School context

Greenwich Public School is located in Greenwich on the lower north shore of Sydney. The school consists of two campuses situated 1.5km apart. Kindergarten and Year 1 are located on Greenwich Rd and Years 2-6 on Kingslangley Rd. In 2013 Greenwich PS had an enrolment of 488 students across 20 classes. 20% of students come from a non-English speaking background.

Greenwich Public School is a safe, happy and well-resourced learning environment, where our confident, creative and respectful learners enjoy lessons in our natural bushland setting. We have a strong tradition of academic excellence and opportunities for all students to succeed.

Our highly qualified and enthusiastic staff provides differentiated programs to meet the needs of all learners and we offer opportunities for students to participate in a wide range of sporting and performing arts activities.

Principal’s message

It is with great pride that I present the Annual School Report for 2013. It has been a year full of outstanding achievements in the academic, social, sporting and performing arts arenas. As I reflect upon these achievements and celebrate these successes, it is with the knowledge that it has only been possible due to the strong partnership and teamwork of the students, staff and parent community.

Our numbers have continued to grow steadily and as from 2014 we will officially be classified as a P2 school (category based on enrolments between 451 and 515). This provides us with some additional support time for administration.

We have continued to strengthen our links with other local primary schools and our feeder high school, Hunters Hill HS. Stage 3 teachers from a range of local primary schools worked with Stage 4 Hunters Hill HS teachers on Term 3 Staff Development Day to build up working mathematically skills. Senior students have taken advantage of programs run by Hunters Hill HS such as ‘Top of the Hill’ enrichment program, ‘Hands On Science’ and orientation programs.

Teachers are lifelong learners and as such have continued to pursue professional learning to better educate our students. I thank them all sincerely for their dedication and hard work in 2013. They are capably supported by strong leadership in our executive team – Ms Jenni Bittar, Ms Anna Parrella, Mr Luke Richmond and Miss Kristy Johnson. This team has worked collaboratively with me to achieve our targets and set directions.

The school could not function without the administrative staff, grounds staff and our student learning and support officers who all work diligently to manage our finances, maintenance and organisational issues. Your cheerful attention is appreciated.

Strong partnerships with the school community underpin our successes. I would like to thank all our parent/carer helpers, parent committees and volunteers who have helped in so many ways to improve our school learning outcomes and facilities. Special thanks to Michele Simos (President P&C) and James Hall (President School Council) for their support and leadership of the School Council and P&C, working with their respective committees. Our partnership with Greenwich Sports Club enabled productive drainage work to be accomplished on the oval, making it playable almost all year round.

There is a positive feeling of community in our school as evidenced by the amazing response to ‘Green Day for Max’, where together we raised over $10 000 for Max’s medical and educational expenses. Mufti day, raffle tickets and a full school sausage sizzle made for a great day and very pleasing outcome.

Our sense of community was tested as we worked through a review of the school uniform. A survey, uniform forum, displays and voting events all took place resulting in a new sports uniform and some changes to the existing uniform. A transition to the new uniform was put in place and guidelines established. Many heartfelt thanks to Fiona Ell,
Julie Morgan, April Butler, Jo Smith, Anna Parrella, Marian Walker and Kathy Kaderavek who took on this uniform review with me.

As we move into 2014, I believe that we are well positioned to meet the challenges and changes as new Department of Education and Communities organisational structures and policies become reality. We are excited about introducing the new English and Science curriculums and embedding 21st Century fluencies and technology. We will move into a new student well-being program PBEL – ‘Positive Behaviour Engaging Learning’ to provide a consistent framework for rewarding and shaping behaviour in our school. It will be another year of quality teaching and learning for our students. Remember the words of the African proverb – ‘If you want to go quickly, go alone; if you want to go far, go together.’

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.

Megan Lockery – Principal

School Council message

Annual Report of the School Council 2013

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 six occasions during the year.

The School Council in 2013 has taken more of a supportive role focusing on governance and procedure. During the course of the year we have worked with the staff on overall school numbers, staffing changes, traffic issues and other works being done at the school, NAPLAN results, budget review, school uniform review procedure and results, school information surveys and supporting efforts to preserve and improve school resources and facilities.

The School Council would also like to acknowledge the contribution of all volunteers & the school staff, who put so much into the school and make it a great centre for growth and learning for our children.

2014 will be another challenging year with school numbers increasing, the growth of further technology into the classroom, the logistics of having two separate school sites, the gradual move and integration to a national syllabus, the introduction of education reform with greater autonomy for the school with budgets and spending as part of the ‘Local Schools, Local Decisions’ policy.

James Hall – School Council President

P&C message

President’s Report 2013

Once again, the P&C would like to thank Principal Megan Lockery and the entire Greenwich Public School staff for their contributions to our children’s education. This year the P&C partnered with the school on many significant programs and projects. Our contributions are only possible due to the generosity of the school community—parents and carers, community groups, local sponsors and the Greenwich Public School staff. This year our revenue again exceeded expectations, with a greater percentage of families than ever making an Annual and/or Building Fund Contribution, phenomenal fundraising returns and larger than expected Uniform Shop proceeds. As a result, the P&C was able to continue (and, in some cases, increase) its support in several key areas:

- Literacy Support & Teacher’s Aides: Funding the hire of qualified STLA teachers and classroom aides who provide individual/small group support to those in need which directly lowers student to teacher ratios
- Classroom Materials: Providing current, relevant and engaging materials for all students

Megan Lockery – Principal

School Council message

Annual Report of the School Council 2013

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 six occasions during the year.

The School Council in 2013 has taken more of a supportive role focusing on governance and
• Technology: Equipping classrooms with modern technology so students are exposed to and learning in a progressive environment

• Grounds support: Contributing to the wages of the school’s horticulturalist to ensure the school’s grounds are preserved and maintained

The P&C was also able to fund special projects. The Heritage Pathway is substantially complete with children and visitors alike enjoying clean and easy access to the school’s play areas and learning about the school’s history. The COLA at the K/1 campus was cleaned and painted creating a much fresher appearance for our youngest students to enjoy and the school is now equipped with wireless infrastructure – allowing teachers to incorporate the latest technology into their teaching programs.

