Green Hill Public School
Annual School Report
Our school at a glance

Students

Green Hill Public School is a small school on the edge of Kempsey, a large country town on the mid-north coast of New South Wales.

The school caters for 29 girls and boys from Kindergarten to Year 4.

Green Hill School is a public school welcoming students from all backgrounds. At present 98% of students have Aboriginal heritage.

School context

The school has a strong cultural focus and enjoys a close relationship with the local Dunghutti community.

Green Hill Public School is committed to developing a strong academic, cultural and environmentally sustainable learning community.

School context

Staff

In 2013 the school had two permanent teachers, two part time temporary teachers, an Aboriginal Education Officer (relieving), three Aboriginal support personnel, a full time School Administration Manager, a part time School Office Assistant and a part time General Assistant.

Significant programs and initiatives

Green Hill has significant programs in curriculum areas as well as student welfare including:

- National partnerships Low SES
- Dunghutti language program.
- L3
- CMIT mathematics
- Australian literacy and numeracy
- Mr. Germ
- Block n Blow
- Healthy eating
- Wambinya
- Norta Norta

Messages

Principal’s message

In 2011 the school was included in National Partnerships Low SES. This is a four year program which gives schools the opportunity to make decisions based on the needs of their own students and to be able to access funds to help address these needs.

Green Hill School community decided small group work with individual student’s needs being addressed at their own level was the way forward. We have had community, staff and student input into the decision making process.

Development of Personalised Learning Plans, professional learning, resource development and school staffing have been possible through National partnerships, Low SES, Norta Norta and Wambinya funding sources.

Our students have all made steady progress this year.

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.

Sandra Ross

Student achievement in 2013

All students worked on personalised plans in 2013 and all students made progress. Reading was a high priority. Table shows improvement across the whole school.

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
In 2012 there were 20 boys and 18 girls enrolled at the school.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>87.3</td>
<td>91.5</td>
<td>91.1</td>
<td>87.1</td>
</tr>
<tr>
<td>1</td>
<td>91.2</td>
<td>88.4</td>
<td>91.3</td>
<td>81.8</td>
</tr>
<tr>
<td>2</td>
<td>90.7</td>
<td>90.4</td>
<td>85.9</td>
<td>88.4</td>
</tr>
<tr>
<td>3</td>
<td>85.9</td>
<td>92.9</td>
<td>92.9</td>
<td>85.6</td>
</tr>
<tr>
<td>4</td>
<td>91.1</td>
<td>95.9</td>
<td>86.7</td>
<td>90.9</td>
</tr>
<tr>
<td>5</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>6</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Total</td>
<td>89.3</td>
<td>92.3</td>
<td>89.9</td>
<td>86.5</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school has a strong and positive attendance program in place however, we need to work harder to achieve more acceptable levels.

A reward system encourages students to attend school regularly and to explain any absences in writing. If the school is not notified of illness or other valid reason for absence by a student within two days, a student is followed up by the principal to encourage attendance or to support families with special issues.

Chronic absences are referred to the Home School Liaison Officer who will contact families to ascertain their needs and remind them of their legal responsibility to have their children attend school.

Staff information

The staff of Green Hill School is a team of experienced professionals. Each teacher is committed to ongoing professional development to create a quality teaching and learning environment for their students.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

Green Hill School has six support staff who identify as Aboriginal. They are very committed to helping “close the gap” for our students by supporting them in their learning, supporting teachers in providing quality educational practice, lending a kind word to students when needed and to guiding the non-Aboriginal staff in providing culturally rich input into learning.

Staff retention

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>80%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20%</td>
</tr>
</tbody>
</table>
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>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>1</td>
</tr>
<tr>
<td>Global funds</td>
<td>33787.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>65404.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>93580.93</td>
</tr>
<tr>
<td>Interest</td>
<td>17284.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>121.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>178124.14</td>
</tr>
</tbody>
</table>

| Expenditure               |            |
| Teaching & learning       |            |
| Key learning areas        | 3079.47    |
| Excursions                | 1232.27    |
| Extracurricular dissections| 21207.99  |
| Library                   | 1851.23    |
| Training & development    | 6205.49    |
| Tied funds                | 72431.26   |
| Casual relief teachers    | 8292.90    |
| Administration & office   | 25811.77   |
| School-operated canteen   | 0.00       |
| Utilities                 | 10636.31   |
| Maintenance               | 7451.06    |
| Trust accounts            | 121.00     |
| Capital programs          | 0.00       |
| Total expenditure         | 158320.75  |
| Balance carried forward   | 53590.76   |

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

Achievements

Arts

In 2013 the school was involved in film making activities with professional camera men and editors. We were shown the finer points of creating a sequenced story without unnecessary images. By the end of the year the school had participated in making three movies and two of these were shown on SBS.

As well the school attended to Museum of Fine Arts in Sydney where we toured the Cultural Hall where we were introduced to art and craft from many cultures including Aboriginal artifacts and modern art styles.

The students were encouraged to create their own artworks and had some very good results. Our “Celebrations” patterns were well received by the Deutsche Bank group.

Sport

In 2013 the primary classes attended the local tennis club for lessons with the professional coach. The tennis club recognises that our students are very gifted in all sporting endeavors and they have encouraged students to continue with the club privately. We will continue this excellent activity each year.

All students participated in a gymnastics program in the school. Balance and accuracy of movement were worked on and all students made good progress.

The most popular movement activity in 2013 was undoubtedly the “Hip Hop” program. All students engaged in dance and movement to music and this led to a whole school performance which was very well received.

Our efforts in swimming were realized through the progress of our students in the “Intensive Swimming Scheme.” All students progressed through several levels and are now very confident and aware of safety in the water.

The school continues to actively promote healthy living through our healthy eating programs and daily fitness. Each student is supported to maintain twenty minutes of vigorous exercise each morning.

The school participated in the “Premier’s Sporting challenge” successfully resulting in valuable sporting equipment being accessed for the school.

The John O’Neill small schools sports carnival gave our students the opportunity for competition with local small schools and to demonstrate our high levels of performance and sportsmanship. The school won the Minor ball games championships and Sharnika Smith won the Junior Girl Champion and Overall Girl Champion. Hazel Lardner was Minor Girl Champion and C.J. Morris was Minor Boy Champion.
Other

Academic

In the National Assessment Program, the results across the Year 3, 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.

As our school had a small cohort of students participating in the NAPLAN assessment in 2013 it is difficult to make valid statistical statements about their progress.

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.

Significant programs and initiatives

Aboriginal education

Aboriginal education is embedded in all our studies at Green Hill Public School. Cultural awareness and Aboriginal perspectives are part of every lesson. All Aboriginal celebrations are honoured.

Dunghutti language is an integral part of the school culture. Teachers greet the students in language and support the tutor by maintaining language in many situations throughout the week. Displays are labeled in both English and Dunghutti language.

Our students are taught Aboriginal history as part of all history units.

Our core business is enhancing Aboriginal student’s learning to bring them in line with mainstream outcomes appropriate to each individual’s potential.

Multicultural education

Australia is becoming more and more globalised in our approach to financial, cultural, technical, digital and a myriad of other applications and we believe it is important for students have pride in their own culture but also seeing it as an important part of global citizenship.

In order to do this we studied India in 2013, cooking food from different regions, dressing up for Harmony Day in varied apparel, comparing histories and cultural celebrations.

Each year we will study a different culture and find links and contrasts to Aboriginal culture.

We believe contrasts make us special and links make us feel inclusive.

National partnership programs

The National Partnerships Program has provided the school with the ability to plan and implement some innovative changes to the school environment that have led to steady improvement for the students.

Staff have participated in professional development in literacy and numeracy and positive behavior management.
All students had personalised learning plans developed with community input.

Phonemic awareness, phonics, spelling, were programs developed throughout the year to support students literacy.

Accelerated literacy, is a program developed for Aboriginal student give very young students the tools to convey meaning in their writing by gaining high order understanding of literate strategies used by quality authors to convey meaning.

Count Me In Too Indigenous, Fast Maths, Cool Maths and Study Ladder were used to support students numeracy.

Other Programs

Our health programs continue to keep the students ear health in check. This is very necessary for their learning as most students have Otitis media issues.

Hand washing, healthy lunches, sun safety, dental programs maintain daily hygiene routines and have helped reduce the number of absences due to illness, as well as improving the engagement of students and consistency of learning programs.

Progress on 2013 targets

Target 1

School based data will show each student achieving in relation to stage outcomes for literacy and numeracy.

Our achievements include:

- All Staff participated in professional development in teaching phonics and phonemic awareness, Accelerated literacy, teaching strategies for teaching students with special needs, cultural aspects in literacy.
- Count Me in Too Indigenous and North Coast Mathematics programs were used to consolidate basic mathematical concepts in more concrete contexts.
- All students are benchmarked and tracked throughout the year using their individual plans to identify the specific needs of each student. Learning support teams helped identify student needs and provided a consistency of teacher judgment for assessment.
- All programs and individual plans are linked directly to the Best Start or Literacy and Numeracy continuums.
- Small schools in the valley are collaborating on small school issues and working together facilitate professional learning to enhance student outcomes. Collaborative professional learning, collegial writing programs and celebrations have provided greater professional input and allowed us to see a bigger picture.
- All students have made progress in achieving outcomes on a personal level.
- Literacy levels moved from Bands 1 and 2 to Bands 3 and 4 for 60% of students and reached out to Band 6 in Grammar and Punctuation for 20% of students.
**Target 2**

Our achievements include:

- Professional development in Count me in Too and TEN by all staff.
- All students benchmarked and taught in small streamed groups. Assessment was against the Learning framework in Number and the Numeracy continuum.
- All Personalised Learning Plans in place with most parents having input.
- NAPLAN assessment showed a positive movement from Bands 1 and 2 in Mathematics to bands 3 and 4 and above by 80% of students in Year 3.
- 60% of the students are achieving appropriate Stage outcomes in numeracy.

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**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Science.

**Background**

The introduction of the Australian Curriculum has given us an opportunity to review our practice in the teaching and learning of Science. In 2013 the new syllabus was available but not mandatory so it gives us the opportunity to gain a deep understanding of the content, strategies, outcomes and assessment requirements. Science had become integrated into our program documentation and all staff felt we needed to be aware of the new specific Science outcomes in order to properly assess the students. The staff were able to study the new syllabus and participate in online training.

All students said they enjoyed Science activities and were able to identify scientific processes and activities. Students stated that they liked working in small groups especially jig-saw activities where each group studies something different and reports findings back to the group. They felt the teacher was always available to help them and they could easily ask for help.

Parents were not aware of the Science and Technology assessments and staff agree we need to be more proactive in providing this understanding in the community. Several ideas were put forward including syllabus meetings, information given at PLP meetings, letters to be sent home twice each term explaining the learning and assessment in English, Mathematics, History and Science.

**Findings and conclusions**

Staff will continue to refine their understandings of the Australian Curriculum and will include members of the school community in meetings, workshops and training. Community expertise will be respected and members will be invited to have input into activities.

**Future directions**

Resources are now able to be developed along with a school scope and sequence and assessment schedule. This will form part of professional development in 2014.

The school will continue to include community in planning and decision making.

The school will continue to support employment of local Aboriginal people as mentors and tutors for the students.

Communication of positive aspects of student behavior, performance will be formally acknowledged by the school in newsletters and in formal letters home.

Personalised Learning Plans will be the basis of ongoing dialogue with the community in regard to their children’s needs and will include Science outcomes.

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**Parent, student, and teacher satisfaction**

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

Surveys were taken and interviews conducted with members of the whole school community, including:
• Members of staff
• Students
• Parents and community members

Findings and Conclusions.
The parents indicated in surveys that the school is aware of the cultural influences which impact on the community. They agreed that community values and beliefs which contribute to learning are identified, promoted and celebrated. They agreed that the school knows the families and community well and that the school leaders have a positive influence on school culture.

Parents were very happy with the positive feedback in the form of praise or rewards that students receive, and that the students were the main focus of the school.

Parents strongly agreed that the school caters for the learning needs of all students.

Staff felt that the school respects and celebrates achievement in positive ways and that the school supports a sense of ownership. The school encourages the students to do their best. The school is continually finding ways to improve the things it does.

Students agreed that lovely behaviour or progress in their work had a positive response from the school. They felt that they could comfortably ask for help from staff and they were always encouraged to achieve in their learning.

Future Directions
As the school has a rich cultural history for the local Dunghutti people the community will be consulted and included in decision making, training and development, celebrations and local cultural input. Dunghutti language will continue to be taught in the school and teachers will use language in their greetings and classroom displays. In this way the school will remain in close contact with community values and needs and a strong inclusive culture will continue to thrive.

Professional learning
In 2013 staff participated in professional learning in
• Anti-racism,
• Literacy and Numeracy,
• Best Start,
• Analysis of NAPLAN data,
• Jolly Phonics,
• Phonemic awareness,
• Count me in too.

• Best Start Targeted Early Numeracy Intervention
• Teaching for the new Curriculum
• Your School and the K-10 English Syllabus for the Australian curriculum.
• The Learner and the new curriculum.
• Climate clever Energy Savers
• Understanding and managing behaviour

Funding for professional development was made through global budgeting, PSP and national partnerships funding.

School planning 2012—2014

School priority 1

Literacy
School based and external data will show each student achieving in relation to appropriate stage outcomes for literacy.

2014 Targets to achieve this outcome include:
• Students will achieve a level of growth in literacy along the literacy continuum and aligned with school targets.
• The percentage of students achieving in Bands 1 and 2 will decrease by one as measured by NAPLAN assessment.
• Personalised Learning plans give the school an effective tracking device to initiate individual learning and progress at any time throughout the year. We have been using these effectively for two years and now will raise our assessment expectations to bring students in line with achieving literacy outcomes for the student’s appropriate age and stage of learning.

Strategies to achieve these targets include:
• Two hour balanced literacy block in cluster groups each morning for all students.
• Consistent approach across K-4 through use of L3 reading strategies, speech and hearing strategies, comprehension and literacy continuum.
• All classes involved in L3 and AL each week in morning.
• Implement systems to increase and sustain quality teaching time in literacy
• Review of teacher practices through dialogue and training. Use whole school processes to evaluate quality of literacy teaching.
• Staff professional development.
• Working with Community of small schools in implementing quality programs more efficiently.

School priority 2

Mathematics

Outcome for 2012–2014
School based and external data will show each student achieving by at least two clusters along the numeracy continuum toward appropriate stage outcomes for each student.

2014 Targets to achieve this outcome include:
• All students make progress to achieve outcomes in mathematics as outlined in PLP’s.
• Students will achieve appropriate stage outcomes in mathematics as measured against the Best Start continuum.
• The number of students achieving in Bands 1 and 2 in NAPLAN assessment will decrease by one.

Strategies to achieve these targets include:
• Explicit cluster indicators reflect individual achievement through PLP’s and Best Start continuum.
• Teacher Consistency of judgement in assessment developed against school rubrics.
• Teachers develop school programs modelled on North Coast balanced Numeracy session outline and Teaching Early Numeracy strategies.
• Professional development in “Teaching Early numeracy”
• IWB resources developed to support learning.

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.

Sandra Ross: Principal
M. Summerhill: School Administration Manager
Kylie Johns: Classroom teacher
Leeton Smith: Aboriginal Education officer (relieving).
Debra Wood: SLSO
Esther Quinlan: Community Elder
Sue Parsons: Parent

School contact information
Green Hill Public School
196 River Street,
Kempsey West. 2440
Ph: 02 65625591
Fax: 02 656030
Email:
Web: [Enter here.]
School Code: 2071

information in the reports and have the opportunity to provide feedback about these reports at: