

Greenwich Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Greenwich Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

To provide dynamic learning experiences which ensure all students become successful citizens of the future

Our dynamic learning experiences are focussed on Future Focussed fluencies and provide opportunities for students to develop problem solving skills, creativity, critical thinking, teamwork and literacy and numeracy skills. We will maximise learning in our school with the aim being for students to 'achieve at least a year's worth of learning from every year's teaching'.

We will inspire all students to be lifelong learners with a thirst for knowledge. We encourage risk-takers and resilient learners who are self-directed and reflective. Students will find joy in their learning and feel empowered to achieve. Challenges will be seen as opportunities and students will strive to reach their full potential academically, creatively, physically and socially.

Teachers, leaders and parents will all take responsibility to nurture, guide, inspire and challenge students to build their skills so they can become successful citizens of the future. Our students will be adaptable, technological, ethical and empathetic global citizens equipped to make valuable contributions in the future.

Student learning is underpinned by high quality teaching and leadership (School Excellence Framework 2017). As such, we are committed to the pursuit of professional growth so that we can continue to provide high quality educational opportunities for each and every child.

Respect, Responsibility and Success are our values which are embedded in all student well-being initiatives.

School context

Greenwich PS is located in a bushland setting in Sydney's Lower North Shore. It was established in 1876 and consists of two campuses situated 1.5km apart. Our Kindergarten campus includes a heritage building, a 'before and after school care' centre (GOOSH) and an attractive playground with engaging play equipment. Our Stage 1, 2 & 3 Campus (Years 1-6) campus offers a science room, a bush learning environment and a modern school hall.

Quality, innovative and enthusiastic teachers provide challenging learning programs for all students with a strong focus on literacy and numeracy. Our 2019 enrolment is 494 students, drawn from a high socio-economic population base. Both campuses are currently receiving state of the art buildings to cater for the growing demands of the area. In 2020 we will be opening new classroom spaces on both Greenwich and Kingslangley Road Campuses.

With positive partnerships between staff, students, parents and the community, our school is well regarded in the local area. High levels of community participation and strong local business links allow us to provide an enviable level of support for our students. Our parent community is well educated, supportive and values quality, inclusive education practices. High expectations of staff and parents underpin planning.

21st century information technology includes interactive whiteboards in all classrooms, two computer hubs, classroom computers and access to wireless mobile technology, including iPads and netbooks.

The research based PBEL (Positive Behaviour Engaging Learning) program is continuing to be successfully implemented. K- 6 students interact through the Peer Support/ Buddy Group program.

Extra-curricular activities include bands, choirs, strings, recorder, guitar, dance, sport, clubs and environmental groups.

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 school plan and annual report.

Our self-assessment process will assist the school to refine our school 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 | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | 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

Connecting quality learning for all students in a challenging, engaging and inclusive curriculum.

Purpose

To ensure students at Greenwich PS are confident, reflective, compassionate and resilient life-long learners and global citizens.

We will enhance personalised learning experiences that allow students to develop their ability to think critically, creatively and ethically to achieve high levels of success.

Our students will be nurtured to become literate, numerate, collaborative and effective users of technology, whilst being socially, environmentally and culturally aware.

Improvement Measures

- 25% increase in students performing in the top two bands in Year 5 Language Conventions, Reading, Writing and Numeracy.
- 80% of Year 5 students demonstrate progress in Literacy and Numeracy, evidenced through school based assessments and the Literacy and Numeracy Continuums/Learning Progressions.
- STEAM principals to be embedded in 100% of all classrooms.

Professional Learning in the targeted areas of Literacy and Numeracy will ensure the meeting of targets.

Analysis of NAPLAN and teacher assessments will be used as a basis for the completion of a whole school assessment process. PL will be conducted and school leaders will support their stage following which further analysis will be undertaken to assess improvement.

Overall summary of progress

Progress towards achieving the measures has been positive. Emphasis in 2019 has been on the capacity to work collaboratively and within a co-teaching framework. Professional Learning has supported the delivery of differentiated pedagogy in both Literacy and Numeracy.

By utilising an Assistant Principal position to an off-class platform we have enhanced Project Based Learning Practices at Greenwich Public School. This has enhanced teaching and learning practice and provided support for the Co-Teaching Model. We have provided for staff PL in the area of Future Focussed Learning to support the new building program and the new way of delivering teaching and learning practice in our school.

The PBEL model has been reviewed and practices reinforced. This will necessarily require additional refinement when the building program is completed and new areas of the playground are opened.

Progress towards achieving improvement measures

Process 1:

- Build staff capacity to collaboratively program, creating school-wide systems that foster and support differentiated pedagogy in literacy and numeracy.
- Implement 'Project Based Learning' practices to ensure that teaching and learning at Greenwich PS is innovative, adaptive and transformative.
- Review and refine our PBEL program.
- Develop teacher understandings of Future Focused Learning.
- Develop robust systems of assessment and analysis including the plotting of students achievement against the Literacy and Numeracy Continuums/Learning Progressions.
- Develop a school Wellbeing Framework.

Evaluation

Funds Expended

Progress towards achieving improvement measures

| Evaluation | (Resources) |
|---|---|
| This strategy was successful and provided support to accompany the building program currently being undertaken. Teachers felt confident to embark on new pedagogical practice whilst having support from executive. | Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$85159.00) |

Process 2: A committee will review the PBEL program and implement any necessary changes to ensure smooth delivery of teaching experiences.

| Evaluation | Funds Expended (Resources) |
|--|---|
| The committee formed and collected data which informed discussions about processes that are utilised within the school. Areas of play and decisions around rules were discussed and debated and appropriate changes made to the current school plan. It was agreed that this would need additional review once the new playground was operational. | School based resourcing no funding required Funding Sources: <ul style="list-style-type: none"> (\$0.00) |

Process 3: Stage leaders will guide staff through the modules of co-teaching and collaborative learning. Additional PL will be utilised once the new buildings are close to or occupied.

| Evaluation | Funds Expended (Resources) |
|--|--|
| The journey towards understanding what constitutes Future Focussed Learning has been varied. Staff have embraced the concept to varying degrees thereby achieving a range of outcomes. The school used QTSS funds to release an Assistant Principal to be the leader of the learning around Future Focussed Learning. This allowed staff to utilise expertise, and mentor throughout the lead up to and roll-out of a co-teaching model. This practice was successful and needed to be expanded. | Professional Learning Funds \$27,825.00 Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$16368.00) |

Strategic Direction 2

Excellence in teaching, leadership and management through collaborative practices.

Purpose

To enable staff to be active, fearless and collaborative learning facilitators through improved collegial practices.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability to inspire learning.

Our staff will learn from each other, provide feedback on performance and follow accreditation procedures, leading to increased development of staff and leadership capability, management practices and succession planning.

Improvement Measures

100% of staff members have effective Performance and Development Plans identifying goals and review processes for further development.

Streamline our reporting procedures to be in line with the Numeracy/Literacy Continuums/Learning Progressions.

All staff complete their accreditation requirements as per their schedule.

Overall summary of progress

The school is organised into stage-based learning teams. Each team has an Assistant Principal who is both a leader and a mentor. This has allowed staff to have a point of contact who is working alongside them and supports them with their pedagogical practice. The teaching staff have adapted well to this model of working. The model is supported by creating additional executive release time to enable a community of practice to develop. All staff are aware of the accreditation process and fulfil their accreditation requirements as per their schedule.

Progress towards achieving improvement measures

Process 1:

- Implement improved performance management processes for staff that align with professional standards and the school plan.
- Develop individual professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.
- Teachers participate in Learning Progressions PL and show evidence of use in their practices with all students plotted.
- STEAM principles to be embedded across all KLAs and classrooms.
- Teacher mentoring to be expanded to embrace Quality Teaching Rounds as part of standard practice.
- Refine financial management approaches to maintain standards in staffing, student offerings, facilities and resources.

| Evaluation | Funds Expended (Resources) |
|---|---|
| The Stage Based structure has enhanced the teaching and Learning outcomes throughout the school and resulted in a collaborative working environment. Staff enthusiastically embraced Quality Teaching Rounds which has enriched the learning opportunities for all. | Funding Sources: <ul style="list-style-type: none">• Support for beginning teachers (\$0.00) |

Next Steps

The next steps for our school are to develop the concept of teacher collaboration and move into a co-teaching model. This will allow the full embedding of STEAM principles across all KLAs and the use of progressions to guide and support

pedagogy.