Of course, we could not do our work without the efforts of our volunteer Committee and active members. In particular, there are several long-standing members whose experience, reliability and good nature form a much needed core to our Committee—thank you Jacqui, Cathy, Annie, Kylie, Mardi & Edy for continuing to work hard year after year. In 2013, we added the position of Grants Coordinator and have been lucky to have Sandra Murray identifying grants opportunities and working with the school and P&C to apply for available funds that match the school’s needs. A very special mention also to Jeremy Ell who initiated the ultimately successful state grant of nearly $19,000 for the Heritage Pathway!

As the year concluded, we had to say goodbye to several people whose contributions were invaluable. Thank you to Lisa Brink, one of our longest serving committee members, for looking after our fundraising accounts. Josie Dyhrberg’s efforts as Fundraising Co-Chair had a major impact on our favourable finances over the past couple years. Pierre Hattingh has made great contributions as our Campus Upgrade Coordinator and Vice President—identifying and managing projects to improve the school’s facilities and environment. As Communications Coordinator, Ben Wilson was a whiz with words – both written and as our stalwart emcee at our fundraising events. And, with no questions asked, Emily Rowe stepped up to take on a role as School Council Liaison. Many thanks – you all will be missed and we can only look forward to welcoming some new volunteers who will continue your good work!

Rounding out our Committee are Kylie, Fiona, Julie, Vincenza and Karen – you are all fabulous! New members are of course always welcome and we look forward to finding good use for your particular interests, skills or talents that can benefit the children of Greenwich Public School!

Michele Simos – P&C President

Student representative’s message

School Captains’ Messages

As my time at Greenwich is now coming to an end the memories I will treasure most are:

The encouragement and enthusiasm of the teachers and staff members and especially the patience of all the teachers who have taken me for Maths!

And I will always remember the efforts of all the Year 6 parents who have been our bakers, lunch makers, taxi drivers, cheer squad, artists and photographers over the last seven years.

And when I say this I’m sure I speak for all Year 6’s in giving a HUGE THANK YOU to our teachers, staff and parents. But the thing I will cherish most will be the amazing friendships I’ve made along the way. When I walk into the classroom I feel welcome and accepted. Even though we are all different and have diverse talents, interests and abilities I love the fact that everyone is encouraged to be the best that they can be. And as I remember all the merit awards – I’m sure this happiness comes from being in a truly special place where I feel like I belong. I hope that every student’s time at Greenwich has been and will be as wonderful and memorable as mine.

Amelie Morse – Girl School Captain 2013
When reflecting on our final year at school, each of us in Year 6 has gained so much. Wherever we go from here with our lives, we have all had an amazing start through being educated at GPS. Educated not only in Maths and English but in so many other ways that will help us in years to come. We have learnt that each of us has different gifts to contribute to our school community, we are all individuals and none more important than the other. This year has been about learning to value friendships and mates. As Dr Zeus says...You’re off to great places! Today is your day! Your mountain is waiting..so get on your way!

Lachlan B-S – Boy School Captain 2013

SRC (Student Representative Council)

K/1
The Junior (K/1) Student Representative Council 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 in Semester 2 and served the school proudly for the remainder of the year. Throughout the year the SRC met with Mr Sherriff to discuss and organise a number of activities to support our school and the wider community.

In Term 1 SRC hosted the Easter assembly. In Term 2, students participated in ‘Lane Cove Voices for Reconciliation’ to celebrate Aboriginal culture and promote reconciliation. They performed two songs ‘Living in Australia’ which was about native Australian animals, and ‘Big Storm’ which was a song about Australian thunderstorms. In Term 3 the SRC children hosted the Education Week assembly and helped at the Kindergarten Orientation Day by showing groups of children around the school. In Term 4 the SRC narrated the Christmas concert that Miss Smith organised.

2-6 SRC
The 2-6 Student Representative Council at Greenwich is made up of two elected representatives from each class. It 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. One of the major roles of student council is to raise funds for a variety of charities. In Term 1, we supported Stewart House, a residential facility for students in need, with a gold coin donation. In Term 2, we held the Cancer Council Biggest Morning Tea. Parents were invited to join us and we raised nearly $2000, our best result so far. In Term 3, due to our earlier success we held a second morning tea. Together with the environment group we supported the preservation of the Tasmanian Devil and the Clown Doctors, a group that visits sick children. As a result of our last morning tea in Term 4 we sent a substantial sum to the NSW Bushfire Appeal.

Another of our roles is to organise special celebrations within the school. We organised and participated in the Anzac Day and Remembrance Day assemblies and encouraged students in special days such as ‘Walk to School’ Day. One of this year’s initiatives was the Book Week Parade where we dressed up as some of our favourite book characters and the teachers also came in costume.

In Term 4 we again set up the Giving Tree. We asked students to bring in Christmas gifts which were donated to the North Shore Hospital and distributed to children who were spending Christmas in hospital. It is the eighth year in a row that we have been collecting gifts under the Giving Tree and this is always well supported.

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>183</td>
<td>182</td>
<td>183</td>
<td>215</td>
<td>204</td>
<td>204</td>
<td>220</td>
</tr>
<tr>
<td>Female</td>
<td>164</td>
<td>173</td>
<td>189</td>
<td>200</td>
<td>197</td>
<td>229</td>
<td>268</td>
</tr>
</tbody>
</table>
### Class Sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KAP</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJS</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KLR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KMM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KSC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1AK</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1DM</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1KM</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1MS</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2LH</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2SM</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2SR</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3AR</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3NP</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3 / 4 AP</td>
<td>3</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>4 / 4 OB</td>
<td>3</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>4LM</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>SCG</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>SJB</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>SRC</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.7</td>
<td>95.9</td>
<td>96.3</td>
<td>95.8</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.4</td>
<td>96.5</td>
<td>96.7</td>
<td>95.4</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.6</td>
<td>96.3</td>
<td>95.1</td>
<td>95.0</td>
<td>97.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>97.1</td>
<td>96.0</td>
<td>96.7</td>
<td>95.4</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>96.0</td>
<td>95.4</td>
<td>95.9</td>
<td>95.6</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.6</td>
<td>95.4</td>
<td>97.0</td>
<td>96.1</td>
<td>98.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>94.8</td>
<td>95.7</td>
<td>95.6</td>
<td>96.4</td>
<td>97.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>96.0</td>
<td>96.1</td>
<td>95.9</td>
<td>96.2</td>
<td>95.6</td>
<td>96.9</td>
</tr>
</tbody>
</table>

### Region

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>96.1</td>
<td>96.0</td>
<td>96.3</td>
<td>95.8</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>95.6</td>
<td>95.8</td>
<td>95.7</td>
<td>95.5</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.8</td>
<td>95.9</td>
<td>95.7</td>
<td>95.6</td>
<td>96.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.8</td>
<td>96.1</td>
<td>96.0</td>
<td>96.0</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.8</td>
<td>96.0</td>
<td>95.8</td>
<td>95.9</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>96.0</td>
<td>96.1</td>
<td>95.9</td>
<td>95.9</td>
<td>96.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
<td>95.7</td>
<td>95.2</td>
<td>95.1</td>
<td>95.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>95.7</td>
<td>94.7</td>
<td>96.0</td>
<td>95.8</td>
<td>95.7</td>
<td>96.1</td>
</tr>
</tbody>
</table>

### State DEC

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

### Management of non-attendance

Attendance rates are consistent with regional and state levels. Teachers and executive staff carefully monitor attendance. Non-attendance may be reported by parents/carers via a written note, email or phone call. Teachers follow up with parents where no explanation of absence is given within a couple of days. For long term absences of more than 10 school days, parents/carers must apply for exemption as per DEC policy guidelines. All absence documentation is kept on file. Any attendance concerns, including persistent lateness, are reported to the Learning Support Team and referred to the DEC’s Home School Liaison Officer, if required, for further support or action under DEC Policy and legal requirements.
Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>16</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Support Teachers Learning – P&amp;C paid</td>
<td>0.8</td>
</tr>
<tr>
<td>Italian Teacher – parent funded</td>
<td>0.8</td>
</tr>
<tr>
<td>RFF Teachers</td>
<td>0.84</td>
</tr>
<tr>
<td>Part-time teachers</td>
<td>0.8</td>
</tr>
<tr>
<td>School Administrative Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officers</td>
<td>2.182</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.6</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. Currently there are no teachers of Indigenous background in the workforce at Greenwich PS.

Student Learning Support Officers (SLSOs or teachers’ aides) were part funded by the DEC and part funded by the P&C to support students with special learning needs. They provided classroom and playground support.

Staff Retention

In Term 1 Miss Sally Clarke accepted a promotion as Assistant Principal at Killarney Heights PS. Miss Nicola Graham was appointed to replace her via the targeted graduate program. Following Merit Selection, Miss Kristy Johnson was appointed to the vacant Assistant Principal position at Greenwich PS and commenced in Term 2. Due to an increase in numbers two new positions were created with Mrs Shauna McStraw appointed as a targeted graduate and Miss Corrine Grundy appointed via Merit Selection. At the end of 2013 Mr Clive McArthur resigned to move interstate.

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>78</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>22</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25</td>
</tr>
</tbody>
</table>

In 2013, two teachers gained their accreditation at Professional Competence.

Financial summary

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

| Date of financial summary | 30/11/2013 |

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>149148.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>246165.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>124406.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>583010.86</td>
</tr>
<tr>
<td>Interest</td>
<td>6135.10</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>57077.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1165943.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>191596.25</td>
</tr>
<tr>
<td>Excursions</td>
<td>84481.74</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>123797.20</td>
</tr>
<tr>
<td>Library</td>
<td>2175.83</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>19732.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>133167.30</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52226.45</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>112447.62</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>55303.83</td>
</tr>
<tr>
<td>Maintenance</td>
<td>56128.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>55351.87</td>
</tr>
<tr>
<td>Capital programs</td>
<td>135094.64</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1021504.06</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>144439.43</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 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 2013

The Arts

Performing Arts Concerts and Presentation Day Assembly

This year we held two performing arts concerts to showcase the performing arts talents of students in K-6. Groups represented included the K/1 choir, senior and junior choirs, guitar groups, recorder groups, training and performing bands and string ensembles. Both concerts were very successful events.

The year culminated in a K-6 Presentation Day Assembly and provided a unique opportunity for a range of music groups to be represented in an opening item. ‘Rock Around the Clock’ was chosen for a combined performance of band, strings, recorder and guitar groups. It was extremely well-received by the audience.

Peace Child – Years 2-6 Musical

All students from Years 2-6 participated in the musical ‘Peace Child’. Year 6 students took on solo roles and a senior chorus provided the backing music. This spectacular event showcased the singing and dancing skills of our students under the direction of our wonderful Ms Bittar.

K/1 Choir

The K-1 Choir participated in a number of performances and enjoyed having the opportunity to sing before their peers, teachers, parents and also the wider community. Some of the highlights for the K-1 Choir in 2013 included a Christmas performance at the Greenwich Hospital alongside the Recorder Group and participation in the K-6 Performing Arts concerts.

Those involved engaged in lunchtime singing activities with Miss Angie Kiehne and Miss Martina Leissmann and were accompanied on excursions by Mr Clive McArthur.

Years 2-6 Choirs

Our senior choir represented the school in the ArtsNorth Choral Festival at the Town Hall, ably taught by Ms Bittar and Ms Amelia Rutherford. Both the Junior and Senior choirs performed at our K-6 Performing Arts Concerts. The Junior Choir was conducted by Ms Rutherford.

Bands

The year got off to a great start with Tracey Foster taking up her role as our new conductor.

It was agreed early on to further develop the band program by recruiting more members. Children were encouraged to join through a demonstration of the band instruments during assembly and information was sent home to parents. This proved very successful with Training Band numbers increasing by 10 members to a total to 21, and Performing Band increasing by 4 members also to a total of 21.
The increase in numbers allowed for the introduction of new instruments, including a Glockenspiel, keyboard and bass guitar.

Both bands settled into their routines, with the Training Band rehearsing for an hour on Monday mornings and the Performing Band for an hour on Tuesdays.

In May the Performing Band attended the Ryde East Music Festival, and received some valuable feedback on how to improve. Then in June both bands showed off their progress at the GPS Performing Arts concert, performing to a hall full of family and friends.

