Our school at a glance

Students

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

Student enrolment profile

The school commenced 2008 with 21 students. Our enrolment at the end of the year remained at 21, with students from Kindergarten to Year 6. There were 12 girls and 9 boys.

Staff

Staff at Greenethorpe Public School for 2008 consisted of a full time Teaching Principal, a RFF/Lib teacher one day per week, a Teacher’s Aide one day per week, a Senior Administration Manager two and a half days a week, a General Assistant one day per week and a school Cleaner.

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

Messages

Principal's message

Greenethorpe Public School is a small rural school of twenty four students and is the focal point of the community.

The school places major emphasis on literacy and numeracy programs as well as opportunities to develop and improve social and co-operative skills.

‘To ensure achievement for all students in a happy, safe, caring environment’ is the school’s mission statement and we take pride in delivering a curriculum that nourishes and enriches all students and is guided by this statement.

The school conducts weekly Indonesian lessons to promote knowledge of cultural diversity and awareness of our multicultural society.

Programs are in place to improve student awareness of environmental issues. These include vegetable growing and recycling.

This year saw the completion of the Investing In Our Schools projects and official opening. Through this funding the school was able to re-turf the oval, install a bore for the new watering system, erect new shade sails and resurface the cement quadrangle with a soft fall rubber surface. We also purchased new sporting equipment, painted courts onto the new quadrangle and installed a giant chess board.

Community involvement continues to be a major feature of school life with twice termly community bar-b-ques and assemblies followed by family fun activities focusing on family communication and participation.

I certify that 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.

Angela Bennett

P&C message

2008 has proved be another successful year for Greenethorpe Public School. The P & C at Greenethorpe Public School has been quite active again over the last twelve months. Meetings are held at the school monthly during school terms with a consistent representation of the parents at these meetings.

Major fundraising is usually done through rural pursuits such as cropping programmes however, other fundraising such as catering is proving to be very successful also. These funds are used to supplement the purchase of some books,

Infants students entertain the assembly audience.
sporting equipment, as well as helping out with bus travel for sport and excursions.

I would like to thank the staff, and parents of the children of Greenethorpe Public School, for all their dedicated work this year and look forward to more of the same in 2009.

Mr Grant Fisher – President

Student representative’s message
It has been a very busy but successful year this year. At the end of term 4 we had our Shrek play in which everyone had put a lot of effort into. The students, teachers and parents all combined to put on a wonderful show. Mrs Dickson, with us assisting at times, was very busy getting the props ready. We thank the community members and parents for coming to the play to raise money for the school. We think it was a great success. We have started Healthy Recesses this term and it has been a great success. Not only have the students explored new fruits, vegetables and dairy products but we also have been getting fitter and healthier. In addition parents have been saving money on not buying snack bars, chips, chocolates and treats. We have had numerous excursions this year. Everyone has learned a lot of new interesting facts. In Term 3 the primary children went to Mt Selwyn to learning how to ski. It was very exciting for the kids who hadn’t seen snow before. We all learned how to skit and had some of the best fun of our lives. The infants went to Questacon and the movies 2 weeks ago. They went on some rides at Questacon and learned all sorts of things about science. They enjoyed Questacon after which they went to the movies to see Wall E.

In sport we had Emily Fisher who attended the State Cross Country Carnival in Sydney for the 3rd year in a row. We also had Thomas Taylor represent Western region in the state Rugby Union carnival. Thomas was joined by Emily, William Hodges and Charlie Bryant at the state Athletics Carnival in Term 3. As a school we were successful in winning the Cowra Small School’s swimming and athletics carnivals, the Young Small Schools tennis competition and the Phillips’ Shield athletics carnival. William, Charlie, Thomas and Chris Dunn were also success in winning the interschool general knowledge quiz and brought home the Warrangong Trophy.

Thomas Taylor and Emma Carney

Primary students at Selwyn Snow fields excursion.

School context

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

Student enrolment profile
The school commenced 2008 with 21 students. Our enrolment at the end of the year remained at 21, with students from Kindergarten to Year 6. There were 12 girls and 9 boys.