Strategic Direction 3

Establish an inclusive approach to future focussed learning principles.

Purpose

To build authentic partnerships with local and global communities to achieve the school's vision and values so that all stakeholders become respectful, responsible and successful learners.

Our sustained partnerships will ensure the development of a positive learning culture with students becoming successful global citizens of the future.

Improvement Measures

- Flexible, well structured learning spaces are established to cater for and encourage future focussed learning skills and practices.
- 100% of staff to undertake Professional Learning with Future Focussed Learning/ STEAM education and practices.
- 100% of staff implement STEAM? Future Focussed Learning practices in classrooms.

Overall summary of progress

Greenwich Public School has authentic partnerships with local and global communities. We enjoy very strong relationships with the wider community and actively participate in a wide range of events and discussions with a variety of events and groups. Our emphasis on being responsible global citizens was emphasised by our student planned and led support of the farming community during times of drought, bushfire and by supporting environmental causes through our Student Representative Council.

Progress towards achieving improvement measures

- Process 1:**
- Staff and identified experts share current practices and innovations with the community via P&C meetings, school website and parent forums.
 - Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.
 - Appropriate Information and Communication Technology (ICT) will be provided to enhance connections with local and global partners

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Greenwich Public School is committed to providing opportunities for students to be active global citizens. | |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 351.00) | <p>Students participate in lessons and activities through their studies in Aboriginal Heritage and Perspective. We participate in Field of Mars Environmental Centre where they learn about the natural environment and how it was used by Aboriginal people and about the production and use of tools to hunt and collect food. Students learn about The Dreamtime stories and re-enact them at the Lane Cove Annual Day of Recognition.</p> <p>Our school celebrates NAIDOC Week at an assembly and through Peer Support activities.</p> |
| Low level adjustment for disability | <p>Our school uses our funding to resource additional teachers and School Learning and Support Officers to provide individualised support for students.</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$25 122.00) | <p>Our Learning and Support Program is highly successful in providing school wide support for the whole range of students who require additional support.</p> |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$85 159.00) | <p>The use of this money to support all teachers with their pedagogical delivery has been highly successful. The position has been held by an Assistant principal who provided support to all staff in the delivery of programs to support collaborative and co-teaching models. The result was that all teachers were prepared to launch co-teaching models in 2020.</p> |
| Support for beginning teachers | Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$16 368.00) | <p>Support was provided for beginning teachers to have a mentor and to observe classroom settings across the school.</p> |
| | <p>Professional Learning budget and Beginning Teacher budget</p> Funding Sources: <ul style="list-style-type: none"> Professional Learning (\$27 825.00) | <p>The strategy to release an executive member to mentor and drive the initiative was highly successful. All staff completed online training in Co-teaching and Collaborative Work Practices. This training was delivered by the SLEC Unit and Executive Staff followed the training by developing a plan of implementation. Executive staff also completed a course on collaboration with Professor Louise Stoll. This resulted in them supporting their staff through the complexity of a build and occupation of new facilities accompanied by new pedagogical expectations.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 232 | 220 | 236 | 239 |
| Girls | 263 | 263 | 254 | 248 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96.5 | 96.1 | 96.6 | 96.2 |
| 1 | 96.3 | 97.2 | 96 | 96.1 |
| 2 | 96.8 | 96.8 | 95.3 | 95.9 |
| 3 | 96 | 97.7 | 95.5 | 95.8 |
| 4 | 95.9 | 96.3 | 96.6 | 96.1 |
| 5 | 96.4 | 97 | 94.9 | 97.7 |
| 6 | 95.9 | 95.9 | 94.6 | 95.6 |
| All Years | 96.3 | 96.7 | 95.7 | 96.1 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

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) | 5 |
| Classroom Teacher(s) | 20.73 |
| Teacher of Reading Recovery | 0.4 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 1 |
| School Counsellor | 0.6 |
| School Administration and Support Staff | 6.98 |