In August band members were invited to attend a half day Band Intensive held at the school. A number of expert tutors were involved in coaching each section of the band to help improve their skills, and parents were treated to a performance at the end of the day.

Both the Training and Performing Bands represented the school at the University of NSW Band Festival at the end of August, with the Training Band proudly taking home a silver award, and the Performing Band a bronze.

Auditions for the 2014 Training Band were carried out in Term 4 and students were offered the chance to try the Euphonium for the first time. There was a record number of registrations, resulting in a further increase to band numbers for 2014. The Performing Band joined in a combined performance of ‘Rock Around the Clock’ at the Presentation Day assembly. The year culminated in another Performing Arts Concert played to a packed school hall, and finally, a morning tea to celebrate the end of another fun and productive musical year.

Band Committee

Strings

The GPS String Ensemble consists of the Primary String Ensemble for Years 2-6 and the Year 1 String Ensemble. Instruments played include the violin and cello. At the start of the year the Ensemble farewelled its coordinator, Kate Dixon, and welcomed in a new parent committee. At the end of the year the String Ensemble farewelled its conductor, Jennifer Stevens. Both Kate and Jennifer have been integral to the String Ensemble’s success over the last few years.

The Primary Ensemble doubled in size in 2013, (despite losing a couple of seniors) because so many of the previous year’s Year 1 players took up the challenge and joined the Primary Ensemble. The Primary Ensemble met from Term 1, on Wednesday mornings at 8am for one hour, and continued its tradition of playing for the Social Club at Greenwich Hospital, at the GPS Performing Arts Concert, at the Presentation Assembly (where it teamed up with the guitars and band ) and at the Ryde Eisteddfod, where it competed against other school music groups. To prepare for the Eisteddfod the children took part in an intensive weekend session. The Year 1 Ensemble started in Term 3, meeting on Monday mornings at 8.30am for half an hour. The five enthusiastic violinists had fun playing at a K-1 Assembly and at the K-6 Performing Arts Concert.

String Ensemble Committee

Recorder Groups

The Festival of Instrumental Music at the Opera House was a highlight for the Recorder Ensemble as they joined a mass group of 700 players. Mrs Bev de Luis, the recorder teacher, capably worked with students from Years 2-6 each week and conducted as they performed in assemblies, at Greenwich Hospital, Performing Arts Concert Nights and Carols Night and joined in the combined
item ‘Rock Around the Clock’ for our Presentation Day assembly.

**Guitar Groups**

Our Beginner and Intermediate/Advanced guitar groups continued to thrive under the direction of Mr Richard Clark. They have performed in our Performing Arts concerts and the combined item in the Presentation Day Assembly.

**Years 2 -6 Talent Show**

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

**K/1 Assemblies**

These assemblies continued to provide opportunities for K/1 students to sing, dance and act out assembly items to entertain parents/carers and friends.

**Sport**

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

**K-1 Sport Program**

Kindergarten and Year 1 students were involved in a number of sporting programs and activities throughout 2013.

During Terms 1 and 4 students participated in the FLIP Gymnastics program through which they developed the ability to perform a range of gymnastics related skills such as balancing, rolling, stretching and jumping.

In Term 2 students participated in the Footsteps dance program in which they developed an awareness of the ways their bodies move and the space in which they move. They learnt a new dance each week and explored how they could communicate and express themselves through movement.

During Term 3, students participated in the Sports In Schools program which focussed on fundamental movements skill acquisition and development through a variety of engaging activities.

Throughout the year, students also participated in regular class physical education lessons and programs which focused on fostering the skills and attitudes necessary to be life-long participants in a variety of physical activities beyond the school setting.

**Years 2-6 Sports Program**

In Term 1, all students participated in FLIP Gymnastics. This helped students build strength, balance and control.

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. Opportunities also were available for students in Years 3-6 to join various PSSA (Primary Schools Sports Association) teams in netball, soccer and AFL. A girls soccer team was entered for the first time. Our AFL Division 1 team won, we were runners up in Division 2 and our soccer A team were joint premiers. All PSSA demonstrated good sportsmanship.

In Term 2 students not taking part in tennis or in the Primary Schools Sports Association (PSSA) competition improved their sporting skills through
coaching by *FLIP Sport*. Sessions focused on ball skills, fitness and coordination.

In Term 4 all students took part in dance classes run by class teachers. Students also took part in a range of fitness and games activities during the year.

**OzTag Touch Footy Gala Day**

Victory went to our junior girls touch footy OzTag team coached by Mrs Kate Hallam and Miss Grundy as they won the area competition. We entered six teams.

**Paul Kelly Cup**

Six senior teams entered the AFL Paul Kelly Cup with one girls team making the final and one boys team winning the event then going on to win the Zone carnival.

**Premier’s Sporting Challenge**

Students in Years K-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 the acquisition of extra sports equipment being supplied to Greenwich Public School. Congratulations to all of the students for participating in a very successful Premier’s Sporting Challenge in 2013.

**Carnivals**

Our sports carnivals were a huge success this year. Our swimming carnival for swimmers aged eight years and over was once again held at the Epping Aquatic Centre. Our cross country carnival for Years 2-6 was held on site. Students cheered their peers on tirelessly at our K-6 Athletics Carnival held at the Lane Cove Pottery Green. Our K-1 students participated 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 at school. Many students went on to represent our school at both the zone and regional level. The students’ efforts in all these carnivals were outstanding and we are very proud of their achievements. At the North Shore Zone Athletics Carnival we were awarded ‘Handicap Winners’ – based on numbers of students in the school. Ten students went on to represent the Zone at the Regional Carnival.

**Our champions were:**

Swimming Carnival: Winning House- Goolagong
Junior Girls Champion  Bo B
Junior Boys Champion  Will B
Senior Girls Champion  Victoria M
Senior Boys Champion  Oskar P

Athletics Carnival: Winning House- Fraser
Junior Girls Champion  Bo B
Junior Boys Champion  Tushar K
Senior Girls Champion  Lucy F
Senior Boys Champion  Elliott W

Cross Country: Winning House- Fraser
Junior Girls Champion  Sofia M
Junior Boys Champion  Joseph R
Senior Girls Champion  Olivia R
Senior Boys Champion  Aiden P

Champion winning sports house:
Congratulations to Fraser who this year was winner of the overall sports carnival trophy.

Jump Rope For Heart
This year we supported the Heart Foundation and raised $15 489. Skipping became the craze in the playground and PE lessons focused on teaching skipping skills and moves, increasing fitness levels for all K-6 students. A demonstration team from Northbridge inspired the students.

Academic achievements
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3
We were very pleased with our Year 3 results. Highlights include:

- 79.2% of students achieved in the top two bands in Reading compared with 69.1% for the Lane Cove network and 46.6% for the state
- 74.1% of students achieved in the top two bands in Spelling compared to 72.6% for the Lane Cove network and 49.6% for the state
- 84.5% of students achieved in the top two bands in Writing compared with 73.4 % for the Lane Cove network and 54.2% for the state, with no students in the bottom two bands
- 79.5% of students achieved in the top two bands in Numeracy compared with 64.4 % for the Lane Cove network and 38.8% for the state
- Our Year 3 reading scaled score of 488 was higher than the Lane Cove Network score of 472
- Year 3 has improved by 48 scale scores from the 2012 data in Reading
- Year 3 girls are 78 scale scores above the state average in Reading

![Percentage in bands: Year 3 Reading](image)
SSG refers to Similar Schools Group
NAPLAN Year 5

Key achievements for Year 5 include:

- 64.1% of students achieved in the top two bands in Reading compared with 60.8% for the Lane Cove network and 37.4% for the state
- 61.5% of students achieved in the top two bands in Spelling compared with 60.3% for the Lane Cove network and 37.9% for the state
- 66.7% of students achieved in the top two bands in Grammar and Punctuation compared with 64.9% for the Lane Cove network and 42.1% for the state
- 51.2% of students achieved in the top two bands in Numeracy compared with 54.2% for the Lane Cove network and 27.8% for the state
- 70.6% students achieved at or above expected growth in Reading
- GPS had the highest growth in Spelling in our region - 99.8 points
- 52.9% of Year 5 achieved at or above expected growth in Writing – this will be addressed in 2014
- 70.6% students achieved at or above expected growth in Numeracy

- SSG refers to Similar Schools Group
Average progress in Writing between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>41.8</td>
</tr>
<tr>
<td>SSG</td>
<td>63.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>55.2</td>
</tr>
</tbody>
</table>

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.7</td>
<td>86.5</td>
<td>112.9</td>
<td>93.1</td>
</tr>
<tr>
<td>SSG</td>
<td>97.0</td>
<td>106.0</td>
<td>102.3</td>
<td>101.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td>89.7</td>
</tr>
</tbody>
</table>

Other school based assessments

Kindergarten Results 2013

Reading results in Kindergarten indicated that 100% of students exited Kindergarten at or above the expected benchmark reading outcome for Kindergarten students in NSW. 97% of Kindergarten students achieved at or above expected outcomes for students across all strands of the English curriculum. 93% of Kindergarten students achieved at or above Stage expectations in Writing. Overall 43% of Kindergarten students recorded results in English that indicated they were ‘working beyond’ Stage expectations.

Mathematics results indicated that 99% of students left Kindergarten achieving at or above expected outcomes in Mathematics and 98% of students displayed sound or higher abilities in the Number strand. 99% of students achieved at or above Stage expectations in the Patterns and
Algebra strand. Overall 45% of students recorded results that indicated they were ‘working beyond’ Stage expectations in Mathematics.

**Year 1 Results 2013**

Results in Year 1 indicated that 95% of all students exited the year at or above the expected benchmark for Year 1 students in the Northern Sydney region. Of these students, 60% scored ‘Outstanding’ or were ‘working beyond’ grade expectation.

In Mathematics, 97% achieved at or above grade expectations in Number. 68% of these students scored ‘Outstanding’ indicating that they were ‘working beyond’ grade expectation.

**Other achievements**

**2013 International Competitions and Assessment for Schools - ICAS.**

Students in Years 3-6 had the opportunity to participate in the 2013 International Competitions and Assessment for Schools. Our results were as follows:

**English:** 52 students participated and were awarded 2 high distinctions, 7 distinctions, 21 credits and 22 participation certificates.

**Science:** 60 students participated and were awarded 14 distinctions, 28 credits and 18 participation certificates.

**Maths:** 53 students participated and were awarded 12 distinctions, 25 credits and 16 participation certificates.

**Selective High School**

In 2013 three students were offered places and two students were placed on the reserve list for selective high school.

**Opportunity Class Placement**

In 2013 four students were offered places and two were placed on the reserve list for Opportunity Classes.

**Math Olympiad**

Senior extension mathematicians took part in the annual International Maths Olympiad. These extremely difficult problems require mathematical knowledge and a systematic approach to problem solving. Our team scored in the top 25% of teams in Australasia and 3 individual students scored in the top 10% of all students competing. 12 students scored in the top 25% of all students.

**Gifted and Talented Enrichment Days**

Selected senior students had the opportunity to attend Hunters Hill High School to experience life as a secondary school student. These students engaged in enrichment activities in Science and the performing arts as part of the ‘Top of the Hill’ primary school partnership initiative. Seven students also participated in the Hunters Hill HS ‘Hands On Science Day’.

Two Year 4 girls were selected to attend Willoughby Girls High School for a day to participate in Science and Technology extension activities with girls from other schools in the region.

**Engquest**

All students from Year 2 to Year 6 participated in Engquest 2013. 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 catapult, a lifting machine, a water wheel or an environmentally friendly house complete with a parallel circuit lighting system. Students were able to access expert knowledge from practising engineers and ask them questions about their projects in the ‘Ask an Engineer’ forum.
CSIRO Workshops – Science

Students in Years 5 and 6 were challenged by the CSIRO workshop ‘Forensic Frenzy’. Students gained an exciting and practical insight into problem solving and the world of forensic science. Activities include fingerprinting, computer facial ID, soil analysis, chemical tests for fabrics, and investigating fibres under the microscope. The scenario undertaken this year was the kidnap and ransom of Nathan Bloom. It was a great opportunity to emphasise the importance of group work.

Students in Years 2, 3 and 4 participated in a hands-on workshop about ‘Magnetism – The Force of Attraction and Repulsion’. Concepts covered included materials affected by magnets, the strength of magnets, repulsion of like poles, levitation using magnetic repulsion, magnets can be used to produce an electric current and finally electricity can be used to make non-magnetic things become magnetic.