Student attendance profile
The attendance figures for Greenethorpe Public School this year are above state and region averages reflecting the current positive school culture.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.
### Class Sizes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>5</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>K-6</td>
<td>1</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>K-6</td>
<td>4</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>

**Structure of classes**

Classes are organised into 2 groups. One class consists of Kindergarten to Year 2 and the other class is Year 3 to 6. The second teacher is school funded.

**Staff information**

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

**Staff establishment**

The teaching staff are supported by a School Administrative Managers 2 ½ days per week and a part time General Assistant and cleaner.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1.21</strong></td>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.23</td>
</tr>
<tr>
<td>Primary School Administrative Manager</td>
<td>0.496</td>
</tr>
<tr>
<td>Two adults – Teacher Aide Special Supplement PP6</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.926</strong></td>
</tr>
</tbody>
</table>

**Staff retention**

The teaching staff in the school for 2008 was the same as that for 2007. The General Assistant and Senior Administration Manager remained the same. The cleaning position changed hands twice throughout the year.

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*Greenethorpe Year 6 attended the Young Leaders Conference in Sydney with the Young Small Schools.*

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the staffing numbers of the school were below the required number for mandatory reporting of attendance (which is 3.4 teachers)

**Teacher qualifications**

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

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

*Students from Greenethorpe Public School joined with students from the Young Small Schools to present choir items at the Young Small Schools’ concert.*
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: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>44 966.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>43 423.59</td>
</tr>
<tr>
<td>Tied funds</td>
<td>29 060.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12 923.00</td>
</tr>
<tr>
<td>Interest</td>
<td>3 404.17</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 526.01</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>135 303.07</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>16 186.94</td>
</tr>
<tr>
<td>Excursions</td>
<td>6 947.48</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4 275.01</td>
</tr>
<tr>
<td>Library</td>
<td>887.28</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 159.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40 150.57</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4 861.27</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>16 948.52</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>7 069.89</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6 870.56</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 798.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>107 154.89</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>28 148.18</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

Expenditure was increased in 2008 due to the employment of a second teacher. The school also purchased a new smart board for the infants department and resources to support students learning.

School performance 2008

Achievements

Arts

The school continued to involve students in activities that extended their participation in creative arts.
very willing to participate in all areas of the concert this year.

![Greenethorpe Public School on stage performing our musical 'Shrek'.](image)

**Sport**

Students continued to explore and excel at sporting options provided for them, throughout the school's learning program.

Six students reached district level in swimming this year. They were Emily Fisher, Sophie Bryant, Charlie Bryant Thomas Taylor, William and Joseph Hodges with Thomas, Charlie, William and Joseph progressing to the regional carnival.

The Phillips Shield Athletic Carnival was held at the start of Term 2 with students from Greenethorpe performing extremely well and coming home as the overall winners.

Greenethorpe School won the Cowra Small School's Carnival again this year. Greenethorpe won the P6 senior relay champions with the team consisting of Emily Fisher, Charlie Bryant, William Hodges and Thomas Taylor.

Seven students reached district level in athletics. They were Emily Fisher, Emma Carney, William Hodges, Thomas Taylor, Chris Dunn and Alex Carney.

William, Charlie and Thomas went on to represent the district at regional level with Emily Fisher in the PP6 relay. Emily also participated in the 800m, 200m, high jump and long jump at the regional carnival. The PP6 relay and Emily qualified for the state carnival at the beginning of term 4. The relay run 11th in the state and Emily ran 14th in the 800m and participated in the long jump.

William Hodges reached regional level for cross country. Emily Fisher went on to represent the region at state level where she improved her place again for the 3rd year.

This year the school entered one team in the Young Small School's Tennis Competition. The team consisted of: William Hodges, Emily Fisher, Alex Carney and Thomas Taylor. The team played very well won the competition for the third year in a row.

In Term 2 Thomas Taylor attended selection for the Regional Rugby Union Team. He was successful in his application and competed in the State Knockout Carnival at Norwa during Week 5 of Term 3.