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

All staff members at Greenwich Public School actively participate and engage in a variety of professional learning activities which are aligned to the school plan. Mandatory Training is undertaken to meet all requirements of the DoE. Teachers and support staff attend weekly professional learning sessions which run for one hour.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 454,112 |
| Revenue | 5,230,144 |
| Appropriation | 4,648,823 |
| Sale of Goods and Services | 15,450 |
| Grants and contributions | 560,439 |
| Investment income | 4,633 |
| Other revenue | 800 |
| Expenses | -4,824,257 |
| Employee related | -4,336,369 |
| Operating expenses | -487,888 |
| Surplus / deficit for the year | 405,887 |

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.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 655,031 |
| Equity Total | 151,517 |
| Equity - Aboriginal | 4,173 |
| Equity - Socio-economic | 2,729 |
| Equity - Language | 63,307 |
| Equity - Disability | 81,308 |
| Base Total | 3,347,605 |
| Base - Per Capita | 114,973 |
| Base - Location | 0 |
| Base - Other | 3,232,632 |
| Other Total | 339,901 |
| Grand Total | 4,494,054 |

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.

Greenwich Public School use Departmentally recommended financial processes and governance structures to meet audit financial policy requirements.

The School Plan has committed to spend on programs which include the community building of a playground, new notebooks for Stage 3, Smartboard replacements and the payment of salaries for Support Teacher Learning Assistance full time, School Learning Support Officers full time and an additional grounds person part time.

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

In Year 3 Reading, 80% of students performed at proficiency or above (38% Band 5, 19% Band 6, 6% Band 7, 5% Band 8). There was growth of 1% in the top band from 2018. 68% achieved proficiency (27% Band 6, 41% Band 5) No students achieved at or below the minimum standard. GPS average scores have dropped below SSSG average scores slightly in 2019. In Year 3 Spelling, 71% of students are at proficiency or above (24% Band 5, 27% Band 6, 16% Band 7, 2% Band 8) with no student at a minimum standard or below. There was a drop of students at the high achieving end from 56% (2018) to 45% (2019). In Year 3 Grammar and Punctuation, 77% of students achieved at or above proficiency (22% Band 5, 17% Band 6, 22% Band 7, 11% Band 8, 3% Band 9, 2% Band 10). No students achieved below minimum standard. Year 3 Writing saw 71% of students achieve at or above proficiency (38% Band 5, 33% Band 6). No students achieved below minimum standard.

Year 5 results saw a general trend upwards in Grammar and Punctuation. Greenwich Public School sits above SSSG and in opposition to the state trend. 67% of students are at proficient level or above (20% Band 7, 20% Band 8, 20% Band 9, 7% Band 10). This represents an increase from 2018. The lower end remains stable and 4% of students are at a minimum level. In Year 5 Reading, we have a similar trend to SSSG. 61% of students are at proficiency or above (22% Band 7, 28% Band 8, 7% Band 9, 4% Band 10). 2% of students are in the minimum band. The trend in Spelling is upwards sitting above the SSSG.. 78% of students are at proficient level or above (46% Band 7, 28% Band 8, 4% Band 9). This has been a lift in the number of top–band students with this number increasing from 25% in 2018, to 32% in 2019. No student is at minimum standard. In Year 5 Writing there was a slight trend downward, in line with the trend of SSSG and the State, however, GPS remains above SSSG. In Year 5 Spelling 78% of students have achieved proficiency or above (46% Band 7, 28% Band 8, 4% Band 9). No students were at minimum or below standard.

Numeracy

Year 3 Numeracy results demonstrated 74% of students achieving proficiency or above (33% Band 5, 17% Band 6, 19% Band 7, 5% Band 8). No students were at minimum or below standard. GPS results indicate a sharp score increase since 2018 that sits well above SSSG.

Year 5 Numeracy results demonstrated 59% of students achieving proficiency or above (33% Band 7, 13% Band 8, 11% Band 9, 2% Band 10). No students were in the bottom band. Whilst the top two bands have dropped in percentage slightly, that difference in students is now reflected in those achieving in Band 10. There was an identifiable lift of students in the lower bands with no students achieving at or below minimum standard. Overall Year 5 Numeracy results demonstrated an increase in trend, contrasting to that of the SSSG.

Parent/caregiver, student, teacher satisfaction

Achievements in Sport

Premiers Sporting Challenge

Students in Years K–6 took part in the Premier's Sporting Challenge. Students were encouraged to engage with sport and physical activity on a regular basis. The students' demonstrated an exceptional level of enthusiasm and success in meeting the requirements of the challenge, making healthy lifestyle choices and engaging with a wider range of physical activities. This program also funded the acquisition of extra sports equipment for Greenwich Public School.

Congratulations to all students who participated in the 2019 Premiers Sporting Challenge and to the school's House and Vice–Captains for their leadership as PSC Leaders.

Sports Carnivals

Our sports carnivals were once again a wonderful success this year. The swimming carnival was held at the Drummoyne Centre for students in Years 3–6. A number of swimmers qualified to swim at the Sydney North Area Carnival as part of the North Shore team. The Cross Country carnival was held for students in Years K–6 at Artarmon Reserve. The K–6 Athletics Carnival was held at the Rotary Athletics Field, Lane Cove over two days. On the track events day, K–1 students participated in novelty events and age running races whilst Years 2–6 participated in track events. On the field events day, students in Years 3–6 participated in high jump, long jump and shot put events. Students demonstrated an exceptional level of skill, speed and sportsmanship. Many of our students went on to represent Greenwich at zone, area and state levels. The students' efforts in all carnivals was outstanding and they should be extremely proud of their achievements throughout the year.

Swimming

Junior Girls Champion: Sasha A

Junior Boys Champion: Toby C/Roi C

Senior Girls Champion: Lola J

Senior Boys Champion: Lachlan W

Cross Country

Junior Girls Champion: Lila M

Junior Boys Champion: Matteo S

Senior Girls Champion: Lola J

Senior Boys Champion: Darcy F

Athletics

Junior Girls Champion: Lila M/Erin C

Junior Boys Champion: Matteo S

Senior Girls Champion: Lola J

Senior Boys Champion: Darcy F

Champion House: Goolagong

Jack McMahon Sport Award 4–6: Zane L

Premier's Sporting Challenge Medallion Winners: George W and Aidan S

PSSA and Sport

Students in Years 3–6 participated in PSSA AFL, Soccer and Netball. Students who did not participate in PSSA undertook 'Learn to Swim' lessons, tennis lessons or school based sport skills activities including individual and team

games. In 2019, Greenwich Public School had a number of senior students trial for a range of Sydney North Representative teams in the areas of AFL, Soccer, Golf, Basketball, Netball and Rugby Union. We had one student gain a position on the Sydney North team for Golf, competing at State Carnivals.

Years K–6 Physical Education (PE)

During the year, students in Years K–6 participated in skill-based lessons to improve their ability in the areas of gymnastics, dance and fitness. Class PE lessons focused on developing student understandings of gross motor, ball skills, modified games and athletics skills. Class PE lessons and programs also focused on fostering the skills and attitudes necessary to belief-long participants in a variety of physical activities beyond the school setting. All students across Years K–6 participate in the 'SportsPro' Gymnastics program where they developed their ability to perform a range of gymnastics-related movements and skills.

Commonwealth Day

Our Year 5 students formed the welcome guard of honour for the Commonwealth Day lunch at NSW Parliament House on Monday 9 March 2019. All countries of the Commonwealth of Nations were represented by ambassadors and dignitaries. Students had researched their allocated country, and its flag and some engaged in conversations about their designated country with dignitaries.

Student Leadership

The 2019 Student Leadership Team had a very productive year, attending the Halogen Young Leaders' Day and Ryde Leadership Camp. These six students also lead 1–6 and Special whole-school assemblies, introduced lunchtime sporting activities for students, set up a second-hand uniform stall and ran a fundraiser for 'Youth off the Streets.'

The 2019 Student Leadership Team were:

School Captains: Darcy F and Alex B

School Vice Captains: Angus M and Isaac W

Delia J and Margeaux T

Achievements in The Arts

Choirs

In 2019 our school once again had three choirs. The Kindergarten Choir comprised over 30 Kindergarten students and were led by Ms Angie Kiehne and Mrs Kim Melloy. They performed with great success at various assemblies and special events and both Semester One and Semester Two K–6 Performing Arts Concerts. The Junior Choir was our largest choir with over 70 students from Years 1–4. They were conducted by Ms Amelia Rutherford, assisted by Miss Jemima Morse. This choir learnt and sang many popular Top 40 songs and performed at various special events and both Semester One and Semester Two K–6 Performing Arts Concerts. Our Senior Choir is our school's representative choir and comprises auditioned students from Years 5–6. They were conducted by Ms Amelia Rutherford, assisted by Ms Jenni Bittar. This choir performed at the Sydney Opera House in August as part of a mass combined choir for the Arts Alive Choral Concert Series. Members of the Senior Choir also auditioned for the 2019 Schools Spectacular to sing as part of the combined Spec choir comprising nearly 3000 students across NSW from years 4–12. Our choir was successful at audition and after various rehearsal through Term 4, performed as part of the Schools Spectacular Arena Choir at QUDOS Bank Arena, Sydney Olympic Park. In Term 4, a Parent Choir was also started, open to interested parents and carers across K–6. This choir was conducted by Ms Amelia Rutherford. They rehearsed weekly at school and at home a range of repertoire that included hits such as 'Bohemian Rhapsody' and cultural classics such as 'Ukuthula.' The Parent Choir performed at Artarmon Home HQ, the Coal Loader and at the school's Semester 2 Performing Arts Concert.

Greenwich Band Programme 2019

Greenwich band continued in 2019 and was a great year. Ray Cassar continued in his role as the Concert band Director and Anthony Grimm was appointed as the new Training band Director. Both Directors working with Parent helpers (6 parents) in the band Committee made 2019 a fun and great musical learning experience for all the students. The Band Captain elected was Caitlyn Weston.

The first event for the year was Band intensive on Sunday, 19th May 2019 making the theme for the day "Rock and Roll". We made it a all day event from 10.30 to 3.45pm with the performance concert for family and friends at 3.45 to 4.15pm.

During the day students from both the Training and Concert Bands had the opportunity to spend time with their

instrument section, learning from a specialised tutor. This gave all the students a better understanding and confidence in playing their instrument within a band setting. We also had prizes for the best dressed and a pizza lunch for the day.

At 3.45pm the Training Band performed a full music piece for the first time to parents. The Concert Band also performed two new piece. The wonderful performances by both bands were enjoyed by all.

On Friday, 31 May both the Training and Concert Bands, together with the Strings Group, attended a Sydney Symphony Orchestra schools performance at the Seymour Centre whose theme "Elements of Elephants" concert. The students were introduced to many of the instruments within the orchestra and enjoyed a wonderful performance.

On 4th June the Police band was organised to do a morning workshop with the Concert band at the school. The concert band students sat within the police band orchestra to play with them their piece of music and the students were given expert tutoring by the police band members. After lunch the whole school gathered into the hall to watch a wonderful performance by the Police band.

In addition both bands participated in the Greenwich Performing Arts Concerts (Term 1 & 4) and in the 2019 North Shore Band festival on 7th & 8th September 2019 where both bands gave an outstanding performance before their peers, parents and the boarder community.

Unfortunately, at the end of Term 3 – Ray Cassar handed in his resignation due to extra commitment in his personal life he was unable to come back as Director in 2020. He was happy to continue with the Concert band weekly rehearsals until the end of the year and help us find a replacement for him next year.

Due the Ray's resignation and Tony Grimm not able to take on the position as Director for both bands. The Parent Committee looked at options to outsource the school band program. The Committee looked at several companies that specialise in managing school band programs. After several interviews the committee decided to hire a company that manage other school bands in the lower North Shore area, Directions in Music (DIM). DIM is run by a husband and wife team that are ex primary school teachers, Phil and Sue Molly.