Jollybops Science Show

All students in Years 2-6 experienced a science show entitled ‘Flight, Sound and Fire – Science with an Aboriginal Perspective’. It looked at the scientific principles behind some of the great inventions and environmental understandings of Aboriginal and Torres Strait Islander Peoples. Students discovered the complex science behind the Boomerang – the first man made flying machine. They learnt about the science of sound and the Didgeridoo and found out about the inventions of the great Aboriginal Scientist (and face of the $50 note) David Unaipon. Students discovered how Indigenous Peoples of the Northern Territory today are helping cut Greenhouse Gases with their Caring for Country Fire Management Practices.

Reef-HQ Great Barrier Reef Aquarium Video conference

Students in Years 5 and 6 participated in a video conference with Reef HQ in Townsville to further their understanding of the coral reef ecosystem in Science. During this underwater virtual dive adventure, information was delivered live by a SCUBA diver. Students learnt about the diversity of reef creatures, the adaptations they possess and the role they play within the reef community. They explored the inter-relationships between marine creatures, threats to the reef and discussed ways we can all help protect the Great Barrier Reef.

Premier’s Reading Challenge

In 2013 185 students from K-6 entered the Premier’s Reading Challenge and 33 achieved their Gold Certificates.

Premier’s Spelling Challenge

All students from Years 3-6 participated in the Premier’s Spelling challenge with our four grade champions representing Greenwich PS in the regional final – Jackson C, Joseph R, Olivia R and Elliott W.

Premier’s Reading Challenge

185 students from Years K-6 completed the Premier’s Reading Challenge with 33 achieving their Gold award for completing the challenge for four years.

K/1 Fairy Tale Day

To celebrate the culmination of the Fairy Tale unit of work, all K/1 dressed as fairy tale characters for the day and joined in a range of activities. They were treated to a performance of a fairy tale written by our own playwright Mr Luke Richmond.

Significant programs and initiatives

Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas in our school. The term ‘Aboriginal perspectives’ refers to Aboriginal
points of view on particular issues and events and includes specific syllabus content. This is in line with the DEC’s Aboriginal Education Policy, which states that students in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. The school community has continued to acknowledge the traditional custodians of the land at assemblies and whole school events.

Our Science incursion Jollybops Science incorporated Aboriginal inventions and environmental practices into the show to further develop the understanding of our students.

In preparation for the introduction of the new English curriculum in 2014, Aboriginal texts were analysed and suitable texts purchased for all grades.

Our K/1 SRC participated in the Lane Cove Council ‘Children’s Voices for Reconciliation’ Festival where they performed two songs.

**Italian lessons for K-6** teach simple conversational language including greetings and pleasantries, simple directions, colours and objects. All students learn Italian through songs, stories, games, role plays and movie clips. Italian culture and perspectives are also covered.

Our ESL (English as a Second Language) teacher supports students whose first language is not English. They may be new arrivals or students who although born here may use another language at home. Lessons are conducted in small groups and support the work in the classroom. Resources are also provided to the class teacher to assist with day to day class activities.

Kindergarten students enjoyed a multicultural lunch at the park and sampled a range of foods from other cultures.

‘Chifunese’ continued as an out of school hours paid activity for children to learn Mandarin.

**Technology**

In Technology 2013, student outcomes were supported, teacher training was enhanced, hardware was maintained and supplemented, wireless infrastructure was investigated and installed for the introduction of mobile technology in 2014 and community communication was improved through the launching of the new Greenwich Public School website.

All students K-6 attended robotics workshops at the Macquarie ICT Innovations Centre. All were involved in collaborative problem solving. Kindergarten students programed BeeBot robots, Years 2 to 3 programed Probot robots and Years 4-6 constructed and programed NXT Lego robots. K-6 students were involved in developing and producing visual and animated texts. The Claymation incursion for Years 2-6 allowed students to collaboratively create story boards, produce and modify clay figures to produce and edit a short video using cameras and movie making software.
The technology committee consulted with DEC curriculum support staff resulting in the development of a technology scope and sequence document for teachers with the skills that should be developed in each grade from Kindergarten to Year 6. The committee also conducted a survey into teacher confidence and competence in the use of technology. As a result, Electroboard presented a ‘hands on’ workshop on increasing staff skills in the use of interactive whiteboards (IWB). The survey also highlighted further professional learning areas to be undertaken in 2014.

Members of the technology committee attended forums and expos held at local schools and Macquarie University to gauge how mobile technology is being introduced and utilised to enhance student learning and engagement. Through a joint financial commitment between the school and our P&C the infrastructure required to support mobile technology was installed during the summer school holidays, ready for its implementation in 2014.

Other hardware purchases and upgrades included increasing the number of desktop computers in the Kingslangley Road computer hub, installation of a data projector and computer for the Greenwich Road computer hub, one Hovercam for the Yrs 2-6 library where it projects book images onto the IWB, cyclic replacement of older desktop computers in classrooms, supplementing the number of scanners resulting in there being one for each classroom, equipping two new classrooms with mobile IWB new headsets with microphones and the purchase of two ipads. There were also software supplements with the Typequick upgrade and the installation of the Maths Plus IWB K-6 installed in all classrooms.

The new Greenwich Public School website was launched. It is both a tool to promote our school’s achievements and provides practical up to date information for our school community. Relevant DEC information is integrated within the website to support parents. This has improved our school’s communication with the community.

Gardening Club
The Gardening Club met once a week. They took part in the preparation of soil in the vegetable garden and grew a variety of herbs, flowers and vegetables. They assisted in the watering and other tasks where necessary. They helped with grond clearing and with the planting along the Heritage Pathway.

All K-6 students participated in the annual ‘Plant a Tree Day’.

Environmental Activities
The Environmental Group met weekly. The worm farms were maintained and recycling was encouraged throughout the school. This year the group decided to support the preservation of the Tasmanian Devil. They prepared a series of presentations and organised a fundraiser to find a cure for the cancer that has been destroying them.

The group organised ‘Clean Up Australia Day’. Years 2-4 participated in Lane Cove network EnviroMentors workshops.

All students were encouraged to participate in ‘Walk Safely to School Day’ with K/1 staff providing a walking bus for the morning.

Parent Information Sessions
Classroom Helpers
We value our parent helpers very much. As part of our orientation process, our Kindergarten Assistant Principal, Mr Richmond and Miss Jo Smith, 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.
Year 2 Transition

Ms Anna Parrella held a transition to Year 2 Information Session. The purpose was to disseminate information relevant to Year 2 on the Kingslangley Rd campus such as buses, maths groups, assemblies, sport, routines, pick ups and playground.

Uniform Forum

As part of the review of the school uniform, a forum was held to discuss and display the options put forward by the Uniform Review Committee. This meeting was well attended and led to the final options for the voting process.

NAPLAN and Academic Achievement

A forum was held to present the results of 2012 NAPLAN, academic results from Kindergarten Best Start Assessments and overall academic achievement across the school. An explanation of the NAPLAN testing program was given including sample questions and test procedures.

Buddy Groups

One way Greenwich PS chose to strengthen relationships between students was to implement a K-6 Buddy Groups program. This was run for five weeks in Term 4 and provided leadership opportunities for senior students as they ran activities around personal development themes such as cooperation, friendship and teamwork.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN data, Best Start data, summary reports from Student Progress Reports and benchmarking levels
- Professional collaboration of target committees
- Stage planning and consistent teacher judgement (CTJ) sessions
- The ACARA survey tool
- The Literacy and Numeracy continuum assessment and reporting tool
- Student self-assessment
- Formal and informal surveys
- Learning Support Team feedback

School planning 2012—2014: progress in 2013

School priority 1 - Literacy

Improved student growth and proficiency in spelling, including improved growth for boys.

Increased teacher expertise in differentiating instruction in spelling.
Outcomes from 2012–2014

- To increase the percentage of students achieving in the top two bands in Year 5 Spelling by 3% with a target of 60% in 2013 and 64% in 2014
- To increase the percentage of students achieving in the top two bands in Year 3 Spelling by 3% with a target of 55% in 2013 and 59% in 2014
- Target of 58% in 2013 and 60% in 2014 of Year 5 boys achieving the expected growth for Spelling

Evidence of progress towards outcomes in 2013:

- 61.5% of Year 5 achieved in the top two bands so our target was achieved
- 74.1% of Year 3 achieved in the top two bands which has even surpassed our target for 2014
- 66.7% Year 5 boys achieved at or above expected growth in Spelling which again has surpassed our target for 2014
- Year 5 students grew by 99.8 points in Spelling compared to Northern Sydney Region of 80 points and a state level of 84 points – this is high growth
- Teachers’ programs reflect implementation of scope and sequence developed in 2012
- Increased levels of teacher expertise and confidence in differentiating spelling in the classroom

Strategies to achieve these outcomes in 2014

- Continuing the implementation and refining of the 2012 Spelling scope and sequence
- Purchasing teacher resource material to assist with differentiation of Spelling
- Teacher mentoring and demonstration lessons on the effective teaching of Spelling
- Embedding technology in the teaching of Spelling eg Spelling City and Study Ladder
- Implementing the new English curriculum

School priority 2 Numeracy

To improve student growth and proficiency in Numeracy, particularly Working Mathematically.

To improve the achievement of girls in Year 5 Numeracy so that it is at or above regional average.

To increase teacher expertise in differentiating instruction in Numeracy

Outcomes from 2012–2014

- Target of 57% in 2013 and 60% in 2014 Year 5 students achieving at or above expected growth in Numeracy
- Target of 80% Year 3 achieving in the top two bands of Numeracy
- Target to increase by 3% the number of girls achieving in the top band in Year 5
- Target to increase by 3% the number of students in all grades achieving proficiency in Working Mathematically according to school based assessments

Evidence of progress towards outcomes in 2013:

- 70.6% of Year 5 achieved at or expected growth in Numeracy, surpassing our target. Our growth was ten points higher than the state.
- 79.5% of Year 3 achieved in the top two bands of Numeracy, surpassing our target
- In 2011 no girl achieved in the top band in Year 5. In 2012, 21.1% achieved the top band and in 2013 17.6% scored in the top band.
School based assessments in Working mathematically show that:

- In Kinder 97.8% scored at or above grade expectation
- In Year 1 93% scored at or above grade expectation
- In Year 2 94.9% scored at or above grade expectation
- In Year 3 93.6% scored at or above grade expectation
- In Year 4 88.6% scored at or above grade expectation
- In Year 5 97.5% scored at or above grade expectation
- In Year 6 99% scored at or above grade expectation

Grade/Stage units of work reflect explicit teaching of a particular problem solving strategy eg draw a table or work backwards

- Problem solving scope and sequence was implemented
- Purchased problem solving resources
- Successful Staff Development day focused on Working Mathematically, with Hunters Hill High School, local primary schools and our Stage 3 teachers

**Strategies to achieve these outcomes in 2014:**

- Collaborative planning, teaching, learning and assessing in problem solving activities including consistent teacher judgement activities
- Analysing NAPLAN data in stage groups to discuss areas of weakness and develop units of work to address these
- Teacher Peer mentoring in Numeracy differentiation
- Ability based maths groups in Years 3-6 across the grade and in class differentiation in groups in K-2
- Embedding technology and introducing mobile technology in Working Mathematically

**School priority 3 Assessment and Reporting**

Improved assessment and reporting systems in communicating student progress at school and to parents/carers.

**Outcomes from 2012–2014**

- Styleguides for Teachers for Student Progress Reports to be written
- Teachers will embed assessment into the teaching and learning program eg pre and post testing and assessment for learning
- Increased parent satisfaction with feedback on students’ learning

**Evidence of progress towards outcomes in 2013:**

- The Styleguides were issued and implemented and staff were trained in report writing and the use of the electronic reporting system
- Positive reaction to Student Progress Reports and Work Sample folders at P&C, School Council and informal parent meetings with comments praising the clarity and detail in the reports and usefulness of Work Sample Folders
- Online booking system for Parent Interviews introduced successfully
- Improved student feedback following professional learning

**Strategies to achieve these outcomes in 2014:**

- Continuing to align the report to the new curriculum
- Teacher Peer Mentoring and professional learning to target assessment for learning
- Refining and continuing training in report writing
- Developing a database of student feedback strategies
School priority 4 Writing (new in 2013)

Improved student performance in Writing, particularly increasing the number of students in the top two bands of Writing.

Improved growth in Writing.

Outcomes from 2012–2014

- Target of 5% increase in the number of Year 5 students achieving in the top two bands in Writing
- Target of 5% increase in Year 3 students achieving in the top band
- A 10% increase in the number of Year 3 students achieving in the top two bands in line with Lane Cove network

Evidence of progress towards outcomes in 2013:

- 15.4% of Year 5 achieved in the top two bands compared with 35% in 2012. Additional work is required in this area.
- 84.5% of Year 3 achieved in the top two bands compared with 62.3% in 2012.
- 42.9% of Year 3 achieved in the top band compared with 16.4% in 2012

Strategies to achieve these outcomes in 2014:

- Professional learning and mentoring with Wendy Bean, Literacy consultant
- Explicit teaching of writing structures and features according to NAPLAN criteria
- Student self-assessment of writing using marking criteria
- Peer assessment of writing
- Prior discussion of marking rubric before students commence writing tasks

Professional learning

Greenwich PS has a strong culture of professional learning and recognises that it is the quality of the teacher that makes the most difference to student learning outcomes. Funds are provided from the Department of Education and Communities and the school supplements this to support teachers and school administrative staff to strengthen their skills and continually develop their expertise. DEC provided $29 056 and the school committed additional funds. Average expenditure per teacher was $ 1 136.

A significant program was our Teacher Peer Mentoring program where teachers were given the opportunity to both observe other teachers teaching and teach a sample lesson. ‘Best practice’ was demonstrated and professional dialog was stimulated.

Areas of Professional Learning in 2013 that were covered in Staff Development Days and other professional learning sessions included:

- All Teachers - CPR, Asthma, Anaphylaxis, Child Protection and Code of Conduct, Persuasive Writing, Implementing the new English Curriculum modules, Using the Literacy Continuum, Differentiating the Curriculum (Di Barnes Deputy Principal from Denistone East PS), Road Safety, Smartboard Training, Visual Literacy (Judy Gerber, Consultant), Disability Standards for Education, stage planning and committee meetings.
- Targeted staff- beginner teacher mentoring, Assistant Principals Conference, Principals Conferences and network meetings, Best Start training and working with Best Start Consultants in school support, visits to technology expos and other schools’ technology lessons, ESL training and network meetings, Learning and Support Teachers professional learning meetings, Learning Support Team training, Facilitator training for new maths syllabus, choir/recorder/sports mentoring and leadership roles, Gifted and Talented Kindergarten Program, Peer Support training and Community of Schools meeting in Working Mathematically.

At Greenwich PS we had 6 staff members working towards accreditation at Professional Competence
and 11 maintaining accreditation at Professional Competence. Teachers who are accredited are required to continue to undertake professional learning hours and show evidence meeting national standards for teachers.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Greenwich PS was invited to trial a new survey tool developed by ACARA. The findings about Parent Satisfaction were as follows:

- 92% agreed or strongly agreed that our school is well resourced
- 94% agree or strongly agree that our school is tolerant and accepting of all students
- 94% agree or strongly agree that the students are the main concern
- 88% agree or strongly agree that student behaviour is well managed at school
- 90% agree or strongly agree that student achievement is recognised and acknowledged
- 86% agree or strongly agree that our school maintains a focus on Literacy and Numeracy
- 89% agree or strongly agree that the school offers a wide range of extracurricular programs
- 90% agree or strongly agree that our school has competent teachers who set high standards of achievement
- 99% agree or strongly agree that the Annual School Report provides important information about our school
- 58% agree or strongly that the school’s website is a useful resource – hence after the survey was done, later in 2013 the school successfully launched its new website
- 81% agree or strongly agree that the school leadership team is visible and strong
- 97% agree or strongly agree that there is a strong parent/school partnership

The Staff satisfaction results were as follows:

- 94% agreed or strongly agreed that our school is well resourced
- 100% agree or strongly agree that our school is tolerant and accepting of all students
- 93% agree or strongly agree that the students are the main concern
- 80% agree or strongly agree that student behaviour is well managed at school
- 100% agree or strongly agree that student achievement is recognised and acknowledged
- 93% agree or strongly agree that our school maintains a focus on Literacy and Numeracy
- 100% agree or strongly agree that the school offers a wide range of extracurricular programs
- 93% agree or strongly agree that our school has competent teachers who set high standards of achievement
- 100% agree or strongly agree that the Annual School Report provides important information about our school
- 78% agree or strongly that the school’s website is a useful resource – hence after the survey was done, later in 2013 the school successfully launched its new website
- 87% agree or strongly agree that the school leadership team is visible and strong
94% agree or strongly agree that there is a strong parent/school partnership

The Years 2-6 Student Representative Council (SRC) was asked what it liked about Greenwich Public School. Responses included:

- Lovely teachers
- A good education
- Good playground
- Bullying has stopped
- Art
- Having two sites
- Nice Principal
- Cricket nets
- Sports offered
- Good grounds to look at and play in
- Having bush as part of the playground
- Music activities

Areas they suggested could be improved included:

- Nets under the demountables so that the balls don’t go underneath
- More drama
- Wider path to the tennis court
- Ethics should be taught to everyone

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.

Megan Lockery          Principal
Jenni Bittar           Assistant Principal
Anna Parrella          Assistant Principal
Luke Richmond          Assistant Principal
Kristy Johnson         Assistant Principal
Teaching and Administrative Staff of Greenwich PS
Michele Simos          P&C President
James Hall             School Council President

School contact information

Greenwich Public School

Kingslangley Rd Campus (2-6)
32 Kingslangley Rd
GREENWICH NSW 2065
Ph: 02 9436 3217
Fax: 02 9906 6437
Email: greenwich-p.school@det.nsw.edu.au

Greenwich Rd Campus (K/1)
72a Greenwich Rd
GREENWICH NSW 2065
Ph: 02 9436 3731
Fax: 02 9906 4120
Email: greenwich2-p.school@det.nsw.edu.au
School Code: 2076

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