The school again had 100 percent attendance at the school’s intensive swimming program with 8 students completing their lifesaving level 6 and 7. All students improved their swimming skills and confidence.

The school also joined with Murringo Public School in a day of specialised sporting instruction through the Carl Sharpe Quality Sporting Program. They had instruction in soccer, archery and netball.

![Thomas Taylor, William Hodges, Charlie Bryant and Emily Fisher at State Athletics in Sydney.](image)

**Other**

The Early Start Program continued to run during Term 3 and 4 allowing pre kindergarten students to experience ‘school life’ on a weekly basis. Three students began on this program and they all had a fantastic time at Greenethorpe Public. During these days the Year 2 student went into the primary room to experience the new structure.
The three day Snow camp for Years 3 to 6 was the highlight of the year. Students were integrated with the other the Young Small Schools attending the camp and participated in daily lessons and skiing activities.

The infants travelled to Canberra with Murringo Public School for their excursion. They attended Questacon and watched a show on sideshow alleys.

School assemblies are held on a twice termly basis and are run by our captain and vice captain, Thomas Taylor and Emma Carney. After the assembly families are invited to share in a bar-b-que lunch and then they are invited to participate in ‘Family Fun’ activities with their children. These assemblies are a means of highlighting students’ work and achievements and serve to maintain and strengthen community support.

Students were invited to participate in the ICAS academic competitions. This year we achieved 12 Credits and 7 Distinctions.

This year we again sent 4 children to the Regional finials of the Premier’s Spelling Bee where they gained experience in public speaking and spelling.

The school also invited children to participate in the Premier’s Reading Challenge with an increase from 3 children completing the challenge in 2007 to 5 children finishing this year.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

### Literacy – NAPLAN Year 3 and 5

The percentage of students in each skill band could not be reported on because the numbers fall below the threshold for reporting NAPLAN yearly data, however, the trend data over the last 2 years shows a continual improvement in reading and language in year 5. The trend data also indicates improvement in writing over the last 3 years for year 5 and a score of 10 to 55 marks above state average in all areas of Literacy.

### Numeracy – NAPLAN Year 3 and 5

Due to the small number of students who undertook the NAPLAN, detailed comments cannot be made because the numbers fall below the threshold for reporting NAPLAN yearly data. However, year 3 has shown a sharp improvement in numeracy and it shows a high proportion of students appear in the top two bands and out perform the state average.

### Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. Due to the small cohort of students in year 3 and 5 this information is unable to be provided.

### Significant programs and initiatives

#### Aboriginal education

School plans, programs and practices integrate strategies that progress the goals of the Aboriginal Education Policy.
contemporary and traditional Aboriginal society and culture have been a focus of our visual arts, human society and its environment and English curricula. During Harmony Day in Term 1 the students participated in Aboriginal Art activities and the meanings of the traditional symbols.

Greenethorpe Public School students and teachers dressed in traditional clothing and orange to celebrate Harmony Day.

Multicultural education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society.

Students at Greenethorpe Public School were exposed to different societies through participation in the CWA Country of Study, this year being Mexico as well as discussions in all key learning areas.

Students in the primary class also studied Indonesian as part of their Languages other than English (Lote) studies. This helped them gain an appreciation of other cultures.

The students participated in Harmony Day activities in Term 1 which highlighted the importance of working together regardless of ethnicity and focused on a culture of anti-racism.

There is currently a nominated and trained anti-racism contact officer in the school.

Respect and responsibility

During 2008 our school has emphasised positive student behaviour especially the areas of respect and responsibility. We have developed a new welfare policy and procedures in relation to behaviour, which include a School Code of Behaviour that reminds students of their responsibilities in the school. These practices are inline with the Department of Education and Training Core Values and an anti-bullying program.

Our school participates in community activities such as ANZAC Day, Remembrance Day and Clean Up Australia Day to raise student awareness of respect and responsibility.

In 2008 all student leaders, Thomas Taylor, Emma Carney, Alex Carney and Chris Dunn attended the Young Leaders Conference with the Young Small Schools group. Here they listened to speakers who inspired them to rise to the challenge of leadership.

Greenethorpe Public School students with bags of rubbish collected from the Village for Clean Up Australia Day.

Country Area Program (CAP)

The school continues to be a part of this extremely valuable and vital program which strives to improve the learning outcomes for students in geographically isolated schools.

This year Greenethorpe Public School used some CAP funding to purchase an Interactive Whiteboard for the infants’ room and the employment of a teachers aid to assist in literacy and numeracy development.

Some CAP funds were also used to assist in transporting students to concert rehearsals and the intensive swimming program.
Progress on 2008 targets

Target 1

All students will meet stage based outcomes in aspects of reading with an emphasis on comprehension.

Our achievements include:

Outstanding NAPLAN results with all reading results for Year 3 and 5 results well above state average.

80% of students achieving stage appropriate outcomes in reading through in class assessment.

An increase of students participating in home reading with 90% of students reading every night.

Infants reading levels increased to above average for their year level.

Infants students are able to use Reading Box comprehension activities.

Target 2

All students will meet stage based outcomes in aspects of numeracy with an emphasis on the 'number' strand.

Our achievements include:

Outstanding NAPLAN results with all students achieving numeracy results well above state average for Year 3 and Year 5.

Count Me In Too activities implemented in the infants class increasing their number awareness and ability to work out algorithms mentally.

An increase in student understanding of stage appropriate outcomes evidenced from in class assessments.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Student Welfare, Teaching and Literacy.

Educational and management practice

Background

In Term 4 staff, students and parents were surveyed to evaluate the teaching that was being performed at the school. 80% of the school population returned the surveys.

Findings and conclusions

On all questions most of respondents answered ‘agree or ‘strongly agree’ indicating a high level of satisfaction with the teaching within the school. The questions posed and responses were:

All respondents believed that the role of the teacher is important to their child’s education.

All respondents believed that their child benefits from good and organised teaching.

All respondents believed that the curriculum is covered.

All respondents are happy with activities the school employs to enhance the curriculum

Future directions

Teachers within the school will continue to focus on Quality Teaching ensuring that all students reach their full potential.

Curriculum

Background

In Term 4 staff, students and parents were surveyed to evaluate the teaching of Literacy that was being performed at the school. 80% of the school population returned the surveys.

Findings and conclusions

On all questions most of respondents answered ‘agree or ‘strongly agree’ indicating a high level of satisfaction with the teaching of Literacy within the school. The questions posed and responses were:

Most respondents agree that they have been well informed about the teaching of English.

Most respondents agree that they are provided with useful reports about their child’s progress in English.

Most respondents are happy with the frequency of reporting in English.
All respondents agree that their child has developed new skills in reading, writing and talking and listening during the year.

All respondents agree that their child is given adequate assistance when required in English.

**Future directions**

The school will run a parent information session at the beginning of each year to inform parents of the teaching of the Key Learning Areas and how their assistance at home can help their child.

**Other evaluations**

**Background**

In Term 4 staff, students and parents were surveyed to evaluate the student welfare that was being performed at the school. 80% of the school population returned the surveys.

**Findings and conclusions**

On all questions most of respondents answered 'Often' or 'Very Often indicating a high level of satisfaction with the Student Welfare policies and practices at the school. The questions posed and responses were:

- All respondents indicated that their child likes going to school.
- All respondents indicated that the teachers treat children with courtesy.

**School development 2009 – 2011**

**Targets for 2009**

**Target 1**

90% students achieve stage based outcomes in writing

**Strategies to achieve this target include:**

- Analyse NAP writing results and students' work against syllabus outcomes
- Develop Writing Action Plan
- Staff Professional learning in QT dimension - Intellectual quality.
- Staff development in Consistent Teacher Judgement with small school network
- Use samples from Assessment Resource Centre to assist with CTJ implementation
- Develop writing rubrics with staff and students based on syllabus outcomes and CTJ

**Our success will be measured by:**

- NAP and school based student outcome analysis identifies areas for improvement
- Evidence of intellectual quality embedded in T/L programs
- Feedback to students is consistent and developmental
- Students self assess work samples against rubrics
- Student ranking on A-E scale
- National Assessment data and student work samples demonstrate that syllabus outcomes are met

Financial procedures, Smartbuy, SASS Conference, PSP, Moodle, Leaders In The Bush Covey's 8th habit and Count Me In Too.

