Our school at a glance

Students
Greenwich Public School has a school population of 418 students of which 20% are from non English speaking backgrounds.

Staff
All teaching staff meet the professional requirements for teaching in NSW public schools. Our highly skilled teachers and support staff work in partnership with parents to optimise learning outcomes for all students.

Significant programs and initiatives
A number of significant programs and initiatives have been implemented or refined to ensure we are addressing the needs of our students whilst at the same time continuing to challenge them to achieve their personal best. These include:

- implementation of the Read Like a Writer literacy program to support the study of good quality rich texts and support analytical discussion and improve inferential comprehension
- utilisation of the new school hall daily for assemblies, workshops, sport programs, school musicals, concerts, visiting performers, celebrations and school community events
- introduction of the creative arts group coordinator role which has enabled different performing arts groups to work together to produce joint performances
- rescheduling of the yearly presentation assembly held at North Sydney Girls High School to a daytime event in order to include all students K-6. All Greenwich Public students and parents have come together to celebrate student achievement and success.

Student achievement in 2011
Again this year, the National Assessment Program (NAPLAN) reflected outstanding achievements in Year 3 and Year 5 demonstrating the quality of the teaching and learning programs taught at Greenwich Public School.

Kindergarten students completed the Best Start Assessment schedule - an initiative from the NSW Department of Education and Training. Their progress monitored throughout the year also supported the effectiveness of highly differentiated class programs.

Public Speaking
Angelica H and John B represented our school at the 2011 Lane Cove Public Speaking Competition. Our students spoke at the council chambers in front of a large gathering including the mayor and members of Lane Cove Council, Rotary and Rostrum. Angelica and John competed against private, public and catholic schools across the region and impressively were placed first and second in a competition that showcased the best public speakers from across the region.

Debating
With an aim to improve persuasive argument writing and confident public speaking, the senior grades have participated keenly in debating challenges. Throughout winter students in Years 5 and 6 met for weekly interclass debates and our two interschool debating teams competed in the region for the Premier’s Debating Challenge. Both competitions were met with enthusiasm and provided students with opportunities to work collaboratively, plan a cohesive and structured argument and speak confidently to an audience.
Poetry competition

This year Kindergarten and Year 1 joined the sixth annual Greenwich Public School Poetry Competition in which previously Years 2-6 had participated. Prize certificates were presented to each grade based on originality, meter or form and descriptive language used. Entry was again stipulated via email for Years 2 to 6 to encourage students in appropriate technology usage. Though only one entry per student was allowed, many students produced a large volume of poetry in class of which they chose their favourite to submit in the competition. Commended certificates were also awarded.

Media group

Our senior media group took part in the Great Schools Show Off initiative. They enjoyed working tirelessly to integrate advanced technology skills, insight, direction, communication, social and problem solving skills to produce a film to promote our school.

The media group also prepared news items for the school newsletter and supported the production of the Greenwich Public School Year Book for Year 6.

Educating for sustainability

Environmental Group

The environmental group met weekly. The aim of the environmental group was ratified. This included implementing strategies to make Greenwich Public School more sustainable by:

- having a walk to school day
- using less water by:
  - turning taps off
  - using water tanks more often
  - checking washers on taps
  - using bubblers on the top playground
  - reducing water wastage
- becoming more green by:
  - improving awareness through education
  - making this a whole school issue
  - encouraging enthusiasm and participation

producing a school environment management plan.

Gibberagong Environmental Workshop

8 students and 2 teachers attended an environmental Expo at Gibberagong Environmental Education Centre. The children attended a series of workshops lead by students from other primary schools and local high schools. Information was shared on environmental initiatives at their schools including how to establish compost bins and worm farms, creating a chicken coop and caring for chickens, creating ponds and planting sustainable vegetable gardens. Simultaneously, teachers engaged in professional development activities involving sustainability. Information was shared about the latest developments from the Environmental Education Unit including technology initiatives such as using the video conference facility to access experts in
sustainability education, waste in schools, and how another school initiated and sustained their greening program. Teachers were also involved in sustainability table sessions on energy, waste and gardens.

**Gardening group**
The gardening group met once a week. In the vegetable and flower garden the group introduced plant rotation. Peas, onions, carrots and lettuce were planted. The gardening group also worked with our Ms Cass Gray-Spencer, the school horticulturalist, assisting her with weeding, mulch removal and other tasks where necessary.

**Community sustainability grant**
As part of the Lane Cove Council Sustainability Small Grants Program Greenwich Public School received a grant of $2000 for the purchase of a mulcher to recycle green waste from the school grounds. The school inevitably generates a great deal of green waste, both through the activities of its students and as part of the on-going maintenance and regeneration of the grounds. At present the local council is unable to offer a green waste service to the school. We sought a modest grant to provide the infrastructure (mulchers, compost bins etc.) to undertake successful and sustainable recycling on the site.

**Waste watchers**
Students in K-1 participated in the Waste Watchers program run by Lane Cove Council. Students discussed the effect waste has on our environment and wildlife. Students were involved in sorting waste into groups that can be recycled and asked to think creatively on how items can be reused.

**Messages**

**Principal’s message**
Greenwich Public School is committed to educating the whole child in a caring, inclusive and stimulating learning environment.

Differentiation of the curriculum allows all students to progress at their own level to achieve optimum outcomes. Quality teaching and learning programs for students are supported by up to date teacher professional learning, collaborative planning and ongoing review practices.

By striving for excellence the school meets the community’s high expectations for success. In addition to a strong emphasis on literacy and numeracy the school also offers many enrichment opportunities for students to excel in the arts, sport and leadership domains.

This report reflects the achievements of the school. These are a direct result of the hard work and achievements of the student body, the commitment and professionalism of its teaching and support staff and the support and involvement of an active, dedicated and generous parent community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Anna Parrella**
Relieving Principal

**P & C message**
2011 has been a very productive year for the P&C. Again we have been blessed with a school that is running really well - a big thank you to all the staff for that. This has allowed the P & C to focus on social events, fundraising efforts and spending funds raised to improve the school for students and staff.

The parents and friends of the school have again been extremely generous contributing to the P & C either by way of donations, giving their time and participating in social events. Anchored by
another bumper Drinks by the Harbour and fabulous support through the P & C contributions and Building Fund, we have maintained or increased funding of our regular items and a number of new projects including:

- an increase to our literacy support and teacher’s aides to provide more small group opportunities particularly in some of the larger classes
- increased days for our gardener to maintain the school’s wonderful natural environment and additional funds have been allocated for a few major garden projects that will be done within a newly developed plan for the overall grounds
- many of the books and learning aids you see in the classrooms.
- digital cameras and tripods
- stage curtains in the hall that look fabulous and really give it a finished look
- a new kitchen in the hall that will allow us to host everything from morning teas to the first art show to be held in November. A big thank you to the families who donated items and their time to get this ready in time
- a projector and large screen for the new hall

We have introduced School Banking this year. This has raised nearly $1,000 from the Commonwealth Bank and provided great lessons to kids in saving to buy that house in Greenwich when they grow up.

We have a new lunch order provider with a new menu of healthy options and treats, great quality food and an online ordering system that is quick and easy.

A group of volunteers, lead by Mardi Jarrett, undertook a review of our uniforms and looked at ways we can make the ‘shop’ run more efficiently.

It is difficult to single out individuals as so many parents put so much time into making the P & C and its activities so successful. But this year we farewell two people who have contributed enormously.

Mardi has done an incredible job with the uniform shop. She has run it so smoothly with ever increasing demand. New parents starting the year see everything so organised. This year Mardi has invested even more time to improve the uniform shop for those who will start to take the reins next year. We cannot thank Mardi enough.

Sharon Morse has led the fundraising efforts. She is both creative with her ideas and extremely generous with her time. Her enthusiasm and energy gets even the most unwilling involved and makes events both fun and successful in raising funds for us. Sharon is the queen of athletic carnivals, election days and discos and can sell anything from cakes and sausages to tabloids.

Thanks to all the committee members for another fun and productive year.

Pete Callaway
P&C President

School Council message

The School Council continues to provide a forum for members of the community to participate in the planning and direction of the school. The School Council met on eight occasions during the year, including the AGM.

Once again this has been a year full of change. Perhaps the most unexpected was the retirement of former school principal, Stephen Bloomfield. The Council thanks Stephen for all his hard work and wishes him well. We are also appreciative of the efforts of Anna Parrella who assumed the role of relieving school principal in Stephen’s absence, as well as the assistant principal who had to fill in the gap left by Anna temporarily vacating the Assistant Principal role. It is a testimony to the School, the quality of its staff and its planning procedures that this change was managed so well.

Given the level of change, School Council has taken more of a supportive role than an activist role in 2011. During the course of the year we have worked with the staff on overall school numbers, staffing changes, traffic/bicycle issues and other works being done by Lane Cove Council, parent information nights, the school website, NAPLAN, school information surveys, a review of school uniforms and supporting efforts to preserve and improve school resources and facilities.
I would like to thank the members of the School Council for their contribution over the past year, with special recognition of Nicola Pain who retired this year to take up a position with the Band Committee. I would also like to welcome David Astridge and Amanda Burgan who joined School Council as of the AGM on 24 November 2011. Sadly, with no children continuing at Greenwich, I will also be leaving the School Council and am pleased to welcome James Hall to the role of President. With two years experience on School Council, James will provide good continuity for the incoming Principal.

Lynn Dudgeon
School Council President

Student representative’s message

From Greenwich Road campus

This year the junior Student Representative Council (SRC) consisted of two councils. The first council was elected by their classmates at the beginning of Semester 1 and enjoyed serving the school for the first half of the year. The second council was elected by their classmates at the beginning of Semester 2 and served the school proudly for the remainder of the year.

Throughout the year the SRC have met with Mr Richmond and Mrs MacDonald to discuss and organise a number of activities to support our school and the wider community.

In Term 2, students visited Lane Cove where they presented the Aboriginal dreaming story: Dumbi the Owl through artwork to celebrate how the Aboriginal people are important to Australia and to say sorry to them.

In Term 3 SRC members hosted a Wear Your Teams Colours mufti day in conjunction with the Father’s Day Breakfast in support of the Fight Cancer charity and raise awareness in the Greenwich community.

In Term 4 students hosted a delicious Mad Hatters Tea Party in support of the Heart Kids charity.

The Junior SRC members thoroughly enjoyed serving the students and teachers at Greenwich Public School in 2011.

Jesse C (Kindergarten) and Maya G (Year 1)

From Kingslangley Road campus

The SRC at Kingslangley Road campus was made up of two elected representatives from each class and the prefects.

Student Council is a forum where we, as representatives of our class, can discuss issues and problems throughout the school. We also come up with new ideas that we believe will benefit our school. We appreciate having an open forum to discuss issues.

One of the major roles of student council is to raise funds for our chosen charities. We supported Stewart House, a residential facility for students in need. In Term 1 we held a black and white day to raise funds to support victims of the Christchurch earthquake. In Term 2 we held a red day for victims of Japan’s earthquake. On both days we sold food and drinks and were able to contribute a significant amount of money to each disaster fund. In Term 4 we supported the families and children with childhood heart disease through Heartkids NSW. Throughout the year we have collected mobile phones for the MobileMuster schools recycling challenge.

This year we have again set up the Giving Tree. We asked students to bring in Christmas gifts which are given out through the Australian Red Cross to children less fortunate than ourselves. It is the sixth year in a row that we have been doing this and it is always a great success.

One of our major achievements this year was working with Lane Cove Council to improve traffic management on Kingslangley Road. We had an onsite meeting with traffic committee representatives. As a consequence the traffic signs outside the school have been changed resulting in greater safety for all of us.

Another of our roles is to organise special celebrations within the school. This year we celebrated Remembrance Day with a presentation at assembly. Everyone wore poppies and we thought back on lives lost in war and included time for reflection on the past.

As we look back, we are happy with what we have achieved this year and have enjoyed being the voice of the school student community.

Thank you to Mrs Walker, Ms Parrella and Mr Bloomfield for helping us in the SRC.

Angelica H and Joe U (Year 6)
School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
In contrast to a substantial 11% increase in enrolments in 2010, there was a 3% decrease in 2011. However, the general trend data over the last five years indicates that enrolments at Greenwich Public School are steadily increasing.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>183</td>
<td>182</td>
<td>183</td>
<td>215</td>
<td>204</td>
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<td>164</td>
<td>173</td>
<td>189</td>
<td>200</td>
<td>197</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student attendance is monitored according to protocols stated in the Department of Education and Training’s Attendance Policy. School procedures regarding students’ absences are clearly stated on the school website and periodically throughout the year via the school newsletter. Regional support personnel are contacted where assistance with individual cases may be required. The effectiveness of these procedures is demonstrated through our very high attendance rates.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

In 2011 there are 17 classes of which 5 were multi grade (composite) classes.

Student attendance profile
The attendance rate is above the State and Northern Sydney Region.
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies. Our professional staff work collaboratively together to design and deliver outstanding educational programs. In 2011 there were 40 members of staff. This included permanent, temporary and part time teachers as well as school administration and student support staff. We had five executive staff, 13 classroom teachers, two part time librarians, three part time science teachers, one part time Italian teacher, one part time English as a second language teacher, two part time learning assistance teachers (P&C funded), four full time and part time school administration manager and school administration officers, six part time learning support officers (partly Commonwealth Government funded for students with special needs and partly funded by P & C), one part time school counsellor, one part time general assistant and one part time grounds person (partly P & C funded).

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

No staff members of Indigenous Aboriginal descent form part of the school workforce at Greenwich Public School.

Staff retention

Mrs Danielle MacDonald and Mrs Loretta McKee were appointed as classroom teachers via merit selection at Greenwich Public School in 2011. Miss Niki Kamarlis was appointed as Assistant Principal at Dulwich Hill via merit selection. Our Principal, Mr Stephen Bloomfield retired at the beginning of Term 4. He was replaced by Ms Anna Parrella in the role of Relieving Principal for the remainder of the academic year.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

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Staff establishment

The Department of Education and Training provides the school with teachers and support staff based on the number of children enrolled in the school. This is termed the school’s staff establishment.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.33</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of financial summary: 30/11/2011</td>
<td>Date of financial summary: 30/11/2011</td>
</tr>
<tr>
<td>Balance brought forward: $224397.17</td>
<td>Balance brought forward: $224397.17</td>
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<td>Global funds: $223734.85</td>
<td>Global funds: $223734.85</td>
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<tr>
<td>Tied funds: $93977.09</td>
<td>Tied funds: $93977.09</td>
</tr>
<tr>
<td>School &amp; community sources: $40424.22</td>
<td>School &amp; community sources: $40424.22</td>
</tr>
<tr>
<td>Interest: $12498.67</td>
<td>Interest: $12498.67</td>
</tr>
<tr>
<td>Trust receipts: $39259.28</td>
<td>Trust receipts: $39259.28</td>
</tr>
<tr>
<td>Canteen: $0.00</td>
<td>Canteen: $0.00</td>
</tr>
<tr>
<td>Total income: $998491.28</td>
<td>Total income: $998491.28</td>
</tr>
</tbody>
</table>

The balance carried forward includes money that is tied for specific purposes and also unpaid bills, casual teacher salaries, learning support officer salaries and orders which were yet to be paid.

Money has been put aside to fund for replacement of major equipment at the school including a new photocopier, other technology and refurbishment of a variety of areas.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Greenwich Public School provides opportunities for students to participate and excel in an extensive range of cultural, sporting and other activities.

Achievements

The arts

Kids in space

This year all students in Years 2-6 were involved in a school musical called *Kids in Space*. This musical involved a cast of 1 Year 5 student and 14 Year 6 students, a combined choir of 60 Years 4 to 6 students and all nine Years 2-6 classes were involved in dance routines for songs throughout the show.

The musical was presented in our new school hall and provided great entertainment for our school community.

K-6 concert night

This year we started a new Concert Night which was held in Term 4. This night provided performance opportunities for all school performing arts groups. The night involved K-1 and Years 4-6 choirs, Year 1 String Group, Years 2-6 String Ensemble, Years 2, 3 and 4-6 Recorder Groups, Guitar Group, Training Band and Performing Band.
All groups were given the opportunity to perform several items showcasing their learning and progress throughout 2011. It was a most successful event and has started a new Concert Night tradition at Greenwich.

**Choirs**

**K-1**

Students in Kindergarten and Year 1 had the opportunity to be part of the K-1 Choir. The choir was instructed throughout the year by Miss Angie Kiehne. The K-1 choir featured students who enjoyed singing and gave them a chance to develop their confidence, meet new friends, perform to an audience and have fun.

The K-1 Choir also performed at the K-1 Assembly, Honour Assembly and Greenwich Hospital.

The K-1 Choir has been an enjoyable and memorable experience for all involved.

**Years 4-6**

The school choir involved 25 boys and girls in Years 4, 5 and 6. For the 4th consecutive year the Greenwich Public School Choir performed as part of a combined choir in the Arts North Choral Festival. Students met at lunchtimes weekly for most of the year to rehearse the large repertoire of songs required. This culminated in an inaugural combined choir rehearsal with a final performance in front of a packed main concert hall audience at the Sydney Opera House in Term 4. The choir also sang at various school events.

**Dance group**

This year the senior dance group met briefly to perform at the end of year Presentation Assembly to a combined performing arts musical piece consisting of the performing band, string and recorder ensembles. Some members of the dance group participated in the Dance Camp aimed at working with top choreographers to explore the elements of dance and to produce refined dance pieces.

**Guitar**

The Guitar Group has continued to develop in 2011 to support both the School Choir at assemblies and special performances. The Guitar Club met weekly before school to learn new material and techniques. Beginner classes were also held for interested Year 3 students.

**Recorder groups**

The high point of the year was the performance by the Recorder Ensemble in the Festival of Instrumental Music at the Opera House. They also played at Presentation Assembly. For Christmas, the recorder groups played at a concert for the patients at Greenwich Hospital, and at the Greenwich Community Carols by Candlelight.
Year 1 string group and string ensemble

Strings have greatly increased their profile in 2011.

This year saw the introduction of a new Year 1 strings group which ran in Terms 3 and 4. Free fortnightly group tuition was offered to Year 1 students wanting to learn the violin. This was greatly supported with 15 students joining the group. The Year 1 String Group then went on to perform admirably at the K-1 Assembly and K-6 Concert night. This successful program will be offered again next year. As a direct outcome of this initiative six students went on to take on private violin lessons made available at Greenwich Public School.

The String Ensemble consisted of 6 members which included 4 violin players, one student playing viola, 1 student playing the cello and one student playing the keyboard to accompany the string players. The String Ensemble achieved first prize at the strings category of the Ryde Eisteddfod Instrumental Competition. They also performed at Greenwich Hospital to outpatients and hospital visitors, at the K-1, Years 2-6 and Honour Assemblies, Presentation Assembly and some members enjoyed busking on the election day at the school for fund raising purposes.

Band achievements

Over the years, Greenwich has demonstrated a strong commitment to the musical opportunities available to students. One of those opportunities is the chance to participate in the school bands where students can develop teamwork, pursue individual excellence, self-confidence and school pride through music. This year was an excellent year for the Band program under the guardianship and direction of Mr Danny Carmichael as well as Ms Chanelle DuPen who replaced him during term 3 while he was overseas.

We were fortunate to attract a good number of students into the Training Band at the beginning of the year. With little or no music knowledge, this group of students quickly progressed from squeaks and squawks to playing confidently in front of their peers at the end of year presentations. Power Rock appeared as a definite favourite for those budding musicians. This year this induction has prepared them well to participate in the Performing Band in 2012.

The energy and commitment demonstrated in the Performing Band was outstanding and consistent throughout the year. Eager to learn numerous scores, the Band experienced a range of genres, pieces included Race to the Moon, Waltzing Matilda, Lullaby for Band, Castle of Armargh and Defying Gravity as well as songs by the Beatles. The Band participated in a number of festivals throughout the year and students received accolades for their behavior and encouragement to pursue their musical interests.

At the Ryde East Band Festival in May, the Band performed valiantly with depleted numbers due to illness. In July, the Performing Band played beautifully at the Dickson’s Yamaha Festival, with adjudicators complimenting the Band on their musicality and expression. Partaking for the second consecutive year in the NSW School Band Festival, the Performing Band received the Silver award and obtained an encouragement award within the Band.

It was not all about competing at festivals. The Band performed on numerous occasions in front of peers and the Greenwich School community including Open Day and End of Year Presentations. Both Bands performed an extraordinary concert for parents at the end of a highly successful Band Intensive in August. Last but not least, the Training and Performing Bands, showcased their skills at the K-6 Concert Night – finishing the concert with a lively rendition of I Want to Hold Your Hand which delighted all.

Rebecca Laubi
Band Committee
Years 2-6 talent show

Our students displayed their individual skills in the performing arts in the annual talent show. There were dancers, singers and a variety of instrumental pieces as well.

Sport

Students K-6 were involved in a number of sporting activities within our in-school sports program fostering active, healthy lifestyles and developing skill, agility and endurance.

Specialist programs

K-1

K-1 students were involved in a number of sporting activities within our school sports program. The Sports in Schools program took place in Term 1, four specialist coaches came to our school with a vast variety of sports equipment. The students participated in activities aimed to help their social skill development including cooperative learning and team building. Term 2 saw the introduction of Footsteps Dance. The students were excited to learn a brand new dance in a different genre each week. In the second half of the year FLIP sport ran two different programs. FLIP Ball Sports introduced the children to modified games such as volleyball, hockey, cricket, soccer and netball. In Term 4 students participated in the Flip Gymnastics program. These specialist sport programs were supplemented by in-school fitness which took place each Wednesday afternoon. The students certainly had a variety of sporting opportunities to enjoy throughout 2011.

Years 2-6

In Terms 2 & 3 students in Years 3-6 had the opportunity to play tennis with lessons being held at Tennis World at Lane Cove Golf club.

In Terms 2 and 3 students not taking part in tennis or in the Primary Schools Sports Association (PSSA) competition had lessons by professional tennis players on our basketball court.

In Term 3 all students took part in Dance Till You Drop, a program designed to give students experience and tuition in a variety of different dance styles including hip hop, jazz and salsa. This very interesting and highly physically demanding dance course helped build students’ confidence to participate in the school disco.

In Term 4 students participated in gymnastics run by the Active Group. This helped students to build strength, balance and control.

Primary schools sports association competition (PSSA)

Students from Years 3-6 had the opportunity to represent our school in the PSSA competition. In Term 1 students participated in PSSA Austag. In Terms 2 and 3 a large number of students participated in PSSA netball, soccer and AFL. All the teams did exceptionally well, particularly the soccer As who were undefeated.

Paul Kelly cup

This year 5 AFL teams of boys and girls competed in the Paul Kelly Cup. These teams played against other schools from our area in a modified game, with modified rules. Professional coaches assisted all students in developing their skills on the day and our students participated with great enthusiasm and sportsmanship.

Milo cup

This year’s senior Milo Cup teams performed well in their respective cricket divisions. The Year 6 boys finished third in the Lower North Shore Zone and were only eliminated from further representation on a count back. Sam B and Joe U stood out in a very competent line up. The senior girls had some very positive performances, winning their last two games. We’ll be back in 2012 of course!

Premier’s sporting challenge

Students in Years 2-6 took part in the Premier’s Sporting Challenge. Students were encouraged to be engaged in sport and physical activity on a regular basis. The students’ enthusiastic response and success in meeting the requirements of the challenge resulted in students making healthy lifestyle choices and in the acquisition of extra sports equipment being supplied to Greenwich Public School. Students were awarded certificates according to the average amount of physical activity completed each day. Congratulations to all of the students for participating in a very successful Premier’s Sporting Challenge in 2011.
Carnivals

Our sports carnivals were a huge success this year. Our swimming carnival for swimmers aged eight and over was once again held at the Epping Aquatic Centre. Our cross country carnival for Years 2-6 was held on site followed by a delicious sausage sizzle lunch. Students cheered their peers on tirelessly at our K-6 Athletics Carnival held at the Lane Cove Pottery Green. Our K-1 students partook in running and novelty events whilst Years 2-6 participated in their timed running events. The field events including shot put, long and high jump were held on site. Many students went on to represent our school at both the zone and regional level. The students’ efforts at all these carnivals were outstanding and we are very proud of their achievements.

Swimming Carnival
Junior Girls Champion  Georgia B
Junior Boys Champion  Oskar P
Senior Girls Champion  Bennie A
Senior Boys Champion  Sam B

Athletics Carnival
Junior Girls Champion  Caitlin W
Junior Boys Champion  Aidan P / Bas B
Senior Girls Champion  Bennie A
Senior Boys Champion  Dan H

Cross Country
Senior Girls Champion  Isabelle H
Senior Boys Champion  Dan H

Champion winning sports house

Congratulations to Bradman who this year was winner of both the sports carnivals and school house point shield winner.

Other

Gifted and talented enrichment days

Gifted and Talented students in Stage 1, 2 and 3 were given the opportunity to participate in enrichment days organised on a regional level, throughout the year. Courses on offer included, robotics, ancient cultures, forensic science, mathematics, environmental science workshops and sports days. Hunters Hill High School also provided selected senior students with the opportunity to experience a day at high school and engage in enrichment activities with their "Top of the Hill" primary school partnership initiative.

Engquest

All students from Year 2 to Year 6 participated in Engquest 2011. The program is run by Engineers Australia and provides a hands-on, interactive and exciting way for students to achieve learning outcomes in science, technology and mathematics. All students were given the opportunity to participate through their weekly science lessons and following strict design criteria, made a straw bridge, a dome, a catapult, a lifting machine, a water wheel or an energy efficient house. Students were able to access expert knowledge from practicing engineers and ask them questions about their projects in the Ask an Engineer Forum. The final products were impressively displayed to the school community.

2011 International competitions and assessment for schools

Students in Years 3-6 had the opportunity to participate in the 2011 International Competitions and Assessment for Schools.

English:  50 students participated. Awards presented were 1 high distinction, 4 distinctions, 23 credits and 22 participation certificates.
Science: 54 students participated and were awarded 8 distinctions, 18 credit awards and 28 participation certificates

Mind marathon
In August the best male minds in the school were pitted against others from around Australia in an enormous academic contest – the Mind Marathon held at East Hills Boys High School. With questions on geography, history, science, maths, English, practical art and design challenges our boys proved very capable and made us all proud. Congratulations boys.