Auditions for the 2020 Training Band were carried out in Term 4 by Directions in Music whereby they came to the school to speak to all the year 3 students. Following that process, 45 children signed up with them for the 2020 Training Band.

The Concert Band's final performance of the year was at the 2019 Honour Assembly, where they played a challenging piece Bohemian Rhapsody.

In conclusion Direction in Music (DIM) with the help of parent helpers will take over the Greenwich band program in 2020. They will continue to grow both the Training and Concert (Senior) bands and encourage students to meet their music goals.

Greenwich Public School String Annual Report 2019

The String Ensemble had a wonderful year of music making in 2019. Shaun Warden continued as the conductor of the Ensemble and we welcomed a number of new members into the group taking the numbers to 15. The String Committee had three members who worked tirelessly to keep the Ensemble flourishing.

The 2019 String Ensemble Captain was Genevieve Price–Pontifex.

The first performance of the year was at Term 1 Recognition Assembly – a wonderful effort considering it was so early in the year.

On Friday 31st May the String Ensemble and Bands, attended a Sydney Symphony Orchestra schools performance at the Seymour Centre whose theme "Elements of Elephants" concert. The students were introduced to many of the instruments within the orchestra and enjoyed a wonderful performance.

The String Ensemble participated in the Performing Arts Concert at the end of Term 2, performing with outstanding concentration and energy.

On 27th July the String Ensemble had a 2 hour Intensive held at the school in preparation for their upcoming performance at the Ryde Eisteddfod. Shaun worked the ensemble hard with the addition of two more professional music tutors who together assisted the children to become even more familiar with their pieces.

The Ryde Eisteddfod was held on 30th July. Parents helped to transport the children and their instruments to the Ryde Civic Centre. The Ensemble performed to a very high level and were awarded 2nd place for their wonderful performance. The students were able to listen to some of the other ensembles which was also very interesting. Participating in the Eisteddfod was a very positive experience for the Ensemble and they represented GPS outstandingly.

On 30th November the String Ensemble held its annual Soiree where the children were able to perform together as an

ensemble and also as soloists, with a professional piano accompanist. Nearly all the students performed solo pieces and the standard of playing was exceptional. The ensemble performed all their repertoire from the year and they played with focus and musicality. Afterwards students and audience enjoyed a yummy afternoon tea and chat.

The String Ensemble played three pieces at the second semester Performing Arts Concert as well as a uplifting final performance at the Presentation Day Assembly at Hunters Hill High School.

In 2019 the String Ensemble proved that whilst it is relatively small in numbers, the students perform with high levels of musicality and skill which is something to be very proud of.

The Band enlisted Directions of Music to take over the running of their program from 2020, however after much discussion, the String Ensemble will continue as it has done previously.

Greenwich Parents and Citizens Association 2019 Presidents Report

This past year has been an eventful and productive year for the Greenwich P&C, with increased community support for the betterment of our school. We have continued with the *"Just One Thing"* campaign, the commitment many people make to volunteer to make this a better school and many people doing so much more than just one thing; parent helpers in class, on excursions, math and literacy groups, class/year parents coordinators, library, canteen, uniform shop, flexi schools, banking, grounds maintenance, Mother's Day & Father's Day BBQs, cake stalls, band, strings, social media and communications, School Council Representatives and P&C executive and of course our Greenwich legendary "fun" fund raising events.

On the topic of fundraisers including Drinks by the Harbour, various cake stalls, Arts Trail, our School Discos plus the resource fees and building fund contributions. Our fundraising and event organisers have worked tirelessly to raise money to support our school, this work has enabled us to provide for our school which we are truly grateful.

Throughout the year we have been able to provide funding to support key school activities including school and learning resources, particularly technology, part funding of STLA teachers and teachers aids, grounds & building maintenance. This past year the Greenwich P&C Association contributed over \$120,000 in support to our school. These are your fund-raising dollars and P&C fees at work.

We have discussed and debated many subjects and community issues at our meetings such as traffic & safety, alternative transport, sustainability, changes to urban density, canteen offerings, uniforms, school funding, the ongoing building works and how to engage our students during this time of change on both sites.

The building works on both sites has brought a large amount of disruption which the school has admirably tried to manage, the builds are almost complete and will be a wonderful asset to the school and students with the Greenwich Rd site being available for start of Term 1 2020 with a return to K, 1 & 2 classes, this hopefully bringing back the community feel that this site and surrounds has had previously. The Kingslanglely Rd site still has another term to go for the building works then the restoration of the oval will commence, with the long-awaited new playground! The playground is funded by your P&C from previous fundraising drives and contributions prior to the building works being announced.

I would like to thank Principal Vicki McKenzie, our school executive staff, teaching staff, admin staff and to all the wonderful volunteers at Greenwich Public School for their time, effort and contributions.

To our P&C executive and those that come to every meeting, prepare reports and lead discussions I am truly grateful, notable mentions should go to Dominic Patton our P&C secretary who keeps the meetings organised, and running, Jason Anderson and Myles Kennedy for keeping our budgets in order, Danya Webb for her amazing fund raising coordination and commitment. A special mention should also go to Kay Cudworth for her work on canteen, it has not been an easy job with many unexpected hurdles and now a new supplier to feed us in 2020!

James Hall

President

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.

Stage 1 students addressed an Aboriginal perspective through studying their heritage and local history. They identified a significant rock engraving at local Balls Head Reserve. They went to Gibberagong Environmental Centre at Ku-ring-gai National Park where they discussed how the natural environment was utilised by local Aboriginals to produce tools and utensils to hunt and collect food. Students learned about Dreaming stories from Uluru and other parts of Australia.

As part of *Sorry Week* our Kindergarten and Year 1 Student Representative Council members performed a Reader's Theatre rendition of ' *How the Birds Got their Colours*' in the 'Children's Voices for Reconciliation' concert at Lane Cove Plaza. This is a yearly event and involves performances, recitals and speeches from children from preschool to Year 12 within Lane Cove Municipal Council area and celebrates reconciliation and Aboriginal and Torres Strait Islander cultures.

Stage 2 explored the relationship Aboriginal people have with the land and the impact that colonisation has had on them and their environment through the Walking Rocks Tour.

Stage 3 students spent a semester studying the History unit, *The Australian Colonies*. One of the key focus areas in this stage 3 unit is investigating and analysing the nature of convict or colonial presence and aspects of the daily life of inhabitants, including Aboriginal and Torres Strait Islander peoples and how the environment changed. Through studying specifically selected and relevant multimedia and visual literacy texts, students developed their understanding of the relationship of Aboriginal peoples and the land, the lifestyle of Aboriginal and Torres Strait Islander peoples prior to British colonisation and the diverse relationships between Aboriginal people and the British. Students described some of the consequences of British invasion for Aboriginal and Torres Strait Islander peoples. Through discussion, research and role-playing students looked at specific situations and incidents from various viewpoints to develop their empathetic understanding of how the different groups may view the incident/situation differently and how this might affect a history being written about it.

To celebrate NAIDOC Week in an active way, students came together in K-6 Assembly.

Individualised Learning Programs were developed for Aboriginal students. These students successfully achieved many of their learning goals.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

A trained Anti-Racism officer responds to any allegations of racism within our school. The school continues to have a strong focus on values that promote respect for others and celebration of individual differences both in public forums and classroom settings. The Anti-Bullying policy was revised with the School Council, discussed with students and sent home to the community. Our Year 5 students formed the welcome guard of honour for the Commonwealth Day lunch at NSW Parliament House on Monday 11 March 2019. All countries of the Commonwealth of Nations were represented by ambassadors and dignitaries. Students had researched their allocated country, and its flag and some engaged in conversations about their designated country with dignitaries.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Through studies in all Key Learning Areas, our students at Greenwich Public School are encouraged to view the world from a multicultural perspective. 23% of students at our school are from language backgrounds other than English and our programs are designed to incorporate the schools' rich multicultural community. Of these LBOTE students, 18 received extra small group support by a specialist English as an Additional Languages/Dialect Teacher (EALD). Other LBOTE students received support within their regular class groups.

Harmony Day was celebrated to promote inclusiveness and diversity. Students came dressed with a touch of orange. Student participated in activities that were class based on focussed on inclusiveness..