

2020 Annual Report

Greenwich Public School



2076

Introduction

The Annual Report for 2020 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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Message from the principal

2020 brought many amazing changes to Greenwich Public School. Both Greenwich Road and Kingslangley Road opened our incredible learning spaces which provided enhanced learning opportunities for students to continue their excellent learning experiences at our school. Whilst our school operates on separate sites the opportunities offered to students ensures that continuity occurs for all enrolled. Covid brought with it its inevitable complexity which our staff worked tirelessly to provide outstanding opportunities for our students to continue their learning programs. This meant adapting our teaching to an online format. I am very proud of the way our school responded and the goals we achieved.

Throughout 2020, the support received from the community is to be commended. Our community funded playground was completed, which is being used by the students enthusiastically. Our school is now set to provide outstanding opportunities for our students.

Message from the school community

Greenwich Parents and Citizens Association 2020 Presidents Report

2020 has been a uniquely challenging year for the school and community at large. It started with the opening of the fantastic new, state-of-the-art building at Greenwich Rd, which is now a wonderful addition to our school. It was a pleasure to be able to open the building to the wider community to see these new facilities, which will benefit the community for many years to come.

We also awaited the completion of the building work at Kingslangley Rd. As part of that process, we finalised the plans for the new playground which was funded by the P&C and the efforts of the parents in 2015-2016. It was an exciting time but as we know, the Covid-19 global pandemic fundamentally changed our lives.

In what was a hugely difficult time for us all, however, the teaching staff rose to the challenge by developing on-line learning programs in no time at all and radically changed the way they worked. It was an amazing effort and we are truly grateful for their commitment throughout this arduous and stressful period. Through the experiences of homeschooling, many parents have also come to a greater understanding of and appreciation for the challenges of teaching!

Once through the initial lock down period, the Covid restrictions prevented us from holding any social and fundraising activities, the Band and Strings programs continued to be suspended and access to school campuses was severely restricted. Indeed, all P&C meetings were limited to 'on-line only' until December.

However, as we moved into Spring, the Strings and Band programmes restarted, sporting activities resumed and a new and hugely popular social event was launched. The Greenwich Scavenger Hunt was born and Greenwich's competitive spirit was challenged like never before. So successful as it was, a repeat event organised in conjunction with the Greenwich Games committee which was equally fun. Surely a new annual event has found its way into our community's

schedule going forward? We also organised a successful children's plate painting initiative and a raffle, in conjunction with the Greenwich Village Arts Trail, was organised.

Despite these great activities and a one off contribution from the band program, our fundraising had been significantly restricted and hence our budget for 2021 has been severely affected.

Throughout 2020 we had 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 \$100,000 in support to our school. In addition we also contributed over \$115,000 to the building of the new playground at Kingslanglely Rd. These are your fund-raising dollars and P&C fees at work going to improving and enhancing the educational experience of your Children.

As mentioned, we have had to limit our funding contribution to the school this year but despite that, there is much to look forward to. After two challenging years of extensive building works disruption and a global pandemic, the school community can look forward to 2021 and beyond with optimism. We will soon be able to experience the benefits of our fabulous new school facilities and reconnect and engage as a community to fully support the activities of the school.

In conclusion I would like to thank 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 P&C Executive and to those that come to meetings, prepare reports and lead discussions, I am truly grateful. Notable mentions should go to Rachel Waterhouse, our Secretary, Jason Anderson and Myles Kennedy for keeping our budgets in order, Jo Moses & Alicia Robertson for running the uniform shop, to Kay Cudworth & Nguyen Dan Phong for managing the canteen and Evelyn Shah for managing our communications and finally to three parents; Penny Williams, Danya Webb & Jo Cooke who have left the school community, a huge thank you for all that you have contributed.

Finally to our Principal Vicki McKenzie, thank you for your dedication and commitment to our school. Not only for successfully running the school but in addition, for managing the hugely complex process of a major redevelopment across both of our campuses. It's success is down to your hard work and we wish you and your family all the very best for the year ahead.

School vision

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 2020 enrolment is 494 students, drawn from a high socio-economic population base. The Greenwich Road campus accommodates students from Kindergarten to Year 2 and includes one Multi-Categorical and one Autism Support class. The local, thriving village opposite the school is at the heart of the community.

The Kingslingley Campus accommodates students from Years 3 to Year 6 as well as one Multi-Categorical class. It offers a fully equipped specialised science room, a bush learning environment and a modern school hall. The significant grounds and bushland setting underpin the quality opportunities for all students to excel, in all areas.

Major works to upgrade teaching and learning facilities are complete on both campuses. The upgrades feature multi-storey buildings, designed to maximise opportunities to deliver excellence across the curriculum. Recently completed playground and outdoor facilities on the Kingslingley Campus are highly valued by students and the broader Greenwich community.

Quality, innovative and enthusiastic teachers provide challenging learning programs for all students with a strong focus on literacy and numeracy.

21st century information technology includes interactive SMARTBoards in all classrooms and communal teaching spaces, 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.

Extra-curricular activities were limited in 2020 due to COVID-19 restrictions. With guidelines in place in the latter half of the year students were able to participate in bands, choirs, strings, recorder, guitar, dance, sport, clubs and environmental groups.

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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	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	Sustaining and Growing

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 improvement measures continued throughout 2020 despite the emphasis throughout the start of the year shifting to the whole-school use of Google Classroom and Zoom platforms to deliver online learning for students. Staff worked collaboratively in stage teams to formulate and deliver quality programs for students learning at home across all Key Learning Areas.

From mid-term 2, Year 3-6 students and staff moved into the completed building on the Kingslanglely Rd Campus and began implementing co-teaching models in Literacy. K-2 staff continued to implement, evaluate and adapt established co-teaching frameworks to suit the needs of their students.

In Term 4, teachers engaged with a series of professional learning sessions pertaining to the formulation and implementation of internal school diagnostic assessments, data collection and usage of data to inform differentiated practices in the area of mathematics.

Throughout the year, an Assistant Principal was used in an off-class capacity on the Greenwich Rd Campus to work closely with teachers to build their capacity in the teaching of English.

The PBEL expectations on the Kingslanglely Rd Campus were reviewed, amended where necessary and practices reinforced to adapt to the new playground and multi-purpose court spaces.

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.
-

Progress towards achieving improvement measures

- Process 1:** 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 (Resources)
The school community responded in a positive manner to the online learning provided to students. Staff responded well to professional learning sessions and staff across the whole school have implemented practices into their classrooms. The continuation and further development of practices will be continued into the future.	Funding Sources: <ul style="list-style-type: none"> • Literacy and numeracy (\$14237.00)

- 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)
Students in Years 3-6 adapted well to the new school environment and facilities. Further evaluation and amending of PBEL systems will need to take place once the oval is complete.	School-based resourcing. No funding required.

- 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)
K-2 staff, in particular beginning teachers built capacity by working with an experienced member of staff. In addition to this, beginning teacher funding was used to provide beginning teachers with additional RFF. Teachers worked closely with their stage leaders to develop their knowledge and skills pertaining to PDP goals and self-identified areas of need.	Support for Beginning Teachers Professional Learning Funds Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14481.00) • Professional learning (\$33844.00)

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 their pedagogical practice. 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 enhanced the teaching and learning outcomes throughout the school and resulted in a collaborative working environment. In 2020, the benefits of stage based teaching and learning were particularly evident during the online learning phase of COVID-19. Stage teams collaborated to plan, produce and deliver high quality online learning resources for their students. COVID-19 limited the progress towards achievement of some of the improvement measures. Embedding STEAM principles across all classrooms involved a structured professional learning plan which was unable to occur in 2020. This improvement measure is included in the Strategic Improvement Plan as part of the new planning cycle.	

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.

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)
In 2020 the new builds on both school campuses opened and teachers and students began acquainting themselves with the new flexible, open learning spaces and co-teaching practices. Due to COVID restrictions, new staff members were unable to undertake PL in collaborative teaching practices. Embedding STEAM principles across all classrooms involved a structured professional learning plan which was also unable to occur in 2020. The new planning cycle and Strategic Improvement Plan includes strategies to build authentic partnerships with local and global communities.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Field of Mars Environmental Centre Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$3 531.00) 	Students participate in lessons and activities through their studies in Aboriginal Heritage and Perspective. Dreaming stories, literature written by Aboriginal authors and artworks by indigenous artists are explored and integrated in our literacy and creative arts programs. We participate in Field of Mars Environmental Centre teaching and learning activities that support science, geography and history syllabus areas. Students learn about the importance of respecting and preserving the natural environment and the significance of the land to Aboriginal people. Through the study of local environments, students identify and describe evidences of the culture of local indigenous groups both past and present. Our school celebrates Reconciliation and NAIDOC Week at an assembly and through class based activities.
Low level adjustment for disability	Student Learning and Support Officers (SLSO) Funding Sources: <ul style="list-style-type: none"> Integration funding support (\$127 535.00) Low level adjustment for disability (\$83 172.00) 	Teachers design adjustments for students identified as requiring additional support in the classroom. School Learning and Support Officers (SLSOs) and additional teachers provide individualised support in literacy and numeracy for these students. Support staff implement individual programs for students with identified need and provide assistance in classrooms. Additional support for targeted students was monitored and programs were regularly readjusted to best meet the needs of the students.
Quality Teaching, Successful Students (QTSS)	Assistant Principal mentors Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$90 023.00) 	An experienced and knowledgeable Assistant Principal was released from class to be placed in the role of Learning and Support Teacher, to ensure a coordinated approach and a school-wide system were in place to ensure the needs of identified students were being met. The Learning and Support Teacher was able to provide improved pedagogical delivery of programs to support students in their learning. This resulted in improved teacher practice and student outcomes within the classroom.
Support for beginning teachers	Assistant Principal mentors Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$14 481.00) 	Funding was used to provide 3 early career teachers (with one and two years teaching experience) with mentoring, additional release, professional learning opportunities, accreditation documentation, and in-class support with behaviour management and quality teaching. An executive member was released to mentor and drive this initiative.
	NIL	NIL

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	220	236	239	236
Girls	263	254	248	230

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	96.6	96.2	94.7
1	97.2	96	96.1	91.8
2	96.8	95.3	95.9	91.5
3	97.7	95.5	95.8	92.3
4	96.3	96.6	96.1	92.8
5	97	94.9	97.7	90
6	95.9	94.6	95.6	91.3
All Years	96.7	95.7	96.1	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

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)	6
Classroom Teacher(s)	19.76
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Counsellor	0.6
School Administration and Support Staff	7.08

*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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 attend weekly professional learning sessions which run for one hour.

Throughout 2020, teachers attended a broad range of Professional Learning on

- Understanding Autism
- Using formative assessments to drive programming and make adjustments for individual students.
- Analysing NAPLAN and the departmental targets to improve literacy and numeracy. Teachers worked together to analyse SCOUT data to identify areas that required further professional learning in order to work towards achieving these targets.
- The National Consistent Collection of Data
- Learning and support practices at Greenwich Public School
- The findings from the Greenwich PS self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued
- In collaborative teams, teachers identified and analysed data that needed to be collected in order to complete our Situational Analysis in preparation for the development of the School Plan 2020-2024

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	859,999
Revenue	5,348,323
Appropriation	4,789,265
Sale of Goods and Services	12,236
Grants and contributions	544,645
Investment income	1,977
Other revenue	200
Expenses	-5,433,018
Employee related	-4,723,566
Operating expenses	-709,452
Surplus / deficit for the year	-84,695
Closing Balance	775,304

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.

	2020 Approved SBA (\$)
Targeted Total	127,535
Equity Total	132,498
Equity - Aboriginal	3,531
Equity - Socio-economic	2,162
Equity - Language	43,633
Equity - Disability	83,172
Base Total	3,929,704
Base - Per Capita	117,746
Base - Location	0
Base - Other	3,811,958
Other Total	455,920
Grand Total	4,645,657

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Achievements in Sport

Premiers Sporting Challenge

Students across Years K-6 took part in the Premier's Sporting Challenge. Through this program, students were encouraged to engage with physical activity both within and outside of the school environment. All students across the school completed the requirements for the initiative and the school's House Captain team acted as PSC ambassadors. This program funded the acquisition of sports equipment to support the delivery of syllabus and extra-curricular sporting programs at the school.

Congratulations to all students who participated in the 2020 Premiers Sporting Challenge and to the school's House and Vice-Captains for their leadership as PSC Leaders.

Sports Carnivals

Our three sports carnivals took place in some capacity throughout the year despite the challenges of COVID restrictions. The swimming carnival was held at the Drummoyne Swimming Centre for students in Years 3-6. Greenwich PS sent a team that competed at the North Shore Zone Carnival. The Cross Country carnival was held for students in Years 3-6 at Bob Campbell Oval. 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. Outstanding results were achieved by our top athletes despite zone and regional level carnivals being cancelled for the majority of sporting disciplines.

Swimming

Junior Girls Champion: Sasha M

Junior Boys Champion: Roi C

Senior Girls Champion: Michiru T

Senior Boys Champion: Toby C

Cross Country

Junior Girls Champion: Abigail J

Junior Boys Champion: Roi C

Senior Girls Champion: Mikaela J

Senior Boys Champion: Matteo S

Athletics

Junior Girls Champion: Erin C

Junior Boys Champion: Roi C

Senior Girls Champion: Ingrid R/Jacqui O

Senior Boys Champion: Matteo S/Zane L

Champion House: Goolagong

Jack McMahon Sport Award 4-6: Toby C

Premier's Sporting Challenge Medallion Winners: Harry E

PSSA and Sport

Students in Years 3-6 participated in two weeks of PSSA AFL, Soccer and Netball in Term 3. Students who did not

participate in PSSA undertook tennis lessons or school based sport skills activities including individual and team games. In 2020, all representative level trials were cancelled.

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 and games and sports. Class PE lessons focused on developing student understandings of gross motor, ball skills, modified games and athletics skills as well as the fostering of attitudes and skills necessary to be successful life-long participants in sport. 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 2020. All countries of the Commonwealth of Nations were represented by ambassadors and dignitaries. Students had researched their allocated country, and its flag and many engaged in conversations about their designated country with dignitaries.

Student Leadership

The 2020 Student Leadership Team had a successful despite the limitations of the year. The six school leaders attended the Halogen Young Leaders' Day in March. During the online learning period, the students met online to plan a student publication documenting the experiences of Greenwich Public School students throughout COVID. This document was published and distributed to the school community in Term 3. Upon their return to school, the Student Leadership Team planned and led a number of 3-6 and whole-school assemblies in person and via zoom. They planned and ran a 3-6 Sausage Sizzle as part of the school's Education Week celebrations and planned and implemented a handball competition for students in Years 3-6. In addition to this, in conjunction with the House Captain team, a cake stall was planned and led by the senior students at the school to raise funds for the Year 6 Fun Day.

The 2020 Student Leadership Team were:

School Captains: Zane L and Eireann B

School Vice Captains: Toby C and Niamh C

Nathan B and Gemma Sirca

The 2020 House Captain team planned and led house meetings in the lead-up to our school carnivals. Throughout the duration of our swimming, cross country and athletics carnival days, these students also led their houses in chants, assisted and encouraged younger members of their houses and organised relays.

The 2020 House Captain Team were:

Bradman Captains: Holly VB and Kai L

Bradman Vice-Captains: Sabine B and Harry B

Fraser Captains: Jacqui O and Harry E

Fraser Vice-Captains: Tilly M and Thomas R

Goolagong Captains: Ingrid R and Jasper D

Goolagong Vice-Captains: Cassidy L and Charlie M

Achievements in The Arts

Choir

In 2020 our school began the year with three choirs - a K-2 choir on Greenwich Rd campus and a Junior choir and Senior choir on Kingslanglely Rd campus. The senior choir are our school's representative choir and students audition to be part of this choir. In 2020 the senior choir included students from Years 4-6. At the start of Term 1 the senior choir began learning repertoire to perform as part of a mass combined choir in the Arts Alive Choral Concert series to be held in August and also preparing to audition for Schools Spectacular 2020. By the end of Term 1, all performing arts events had been cancelled and schools were unable to hold massed singing of any description. When students returned to full time face-to-face learning, restrictions on massed choral chanting and singing were still in place. Choir coordinator and conductor Amelia Rutherford created the opportunity for our senior choir students to learn Memories by Maroon 5 by

writing the arrangement and then having students sing in pairs/individually to learn their part. A video of the students was then created and produced with the overall result being quite incredible! By the end of 2020, restrictions on massed singing had been eased enough to allow our Senior choir to perform outside under the new COLA at each of the 4 stage-based Presentation Assemblies.

Dance

In 2020 we made the decision to have a change from auditioning and participating in the Sydney North Dance Festival and were in the process of seeking other opportunities when COVID-19 restrictions began and all performing arts opportunities and events were cancelled. When students returned to full time face-to-face learning providing an opportunity for interested students to dance was paramount. With no restrictions on numbers given the size of our hall but with a restriction on stage-based gatherings only, a dance opportunity was provided to any interested student in Year 4 and Years 5 and 6. Teachers and choreographers, Rebecca Radovanic and Jenni Bittar, created a lengthy dance piece involving 3 different songs and providing an opportunity for students to create their own choreography for some sections. Students rehearsed in Year groups every week. When dance restrictions were relaxed at the end of Term 4, the whole group rehearsed together to fine tune each section and bring the dance together. The dance group then excitedly performed at three of the end of year stage-based Presentation Assemblies.

Greenwich Band Programme 2020

The school band program in 2020 changed management from the parents committee running the Band program to hiring Directions in Music (DIM) a company to take over the school band. All new training and senior band students registered with DIM. DIM undertook the job to hire the new Training band Conductor and a new Senior band Conductor. Both bands commenced rehearsals in week 2 of the year. Due to the school being under construction the hall could not be used for the rehearsals therefore we were allocated a demountable class room for the rehearsals. At the beginning of the year we had approx. 35 kids in training band and approx. 30 kids in the senior band. The band Captain elected was Juliet Cassar.

The band students took the change to the band program and the new smaller band rehearsals venue well. The weekly band rehearsals and tutoring continued for a few weeks until we had the Covid outbreak. NSW and the school went into lock down. Due to the lockdown the band rehearsals were cancelled mid first term. After a couple of weeks DIM started up zoom band rehearsals for students to connect from home.

In term 2 the zoom rehearsals continued until end of term 3. All performances and other band activities during the year were cancelled. In term 4 - band rehearsals continued back at the school and back in the hall. Due to covid there were a few students that dropped out of the band. The final numbers for training band were 25 and senior band 28 in term 4. Therefore, 2020 band program was a challenging year for the students - the students had to undertake zoom music lessons and band rehearsals. The May 2020 band workshop and all performances were cancelled. On a brighter note the band students continued on their music journey during covid and when they got back in term 4 of 2020 - both training and senior bands were sounding awesome and still committed to their music goals. Both Training band Conductor - James West and Senior Band Conductor - Jessica Manning were impressed with all their band students progress.

At the end of the year Covid restrictions were easing therefore looking forward to a better band program in 2021 welcoming performances and activities.

Greenwich Public School String Annual Report 2020

The String Ensemble, despite the challenging circumstances had a successful year of music making. Once again, the ensemble was led by Shaun Warden who never ceases to motivate and inspire the children to perform to the best of their abilities. The String Ensemble had a consistent membership of 16 and attendance was always outstanding. The String Ensemble was overseen by a committee of 5 parents which works well for this intimate group.

The 2020 Strings Captain was Viola Dielman.

Performances this year were severely limited however the group moved to an online rehearsal space very effectively in term two. It was lovely to hear the different sounds coming out of individual living rooms and congratulations must go to Mr Warden for making these rehearsals so much fun each week.

Term four saw us return to rehearsals at school and the children had a filming project to work towards. What a credit to the ensemble this was and I encourage all to watch the children on <https://youtu.be/NOs7qeoptU>. We were also lucky enough to be able to perform for Kindergarten Presentation Assembly at the end of year.

2020 showed how the String Ensemble demonstrated a wonderful musicality as well as resilience and a willingness to adapt to new conditions. We look forward to a successful 2021 with hopefully a few more performance opportunities.

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.

During the Early Stage 1 *'People Live in Places'* excursion at the Field of Mars Education Environmental Centre, students investigated the characteristics of places within the reserve and considered how we can care for them. Activities and focus areas included Aboriginal stories and knowledge, shelter building, treasure hunts, sensory investigations, map use and nature play. Stage 1 students addressed an Aboriginal perspective through the study of their heritage and local history. In the unit, *'People and Places'*, students explored the Aboriginal and Torres Strait Islander Peoples' connections with the land, sea and animals of their birth place. Student explained how technology improved people's access to places, including the tools that were developed to hunt and gather food. Due to COVID 19 restrictions, our K-2 SRC students were unable to engage in our regular participation at the yearly 'Children's Voices for Reconciliation' concert at Lane Cove Plaza run by Lane Cove Municipal Council which showcases performances, recitals and speeches from children from preschool to Year 12 within the local area and celebrates reconciliation and Aboriginal and Torres Strait Islander cultures. Stage 2 students explored the relationship Aboriginal people have with the land and the impact that colonisation has had on them and their environment. Similarly, Stage 3 students investigated and analysed the nature of convict and colonial presence and aspects of the daily life of inhabitants, including Aboriginal and Torres Strait Islander peoples, and how the environment changed. Students developed their understanding of the relationship of Aboriginal peoples and the land, their lifestyles prior to British colonisation and the diverse relationships that developed between Aboriginal people and the British. Students in the Support Unit analysed symbols within Aboriginal artworks and the stories these tell. They explored traditional earth colours and composed a range of original artworks.

To celebrate NAIDOC Week in an active way, students came together in K-6 Assembly and carried out related stage based class activities during this week.

The learning progress and achievement of Aboriginal students were assessed and tracked. Personalised class based adjustments were made based on individual needs. 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.

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. 27% 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, 10 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 in 2020 was celebrated to promote inclusiveness and diversity. Students came dressed with a touch of

orange. Student participated in activities that were class based on focused on inclusiveness.