Workshops were also held in schools regarding Reading Recovery, Technology in the classroom and resuscitation.

The principal attended principal's conferences.

The average expenditure per teacher on professional learning was $1159.37.

Staff attended training in supporting isolated students, First Aide, Code of Conduct, SASS networking, Small Schools Finance, AFS,
Target 2
90% of students achieve stage based outcomes in Talking and Listening

Strategies to achieve this target include:
- Develop Talking and Listening Action Plan
- Use samples from Assessment Resource Centre to assist with CTJ implementation
- Develop Talking and Listening rubrics with staff and students based on syllabus outcomes and CTJ
- Primary students participate in small schools debating competition.
- All Students participate in a school musical
- Infants students participate in 'personal news' sessions daily.
- Staff trained in Time To Talk
- All students participate in Public Speaking in regional eisteddfods.

Our success will be measured by:
- Feedback to students is consistent and developmental
- Students self assess work samples against rubrics
- Student ranking on A-E scale
- Student work samples demonstrate that syllabus outcomes are met

Students entertain the assembly audience with marimba music.

Target 3
85% of students achieve stage based outcomes in Numeracy

Professional Learning for all staff in CMIT and Counting On to ensure the quality of implementation and assessment

Use Best Start analysis to inform individual student learning needs in Kindergarten
Targeted support for individual learning needs determined for by analyse of NAP numeracy and school based data
Use the QT framework to ensure Intellectual Quality is evident in all lessons
Work with staff from the small schools network to ensure consistency in teacher judgement of work samples to measure achievement
Conduct parent workshops in CMIT and Counting On strategies.

Our success will be measured by:
- NAP and school based student outcome analysis identifies areas for improvement
- Best Start analysis evident in Kindergarten numeracy programs
- Individual learning support targeted to areas of need
- Evidence of intellectual quality embedded in T/L programs
- Judgement of student achievement is consistent throughout network
- Parents report greater understanding and ability to assist their children at home

Target 4
A Gifted and Talented policy written and implemented

Staff meeting to discuss policy
Write action plan with staff and parent input
PL of staff in the identification of G&T students
Write School Policy draft
Implement draft policy & identify students. Collate information into a data base
Evaluate the implementation process and effectiveness of the policy
Programming in place to meet the needs of G&T students
Identified students attend G&T opportunities at a district level

**Our success will be measured by:**
Staff attendance at workshop and staff able to professional discuss appropriate G&T identification strategies

School based assessments and students work samples indicate G&T students working beyond their stage level.

**Parent survey**
All indentified G&T students thoughtfully engaged in the curriculum.

**Target 5**
**Student Leadership team established**
Stage 2 and 3 focus - What is good leadership
Develop model for Student Leadership team in consultation with students and parents
Establish Student Leadership team
Team determines leadership activities and opportunities for 2009
All Stage 3 students attend Sydney Leadership Conference in Term 1 and Impact Leadership in Term 2.

All students in K-6 given opportunity to have responsibility in the running of the school.

**Our success will be measured by:**
Student Leadership Team model endorsed by school community

Inaugural Student Leadership Team established
Feedback from students, staff and parents indicate satisfaction with the activities of the Student Leadership Team.

**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.

Members of the school self - evaluation committee included:
Angela Bennett  Principal
Beverley Dickson  Teacher
Grant Fisher  P&C President

**School contact information**
Greenethorpe Public School
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GREENETHORPE NSW 2809
Ph: 02 6343 6324
Fax: 02 6343 6236
Email: greenethor-p.school@det.nsw.edu.au
Web: greenethor-p.schoo1s.det.nsw.edu.au
School Code: 2070

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

Hayley Davies poses to teach the infants class about the human body in science.