The international Maths Olympiad
Senior extension mathematicians took part in the annual 6 problem 42 point International Maths Olympiad. These extremely difficult problems require knowledge and a systematic approach to problem solving. This year Charlotte K received a medal for her outstanding achievements.

K-1 special days
Students paraded in their Easter Hats for friends and family in recognition of Grandparents Day. Classrooms were open for visitors to share in learning experiences and they were impressed with the standard of work produced by students.

Year 1 students hosted a museum exhibit showcasing their Me Boxes. They planned and designed the event and enthusiastically shared, with an overwhelming number of visitors, their special items.

The K-1 Christmas assembly in Term 4 was well attended by parents and friends of the community who gathered to celebrate the culmination of a very successful year.

Parent forums
Classroom helpers
We value our parent helpers very much. As part of our orientation process, our Kindergarten Assistant Principal, Mr Richmond, ran a forum for new parents to the school who were interested in assisting teachers with literacy and numeracy groups. This forum focused on the many and varied literacy and numeracy activities students were likely to undertake in the classroom and how parents could best support learning within the classroom setting.

Helping your child with reading
At Greenwich public School we continue to see the learning process as a partnership between parents and teachers. As such K-1 Assistant Principals, Mr Richmond and Miss Karmalis ran a course for new Kindergarten parents which focused on how to best assist children with their reading at home. This course was well supported and highly appreciated by the parent body.

Managing anxiety in children
Following concerns from parents on the effects of constant media influence constantly reporting on a large number of natural disasters, Dr Sally Wooding, psychologist, presented a very highly supported parent workshop on helping their children with managing anxiety. This was a very interesting and practical presentation valued by the school community.

Academic

School results K-1
Kindergarten
Reading results in Kindergarten indicate that 97% of all students exited the year at or above the expected reading benchmark.

94% of Kindergarten students displayed competencies in the number and arithmetic strategies components of mathematics at or above grade expectations.
Year 1

Reading results in Year 1 indicate that 80% of all students exited the year at or above the expected benchmark.

Spelling results indicate that 63% of students in Year 1 have spelling skills one or more years above their chronological age.

45% of Year 1 students displayed mathematical understanding above Year 2 expectations.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Reading

Progress in Year 3 reading has remained steady overall as indicated in the results demonstrated in the graph below. 76.6% of students were placed in the top two bands compared to 46.5% of the state.

Writing

80.9% of students were placed in the top two bands in writing compared to 60.8% of the state.
Spelling
59.6% of students were placed in the top two bands in spelling compared to 50.5% of the state.

Grammar and punctuation
78.7% of students placed in the top two bands in Grammar and Punctuation compared to 49.5% of the state.

Numeracy – NAPLAN Year 3
The overall results in numeracy were very pleasing with 74.5% of students placed in the top two bands compared to 44.7% of the state. More specifically 57.4% of students placed in the top two bands in Number, Patterns and Algebra compared to 37.1% of the state. 76.6% of students placed in the top two bands in Data, Measurement, Space and Geometry compared to 39% of the state.
Literacy – NAPLAN Year 5
The overall results in reading are positive with 63.1% of students placed in the top two bands, compared 34.8% for the state.

Spelling
In spelling 54.4% of students placed in the top two bands compared to 35.2% of the state.

Writing
41.3% of students placed in the top two bands compared to 26.7% of the state.

Grammar and punctuation
52.1% of students placed in the top two bands compared to 41.1% of the state.
Numeracy – NAPLAN Year 5

In the overall numeracy results 52.1% of students were placed in the top two bands compared to 29.1% of the state. In Number, Patterns and Algebra 50% of students placed in the top two bands compared to 33.3% of the state. In the strands of Measurement, Data and Space and Geometry 50% of students placed in the top two bands compared to 31.2% of the state.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students
Significant programs and initiatives

Science

The science program operates as a component of the Release From Face to Face teaching program and is taught by specialist teachers. The science room on the Kingslangley campus was relocated to the old school hall. Storage facilities were upgraded and new equipment for experiments purchased. The learning space was furnished and now operates as a permanent classroom space. Our science teachers, Mrs Liz Imlay and Mrs Sarah Fitzgerald met with Ms Carol Jaye, regional consultant for Science K-6 and developed a whole school scope and sequence for science based on Primary Connections. This focuses on developing students’ knowledge, understanding and skills in both science and literacy. The programming style is now being used by several other schools in the region. Essential to our science program is an inquiry and investigative approach to learning. Mrs Imlay trialled two new units of work, one on Heat with Year 5 and one on mixtures with year 2, for the Academy of Science in Canberra. Our Science in a Box program continues to cater for students from Kindergarten to Year 6. High levels of student engagement and higher order thinking are a focus of this program.

Mrs Imlay attended a course on biodiversity and developed units of work for Year 2-6 students with an environmental/biodiversity focus - Year 2 studied water, Year 3 and 4 studied ornithology, Years 5 and 6 studied the Great Barrier Reef. All students from years 3 - 6 attended biodiversity workshops at the Botanical Gardens.

Connected learning

All senior students attended a very successful video conference, Exploring The Great Barrier Reef, presented by marine biologists from ReefEd in Townsville. Students were complimented on their deep understanding of the reef as an ecosystem and how humans and natural disasters can affect the water quality.

Year 3 were enlightened by a video conference on persuasive writing techniques from the provider Literature Alive. They interacted with a real author who demonstrated the writer’s craft in creating a persuasive text.

To support their unit of work on Farms K-1 students connected with a school located in far north NSW to converse with students and to note differences between city and country and share experiences.

Video conferencing facilities operating at both campuses has enabled staff to meet regularly collectively for teacher professional learning, conferencing, planning and staff meetings.

Technology

Students in all grades continue to develop new skills to utilise technology as an integral part of their learning. Students in K-1 worked in groups to use Beebots, small programmable robots, to explore direction and angles through problem solving. Students in Years 2 and 3 utilised technology for research, design and other creative endeavours. Students in Year 4 participated in the Claymation workshop which involved making figures out of clay, taking a series of photos of the clay model in sequential poses, recording a narrative and putting the photos together to make a photo story. Senior students made documentaries about the Australian explorers.
Aboriginal education

An Aboriginal perspective has been incorporated across key learning areas including English and the study of literature, Human Society and Its Environment and Music.

Kindergarten and Year 1 students from the SRC joined with Lane Cove Council and many neighbouring schools and preschools in Children’s Voices of National Reconciliation. They re-enacted a popular Aboriginal dreamtime story, Dumbi the Owl, in Lane Cove Plaza. Artworks of this story painted by Kindergarten students were displayed in the corridors of the Greenwich Road Campus. Artworks entitled Corroboree by Senior AP were displayed at Lane Cove Library during NAIDOC week celebrations.

Multicultural education

Multicultural Education is an across curriculum perspective in New South Wales schools. All classes include some aspect of multicultural education in many of the key learning areas.

Students at Greenwich Public School come from family backgrounds that speak 32 different languages.

Our school English as a Second Language program includes children from K-6 and supports the classroom English curriculum for students who are new arrivals in Australia and those who, though born here, use their first language at home almost exclusively. Tuition has been twice a week and in the form of small group withdrawals, maths and reading groups, some team teaching and providing teacher resources for use in the classroom. Children learn a new language readily at younger ages and it is immensely satisfying to see their progress in just 12 months. With some extra guidance, senior students have developed the confidence and skills required to research and present a project to their class and to join in a class debate.

Italian lessons at Greenwich Public School teach simple conversational language including greetings and pleasantries, simple directions, identifying colours and objects. Students learn Italian through songs, stories, games, role plays and videos. Italian culture and perspectives are incorporated into the program.

In support of our multicultural perspective within our local community a group of students in Years 4-6, under the guidance of Ms Parrella, decorated a Balinese flag representing the theme, Listen Learn Share. Our flag was displayed next to the stage during the official opening of the Cameraygal Festival at Lane Cove Plaza. This flag will be used in future Lane Cove community events.

Respect and responsibility

To celebrate Harmony Day our Years 2-6 SRC gave a short presentation on the values essential to harmony in today’s world. The presentation included the core values of freedom and democracy, respect for others, responsibility, fairness and caring for others as part of the way we live our lives at home and at school. Student school leaders who attended the Hunters Hill High School Harmony Day workshop reported their experiences and messages to fellow students.

Our SRC remembered ANZAC Day and Remembrance Day with short but poignant student-led ceremonies at the Kingslangley Road
Campus. Students at the Greenwich Rd campus undertook age appropriate activities in classrooms and at assembles.

Student leadership

Our student school leaders (school captains, vice captains and prefects) attended The 2011 National Young Leaders Conference at the Sydney Entertainment Centre along with over 6,000 other students. This is one of the largest and most significant youth leadership events in Australia. Our school leaders had the opportunity to hear high profile speakers impart knowledge and skills that will enable them to become more effective leaders in our school community. Our school leaders run weekly school and recognition assemblies.

In 2011 student council representatives were elected from Years K-6 addressing student issues and raising funds for charities. They also conducted tours of our school for prospective students and their families and supported our new Kindergarten students’ first day at school.

Other student leadership opportunities included peer tutoring between buddy classes and house captains that support their teams at our carnivals.

Peer mediation

More Year 5 and 6 students were trained to be Peer Mediators to support their peers and mediate in minor playground disagreements at both campuses. At Greenwich Road mediators supported the soccer games and helped younger students to find their friends. At Kingslangley Road some time was spent assisting peers and mediating in handball games.

Bounce Back and buddy groups

Bounce Back is a program aimed at increasing resilience in students. Through this program students were able to develop personal coping strategies and learn skills to help in the identification and elimination of bullying. Our senior students lead the implementation of the Bounce Back program during Buddy Group activities. Students from the Greenwich Rd site travelled to the Kingslangley site to participate in this whole school initiative. The implementation of this program also served to strengthen the links between campuses and prepare Year 1 students for entrance into the Junior School.

Learning support team

Greenwich Public School caters for students with additional learning needs through individual, group and class learning programs. A strong Learning Support Team comprising of the Principal, Assistant Principal, School Counsellor, Support Teacher Learning Assistance (STLA) and teachers coordinates the assessment, planning, implementation and evaluation of individual learning programs. Integration funding support is accessed to provide students with individualised learning plans. This is achieved through School Learning Support Officers and professional learning of classroom teachers. In 2011, three teachers participated in professional learning on developing reading comprehension run by the district STLA.

Itinerant support teachers and Departmental resources were utilised to assist students with behaviour.

The STLA position is funded by the P&C for 3.5 days per week supporting students K-6 students in literacy K-6 and numeracy Yrs 2-6.

The Learning Support Team aims for early identification of students’ learning needs – literacy, numeracy and Gifted and Talented.

The Learning Support Team oversees the MULTI-LIT phonemic and reading program that supports students in Years 1-6. Volunteer parent and community tutors are trained in supporting individual students on a regular basis with reading simple books, writing and spelling words. This year 18 students were supported in this program.

Our School Counsellor supports teachers with assessing students’ cognitive, language, problem solving and retention skills. She also provides one on one intervention and counseling forums for students and parent guidance counselling on supporting their children at school.

Progress on 2011 targets

Target 1

To improve student outcomes in the strands of Measurement, Data and Space and Geometry within the NSW Quality teaching framework increasing the number of students achieving proficiency in Year 3 from 60% to 70% and in
Year 5 from 51% to 60% as measured by the NAPLAN tests.

Our achievements include:

- An increase of the number of Year 3 students who were placed in the top two bands in NAPLAN in the areas of Data, Measurement, Space and Geometry from 59.6% in 2010 to 76.6% in 2011.
- 50% of Year 5 students (State 31.2%) placing in the top two bands in NAPLAN testing compared to 31.2% in the state. Whilst Year 5 did not demonstrate an increase of students in the proficiency band, our results remain significantly above the state.
- 94% of Kindergarten students displayed competencies in the number and arithmetic strategies components of mathematics at or above grade expectations compared to 85% in 2010.
- 45% of Year 1 students displayed mathematical understanding above stage 1 (Years 1 and Year 2) expectations.
- 97% of class teachers collaboratively planned and completed an authentic assessment task with their students in the area of Space & Geometry this year.
- 85% of students utilised technology in order to learn about Space and Geometry.
- Staff undertook professional learning in the utilisation of technology to support learning in this strand.
- 98% of students participated in the Pirate themed Mathematics Fun Day focused on engaging students in Measurement, Data, Space and Geometry.

- 77% of students in Year 3 achieved proficiency in the top two bands in reading compared to 63% in the state.
- 63% students in Year 5 achieved proficiency in the top two bands in reading compared to 35% in the state.
- 97% of Kindergarten students exited the year at or above the expected reading benchmark compared to 84% in 2010.
- 80% of Year 1 students exited the year at or above the expected benchmark reading compared to 74% in 2010.
- Kindergarten Teachers attended Best Start Training.
- Read Like a Writer program was implemented and multiple copies of good literature purchased to promote higher order, critical literacy which will enhance inferential comprehension.
- Stage based assessment tools were developed to monitor inferential understanding of texts in support of consistent teacher judgment.
- Figures of speech, poetic devices and imagery successfully were used by all students in their entry in the school poetry competition K-6.
- Parents report reading workshops provided useful strategies to help their child with reading comprehension at home.

Target 2
To improve students’ ability to infer meaning when interpreting text, resulting in an increase in the number of students reaching proficiency in Year 3 in Reading from 78% to 80% and in Year 5 from 71% to 75%.

Our achievements include:

- A K-6 assessment schedule for each term was established including standardised testing in Terms 1 and 4 and reading comprehension assessments in all terms.
- Stage teams met at the beginning of each term to devise appropriate assessments for the term and a list of these was included in each term’s schedule.

Target 3
To develop and implement a structured assessment schedule involving ongoing and regular assessment to provide accurate reports to parents, based on data, of student progress.

Our achievements include:
The process of establishing an electronic data base of student tracking on the school shared drive is ongoing and 2012 will see the establishment of electronic student tracking.

This year formal parent interviews were moved from the end of term two to the end of term one. This proved very successful with both teachers and parents. Written student reports were given in terms two and four.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of our school culture and transition programs.

School culture

Background

A positive school culture that knows its students, has high expectations, fosters engaged learning and communicates effectively with its community is paramount in ensuring effective partnerships and optimum learning outcomes for all students.

The survey

A school survey was distributed to parents and teachers. 87 families and 22 staff completed the survey. Students were guided through group discussions to ascertain their opinions.

Data considerations

The results of the survey are listed below. As many responses were from new families to the school on split campuses 1.5km apart, there were a significant number of statements to which families responded ‘unsure’. Where this has occurred it is marked parents* . There were very few statements that had negative responses overall.

Findings and conclusions

Parents and staff reported a positive school culture exists within the school.

95% of teachers and 84% of parents agree the school knows the families and community it serves.

100% of teachers and of 88% parents agree students are the school’s main concern.

100% of teachers and 82% of parents* support what is happening at school.

95% of teachers and 90% of parents agree the school praises and rewards individuals who are successful.

100% teachers and 63% of parents agree school leaders have a positive influence on the school.

100% of teachers and 65% of parents agree the school encourages new students

96% of teachers and 68% of parents agree the school has high expectations and encourages students to achieve their best.

100% of teachers and 63% of parents agree the school provides an integrated and balanced curriculum.

91% of teachers and 54% of parents agree students are provided with opportunities to direct their own learning.

75% of teachers and 40% of parents* agree the school caters for the needs of all students.

73% of teachers and 55% of parents agree the school embraces a sustainable focus for the 21st century.

100% of teachers and 63% of parents agree the school provides a variety of valued leadership opportunities.

68% of teachers and 85% of parents agree the school utilises technology effectively to support student learning and improve outcomes

59% of teachers and 90% of parents agree students are aware of school rules and act appropriately.

41% of teachers and 54% of parents* agree teachers follow up on student behavior consistently.
• 100% teachers and 56% of parents* agree the school works closely with parents in the learning journey of students.

• 73% of teachers and 43% of parents* agree that parents are adequately informed of their child’s progress at school.

• 90% of teachers and 73% of parents agree the school communicates effectively with its community.

• 86% of teachers and 68% of parents agree the school continually finds ways to improve what it does.

• 86% of teachers and 59% of parents* agree the allocation of money and other resources are managed effectively by the school.

Students report they are happy, feel safe, valued, supported and encouraged at school. They enjoy their work and the activities that are available. Teachers know and care about them and are readily approachable. Students like the rewards that are available in classes and in the school and say their teachers use praise frequently. Most students like working in groups for different purposes. All children value being able to make choices in their learning and say they are able to do this. Many students feel they are doing well at school. All students report they know the rules at school. Teachers always follow up on rules but some respond in different ways. Students like discussing ways to improve things at the school and feel the SRC is a way to do this.

Future directions

The School Plan 2012-14 will include

• a review of the reporting of student progress to parents
• the introduction of the Positive Behaviour Engaging Learning program which will review positive behavior management practices
• update of the school website to improve communication to the community

Curriculum

School transition programs

Background

Our transition programs have evolved significantly over the last few years. These programs encompass both student welfare and the personal development component of the Personal Development, Health and Physical Education key learning area.

A school survey was distributed to parents and teachers. 22 teachers and 87 families representing 107 students (Kindergarten 25 students, Year 1 24 students, Year 2 19 students, Year 3 12 students, Year 4 6 students, Year 5 16 students and Year 6 5 students). Students were guided through group discussions to ascertain their opinions.

All were given the following information about our transition programs:

This year our Pre-school to Kindergarten transition program included:

• Local preschool partnership with information evenings on Readiness for School, visits to our school and buddy mentoring activities with current Kindergarten students.
• Two parent information evenings.
• SRC conducting tours of Greenwich Road campus for upcoming students and parents and answering questions.
• Two orientation mornings in Kindergarten classrooms for upcoming Kindergarten students.
• Parent workshop on literacy and numeracy in the Kindergarten classroom for upcoming Kindergarten parents.
• Welcome morning tea conducted by current Kindergarten parents for upcoming Kindergarten parents.
• Student captains and prefects welcoming new kindergarten students on their first day of school.
• Parent information morning on being a parent helper in the classroom and on how to support their children in reading.
• Early finishing time for the first two weeks of Kindergarten for teacher conferencing with parents.

Our Year 1 Students Moving to Kingslangley Road campus transition program included:
• Regular K-6 buddy groups at the Kingslangley Road campus.
• K-6 Honour and other special assemblies at the Kingslangley Road campus.
• Year 1 buddy morning with Year 2 students and tour of the Kingslangley Road campus.
• Year 1 participation in Year 6 fun day festivities.
• Peer mediation visits by Year 5 and 6 students to the Greenwich Road campus at lunch times.
• Years 5 and 6 reading stories they have written to K-1 students at Greenwich Road campus.
• Information session for parents of Year 1 students on Years 2-6 programs and procedures, and tour of Kingslangley Road campus.

Our Senior School to High School transition program included:
• Composite (multi grade) classes in Years 5 and 6 fostering greater responsibility for own learning.
• Students rotating through different teachers more extensively than earlier grades.
• More extensive student directed learning and choice of topics in some areas.
• Use of diary.
• More detailed homework that requires time management skills.
• Increased leadership opportunities including school captains, prefects, house captains, peer mediation and buddy group leader activities.
• More extensive enrichment activities in own time including debating, mind marathon, media group, environmental committee, performing arts groups and major roles in school musical.
• Increased privileges.
• Local high school partnerships including high school student visits and enrichment experiences in high schools.
• Visit to Lane Cove Council drop in centre for high school students.
• Information session for parents on how the senior school operates and how it supports preparation for high school.
• Information session for parents on selective high school.
• Both in house and external information for parents evenings on high school preparation and managing and understanding adolescents and anxiety.

Findings and conclusions
95% of teachers and 68% of parents agreed the school actively and adequately supports students and their parents with transition from preschool to school.
100% of teachers and 73% of parents agreed the school actively and adequately supports students and their parents with transition from Year 1 at Greenwich Road to Year 2 at Kingslangley Road.
76% of teachers and 23% of parents (with 72% unsure) agreed the school actively and adequately supports students and their parents with transition from Year 6 to high school.

Kindergarten and Year 2 students quickly and confidently settled into school routines. Year 2 students had to adjust to moving between teachers for a variety of lessons and a much bigger campus with a variety of different areas and more rules to keep them safe than they were used to at Greenwich Road. Most Year 6 students were excited and confident to make the transition to high school, feeling that the structure of the senior program with its focus on student centred learning and working with a number of teachers would help them adjust to high school more readily.

Future directions
Further enhance all transition programs with increased communication to parents.

Further develop the Year 6 to high school transition program by developing greater
community of schools initiatives with local high school, more forums and communication with parents to support them and their children in 2012.

Parent, student, and teacher satisfaction
In 2011 Greenwich Public School sought the opinions of parents, students and teachers through surveys and group forums. In summary:

- Students are happy and engaged in their learning.
- Students, teachers and parents are proud of their school.
- Students, teachers and parents support what is happening at school.
- Parents value the positive changes made in the school newsletter to improve communication. Students in Years 2-6 value the whiteboard notice board with list of upcoming events.
- Students, teachers and parents value the improvements to outdoor learning and play spaces. Students would value more shade areas on the oval and more flat hard surfaces to play on the lower playground at Kingslangley Road.
- Parents would value the opportunity to attend more parent forums to support curriculum and parenting.

Professional learning
Teacher professional learning addresses the critical analysis of data to develop school targets to develop the skills of teachers and improve student learning. In 2011 professional learning centred on literacy, numeracy, the Best Start Program, differentiated learning, using technology to collaboratively plan curriculum, developing consistent teacher judgement in assessment, analysis of data to develop the School Plan 2012-14, mentoring and developing leadership capacity. Training was also conducted in CPR, Child Protection, Workplace Health and Safety and anaphylaxis. Over $40,000 was spent on course fees, conference fees, visiting speakers fees and casual salaries to allow teachers, executive members and other school staff to attend professional learning activities.

All staff attended professional learning sessions, both within school and externally, in school and out of school hours. Many programs required action research involving teachers applying teaching and learning strategies and initiatives in classrooms and reporting on improved outcomes at network workshops.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Increased student skill in spelling resulting in an increase in the number of students achieving proficiency and expected growth, in NAPLAN and other school based data.

2012 Targets to achieve this outcome include:

- a 3% increase in the percentage of students achieving the top two bands in Year 5 spelling NAPLAN (from 54% to 57%).
- a 3% increase in the percentage of students achieving the top two bands in Year 3 in spelling NAPLAN (50% to 52%)
- 56% of Year 5 boys achieving the expected growth targets for the NAPLAN spelling test (from 54% to 56%).

Strategies to achieve these targets include:

- survey of current practices and adoption of whole school approach to the teaching of spelling
- development of new school spelling scope and sequence K-6
- teachers collaboratively develop stage based spelling assessment tools to assist in consistent teacher judgment
• teacher professional learning on spelling strategies at School Development Day
• participation in the Premier’s Spelling Challenge.

School priority 2
Outcome for 2012–2014
Increased student skill in the Working Mathematically strand of Numeracy with emphasis on multi-step problem solving.

2012 Targets to achieve this outcome include:
• 54% or more of Year 5 students achieving the expected growth targets for the NAPLAN numeracy (from 51% to 54%)
• 48% or more of Year 5 boys achieving the expected growth targets for the NAPLAN numeracy tests (from 42% to 48%)
• A 3% increase in the number of students in Year 5 reaching proficiency (from 52% to 55%) in NAPLAN
• A 3% increase in the number of boys in Year 3 achieving in the top two bands in Data, Measurement Space and Geometry (from 36.9% to 39.9%) in NAPLAN
• A 3% increase in the number of students achieving in the top two bands in Year 3 (from 74% to 77%) in NAPLAN.

Strategies to achieve these targets include:
• teacher mentoring program established to improve shared knowledge as we move toward a whole school approach to multistep problem solving mathematics
• teachers from each stage participate in action research based on professional development and share this with their stage group
• time set aside in class timetables for explicit teaching of problem solving skills
• sharing or work samples and resources as well as increased dialogue between teachers through teacher professional learning
• Regional Maths Consultant to run a forum on practical ideas for implementing problem solving skills in classroom activities.

School priority 3
Outcome for 2012–2014
Enhanced used of Information technology as an innovative tool to engage student learning and improve community communication.

2012 Targets to achieve this outcome include:
• all teachers assess student skills in technology using stage based criteria
• all students complete at least one problem solving rich task utilising technology
• at least 80% of parents agree the school communicates effectively with its community

Strategies to achieve these targets include:
• development of school scope and sequence outlining student skills to be achieved K-6 in technology
• professional learning for teachers in developing rich, problem solving tasks in technology addressing the Quality Teaching Framework
• development of new and updated Greenwich Public School website.

School priority 4
Outcome for 2012–2014
Enhance school climate and positive behaviour management strategies through the introduction of the Positive Behaviour Engaging Learning program.

2012 Targets to achieve this outcome include:
• increase in the number of teacher report that students are aware of school rules and act appropriately from 59% to 70%
• increase in the number of teachers who agree teachers follow up on student behavior consistently from 41% to 80%
• reduction in the number of students removed from the playground for inappropriate behaviour
• reduction in the number of students referred to executive in direct response to inappropriate behavior
• reduction in the number of students reporting behaviour from peers they require support to manage

• increased number of peer support leaders report a harmonious group learning experience during peer support group sessions.

**Strategies to achieve these targets include:**

• a centralised electronic register to statistically record the incidents in student behaviour implemented

• teacher professional learning from PBEL coach

• the three school rules established that support core values are continuously reinforced at assemblies and by all teachers

• core rules displayed in all classrooms, in the playground and on school website

• pre and post record of incidents of behaviour reported to executive

• a systematic review of school student welfare and behaviour management planned and begun.

• peer support program introduced and support core values

**School priority 5**

**Outcome for 2012–2014**

Improve assessment and reporting systems in communicating student progress at school and to parents.

**2012 Targets to achieve this outcome include:**

• all teachers report that they are readily able to access and utilise student progress data to support programs and write reports

• increase in the number of parents who agree that they are adequately informed of their child’s progress at school from 43% to 80%

• teachers report they feel supported with consistent teacher judgment of student work.

**Strategies to achieve these targets include:**

• student assessment data storage systems explored and implemented

• staff professional learning on use of centralised data storage system

• assessment schedules and cross grade assessment data systematically collected and stored

• systems provide for collaborative consistent teacher judgment of student achievements

• report format review undertaken with school community

• community survey to gauge satisfaction.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: