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 all 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 that values the progress and success of each student.

Staff

In 2014 the school had two permanent teachers, two part time temporary teachers, an Aboriginal Education Officer, 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
- TEN mathematics
- Australian literacy and numeracy
- Mr. Germ
- Block n Blow
- Healthy eating
- Norta Norta

Messages

Principal’s message

In 2014 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. 2014 was the fourth year of the program.

The Green Hill School learning 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.

Small group work and an individual needs focus have given all students access to personal progress and Stage appropriate learning. The Best Start and Plan technologies have streamlined tracking the progress of all individuals and providing literacy and numeracy plans for all levels.

Personlised Learning Plans have been developed with inclusion of all stakeholders and include goals in attendance, behaviour and educational outcomes. Health plans have been developed where necessary.

All staff are trained in health programs, Aboriginal perspectives and educational development for all students. The Learning and Support team analyses progress regularly and makes decisions based on school data as to the next step for each student. These include moderation of learning, acquisition of outcomes and progressing against the literacy and numeracy continuums and extension of learning according to individual needs.

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

Principal, 2014.
Student achievement in 2014

All students worked on personalised plans in 2014 and all students made progress. Reading was a high priority. All students made progress of at least one cluster on the Literacy and numeracy continuums.

Student enrolment profile

In 2014 there were 13 girls and 16 boys enrolled at the school.

Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>86.1</td>
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<td>91.5</td>
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<td>90.5</td>
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<tr>
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<td>86.7</td>
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<td>81.8</td>
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<td>90.7</td>
<td>90.4</td>
<td>85.9</td>
<td>88.4</td>
<td>92.9</td>
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<tr>
<td>3</td>
<td>89.3</td>
<td>85.9</td>
<td>92.9</td>
<td>92.9</td>
<td>85.6</td>
<td>95.1</td>
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<tr>
<td>4</td>
<td>90.1</td>
<td>91.1</td>
<td>95.9</td>
<td>86.7</td>
<td>90.9</td>
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<td>6</td>
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<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Total</td>
<td>86.9</td>
<td>89.3</td>
<td>92.3</td>
<td>89.9</td>
<td>86.5</td>
<td>89.3</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, the 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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>.2</td>
</tr>
<tr>
<td>Library, RFF</td>
<td>.4</td>
</tr>
<tr>
<td>Casual teaching staff</td>
<td>.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>9</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>

Students were asked to open the Police Association Conference in Kempsey by doing “Welcome to Country” in language. The police rewarded them with a gift of a soft toy police dog.
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>30/11/2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
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<tr>
<td>Balance brought forward</td>
<td>53590.76</td>
</tr>
<tr>
<td>Global funds</td>
<td>67398.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>143476.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14307.39</td>
</tr>
<tr>
<td>Interest</td>
<td>2232.73</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>594.88</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>228010.16</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 1738.90    |
| Excursions                 | 1954.78    |
| Extracurricular dissections| 15618.18   |
| Library                    | 1573.83    |
| Training & development     | 4017.97    |
| Tied funds                 | 131424.57  |
| Casual relief teachers     | 0.00       |
| Administration & office    | 20172.91   |
| School-operated canteen    | 0.00       |
| Utilities                  | 14584.50   |
| Maintenance                | 11402.11   |
| Trust accounts             | 594.88     |
| Capital programs           | 0.00       |
| **Total expenditure**      | 210607.27  |
| **Balance carried forward**| 70993.65   |

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 2014

Achievements

Arts

In 2014 the school was involved in Musica Viva activities. These activities gave students insight into the instruments, strategies, musical concepts and cultural differences in music from around the world. All students attended these sessions.

On a more personal level the students entered some impressive artworks in the Macleay Educational Community’s “Spring into Art” exhibition. These were highly commended by critics.

Students were invited to create posters to highlight the importance of dealing with bullying in our schools.

One of our students, Bella Bates was a winner. We are very proud of her work and the efforts of all the students who have a good understanding of the issues.

Sport

In 2014 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 endeavours 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 2014 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. We were also involved in a swimming program for Aboriginal students which included our youngest students. All students were very confident by the end of the program.

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” with all students achieving their goals. This wonderful effort resulted in valuable sporting equipment being purchased 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.

C.J. Morris, Allan Lardner and Hazel Lardner were our Junior champions and Andrew Nicholas and Bella Bates our Senior champions. Strong results from Jai Tobin, Cyril Davis and Akhiri Witchard-Parsons gave the school access to more senior competition.
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 cohort of students participating in the NAPLAN assessment in 2014 was too small it is difficult to make valid statistical statements about the results.

