TTFM surveys reveal shifts in student attitudes to school and engagement. PBL signage displayed through out school and PBL practices implemented K–6 | \$216 594 Strategic Direction 2 \$216 594 (Includes 1.0 FTE Executive Release) • (\$0.00) |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 103 | 112 | 104 | 91 |
| Girls | 88 | 99 | 95 | 102 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 92.9 | 94.6 | 94.3 | 91.3 |
| 1 | 94.2 | 93.7 | 91.3 | 93.9 |
| 2 | 92.1 | 93.6 | 91.7 | 93.3 |
| 3 | 91.8 | 93.7 | 91.3 | 93.8 |
| 4 | 92.7 | 92.3 | 93.1 | 94.3 |
| 5 | 93.5 | 94 | 87.1 | 94.5 |
| 6 | 93.3 | 92.4 | 90.8 | 88.9 |
| All Years | 92.9 | 93.6 | 91.4 | 92.9 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 2 |
| Classroom Teacher(s) | 6.64 |
| Teacher of Reading Recovery | 0.5 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.4 |
| School Administration & Support Staff | 1.92 |
| Other Positions | 0.37 |

Workforce information

*Full Time Equivalent

Greta Public School has no Aboriginal teachers and a 0.2 FTE Aboriginal SLSO employed. The school enjoys a strong relationship with the Maitland Aboriginal Education Consultative Group.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 15 |

Professional learning and teacher accreditation

Greta Public School has two teachers working towards accreditation at the proficient level.

An Early Stage 1 teacher was engaged in On-going Professional Learning in L3 and a Stage 1 teacher undertook initial training in L3.

Significant professional learning was completed by staff with a focus on Writing, Literacy and Numeracy.

All staff were engaged in the Choose Maths initiative with a focus on Working Mathematically.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 212 392.16 |
| Global funds | 156 493.25 |
| Tied funds | 390 254.18 |
| School & community sources | 64 968.21 |
| Interest | 5 770.98 |
| Trust receipts | 21 121.89 |
| Canteen | 0.00 |
| Total income | 851 000.67 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 27 519.80 |
| Excursions | 25 469.49 |
| Extracurricular dissections | 13 958.86 |
| Library | 2 678.25 |
| Training & development | 6 161.57 |
| Tied funds | 332 159.82 |
| Short term relief | 55 411.01 |
| Administration & office | 53 882.65 |
| School-operated canteen | 0.00 |
| Utilities | 27 133.41 |
| Maintenance | 26 108.34 |
| Trust accounts | 29 286.58 |
| Capital programs | 0.00 |
| Total expenditure | 599 769.78 |
| Balance carried forward | 251 230.89 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2016, in accordance with the *Premier's Priorities: Improving education results*, schools are required to report on their students performance for the top two NAPLAN Bands in reading and numeracy.

In 2016, 33% of Year 3 students were in the top two NAPLAN bands in Reading and 30% of students were in the top two NAPLAN bands in Numeracy.

In 2016, 17% of Year 5 students were in the top two NAPLAN bands in Reading and 10% of students were in the top two NAPLAN bands in Numeracy

The aggregated results over 2015–2016 for Years 3 and 5 in reading and numeracy in the Top Two NAPLAN bands was 27%.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016, the school sought the opinions of students and parents through the Tell Them from Me (TTfM) surveys and their responses are presented below:

- The majority of students have a positive sense of belonging, demonstrate positive behaviour at school, value schooling outcomes and try hard to succeed in their learning.
- Students interest and motivation in learning declines significantly between Years 4 and 6 and, in general, students lack confidence in the skills and find classes challenging.
- Parents at Greta Public School feel more favourably about the school in 5 of the 7 aspects surveyed by the NSW CESE Project – these include Parents Feel Welcome, Parents are Informed, Parents Support Learning at Home, the School Supports Learning and Greta PS is an

Policy requirements

Aboriginal education

Greta Public School received Aboriginal background funding in 2016. Our plan included:

- regular attendance and involvement at the Maitland AECG
- supporting Aboriginal students and families in setting goals through Personalised Learning Plans (PLPs)
- providing a week of cultural immersion through activities to recognise National Aboriginal and Torres Strait Islander Day of Celebration
- training a further two staff in Connecting to Country to develop cultural sensitivity
- training a staff member in Bro Speak and conducting both Bro Speak and Little Sista speak for Year 4–6 Aboriginal students and a 'buddy'
- targeted support for Aboriginal students identified as being at-risk in literacy and numeracy.

In Term 1 staff were supported to meet with students and parents to develop PLPs. Norta Norta funding was aggregated with Aboriginal background funding to work towards achieving the goals set in PLPs.

NAIDOC Week was a success with 'The Learning Circle' from Hunter TAFE conducting bush tucker workshops for all students, an art competition being held and Traditional Aboriginal games being played throughout the week. These events and activities raised cultural awareness amongst the students.

Two teachers participated in Connecting to Country and another teacher trained in Bro Speak. Bro Speak was delayed to enable respectful relationships to be established with Aboriginal elders. The Little Sista Speak challenge was successfully conducted with 14 girls.

Aboriginal students' attendance remained more than 1% above average throughout the year and engagement by Aboriginal students was positive.

Multicultural and anti-racism education

All students participated in Harmony Day activities to recognise the diversity of cultural backgrounds at Greta Public School.

All students participated in Djembe drumming which raised awareness of African culture. A special performance day was held to showcase the drumming.

Teachers embed culturally inclusive classroom and school practices in their teaching and learning programs to foster students' understandings of culture, cultural diversity, racism within a democratic, multicultural society.