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](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. A valid history of the local Aboriginal settlements is provided through the community in the form of stories, input into programs, sharing resources, Dunghutti language and explicit teaching programs.

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 and to teach the rich local history of the Dunghutti nation.

Students visited the South Kempsey museum to learn more about the history of the local area.

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 China in 2014, cooking food from different regions, dressing up for Harmony Day in varied apparel, comparing histories, language 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.

2014 was the ending year of the program.

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, and 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.

We have worked with the community Elders to develop a dental scheme for the students. Students are assessed and communication of the assessment to parents is arranged. When the dentist treats the students the parents come along for support and to give legal permission for treatment. All treatment and assessment is free. We have seen a great change in the students’ oral health. We now have a tooth brushing program at school so the children brush their teeth after lunch to maintain their oral health.

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. Health professionals have noted great progress indicated in their consistent collection of data.

As well the school attends a camp each year to develop relationships between staff and students, to give students the opportunity to become more responsible for their belongings, to join in with daily chores and to relax and play, learn and appreciate the environment and to deal with anxiety in a positive way. In 2014 we travelled to Taree and Camp Obadiah. We had a wonderful time exploring the islands in the lake and observing the wildlife. We even built an Indian teepee and a gunyah from the bark and branches available.

Progress on 2014 targets

School priority 1

Literacy

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

Target 1

Our achievements include:

- The implementation of two hour balanced literacy block in cluster groups each morning for all students.
- A whole school, consistent approach across K-4 through use of “L3” reading strategies, speech and hearing (otitis media) strategies,
- The comprehension and literacy continuum was implemented as a means to track student progress in all PLP’s.
- All classes were involved in L3 and AL each week in the morning.
- Systems were put in place to increase and sustain quality teaching time in literacy.
- Teaching practices were reviewed through dialogue and training. Whole school processes were used to evaluate quality of literacy teaching.
- Staff professional development.
- Working with Community of small schools in implementing quality programs more efficiently.
- Small schools in the Macleay Valley collaborated on small school issues and worked together to facilitate professional learning in order 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 individual outcomes.
School priority 2

Mathematics

Our achievements in 2014 included:

- All students made progress to achieve outcomes in Mathematics as outlined in PLP’s.
- An increased number of students achieved appropriate stage outcomes in mathematics as measured against the Best Start continuum.
- 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.
- Streamed mathematics groups worked on narrow focused indicators in order to build strong foundations for learning.

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.

Parent, student, and teacher satisfaction

In 2014 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 2014 staff participated in professional learning in:

- Anaphylaxis
- Child Protection
- CPR
- First Aid
- Core financial Literacy
- EST Discrimination Legislation and the Role of Schools
- Nationally consistent collection of Data on School students with disabilities
- Nonviolent Crisis Intervention Training
- Supporting students with additional needs
- Administration of prescribed medication
- Understanding Dyslexia and significant difficulties in reading

Funding for professional development was made through global budgeting, TPL and national partnerships funding.
Targets 2015

Literacy

To increase literacy outcomes for all students by:

- Refining teacher beliefs about language and literacy learning.
- Focusing on explicit teaching that better manages the mismatches that occur during early literacy instruction.

Overall Literacy target for Kindergarten

- 75% of students from will show growth of two clusters on the Literacy continuum.
- 25% of students will show growth of one cluster on the Literacy continuum.

Reading:

- 20% of students will be on a RR level of 15 or above.
- 40% of students will be on a RR level of 12 or above.
- 20% of students will be on a RR level of 10 or above.
- 20% of students will be on a RR level of 10 or above.

Writing:

- 100% of students will show growth of one cluster or more on the Literacy continuum.

Numeracy Targets:

Perceptual Early Arithmetic Strategies

All students will be able to-

- Count visible items to find the total count.
- Build and subtract numbers by using materials or fingers to represent each number (with objects or fingers remaining in constant view while counting).

Figurative Early Arithmetic Strategies.

All students will be able to-

- Use part whole knowledge to ten.
- Know number combinations and how many more are needed to make ten.

Count on or back to solve problems.

- Counts on rather than counting from one
- Uses a count down from strategy to solve subtraction problems.

All students will progress at least two clusters against the Numeracy Continuum.

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 Reavley: Classroom teacher
Caroline Bradshaw: Aboriginal Education officer
Debra Wood: SLSO
Esther Quinlan: Community Elder
Sue Parsons: Parent

School contact information

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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: