Our school at a glance

Students
2012 Enrolment 21

Staff
Principal – Teaching full time permanent
Teacher 4 days p/w temporary
Learning Support teacher 1 day p/w temporary
Principal Relief teacher 1 day p/w permanent
PD H and PE Coordinator 1 day p/w temporary

Significant programs and initiatives
Live life Well was introduced during term 2 2012 followed by the Crunch a
and Sip initiative in Term 4.
Premier’s Sporting Challenge.
Learning Support Program established to assist children who will be working on modified programs to help them achieve appropriate stage outcomes.
The school music instrumental program was also enhanced by the introduction of recorder lessons and music theory in the primary grades.

Student achievement in 2012
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3 and Year 5
The percentage of students in each skill band cannot be reported because the numbers of students fall below the threshold for reporting NAPLAN yearly data.

Progress in literacy and numeracy
Although NAPLAN results are not published due to the size of our cohort, diagnostic assessment results, indicate overall improvement in the achievement of outcomes in both Literacy and Numeracy.

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 Year 5, this information is unable to be reported.

Messages

Principal’s message
Greenethorpe Public School is a small rural school with a current enrolment of 21 students. It is situated in beautiful grounds and is an important focal point in the local village.
The school places a strong emphasis on literacy and numeracy programs as well as opportunities to develop and improve leadership and co-operative skills. Greenethorpe Public School’s Mission Statement states “To ensure achievement for all students in a happy, safe, caring environment”, and the Staff take pride in delivering a curriculum that caters for and enriches every student in our school.
I would like to thank the children for being such a well behaved, polite and happy cohort. We very rarely have a discipline problem and the children are incredibly kind and compassionate to each other. There is a real sense of family working and playing together in a safe environment where we genuinely care for each other. The children are willing workers, usually eager to produce their best.
Each term in 2012 at Greenethorpe has offered exciting opportunities for both students and teachers and we are fortunate to have such a
wonderful P & C which financially supports many of these opportunities. I would like to name a few, that will be memorable for both staff and students for many years to come. Our involvement in the Eisteddfod in Cowra and winning first place, Harmony Day, Science and Education Week activities including our Colonial Day in Cowra and The Human Race in Young, students making it to state level in swimming, a snow excursion for our primary students and a trip to Western Plains Zoo on our whole school excursion. There have been many successes in the sporting arena and further opportunities to mix with peers from surrounding schools on days such as our Science Day and Travelling Zoo in Grenfell.

Other curriculum events focusing on student health and welfare have included the Premiers Sporting Challenge, and our wonderful Healthy Lifestyles programs Live Life Well and Crunch and Sip. These programs which have been coordinated by Mrs Bryant and capably assisted by Mrs Dickson have been a tremendous initiative which will continue next year. These healthy foods programs have far reaching implications for the future health of our children and hopefully they will retain much of what has been taught about the growing, and preparation of nutritious food.

Staff professional learning has also continued to be a priority at the school with all staff engaging in formal training throughout the year. Mrs Lynch has been allocated the position of learning support teacher in our school. She has done a wonderful job implementing a support program for those children who need some additional support with literacy and numeracy.

It is vital that early detection of learning difficulties is established in the school. For this reason an assessment schedule has been developed during 2012 which will be used to monitor the progress of every student in both literacy and numeracy. The assessment schedule will include diagnostic testing and subsequent analysis of results both across the school and individually. Because we have such small classes it will be possible to direct teaching programs in such a way that children should be better equipped to deal with difficulties in areas that are identified, as needing support. All results will be graphed and teachers and parents will be able to see at a glance, where there may be need for attention in a particular strand of either English or Mathematics.

We have an extremely well, resourced school in terms of quality personnel and physical resources. We have access to the latest technology with a computer to student ratio which would be the envy of any school. In 2013 children will be introduced to additional educational opportunities through the use of applications which will be available on recently purchased I Pads. We also hope to make greater use of the Video conferencing facilities for both staff training and student learning.

Upgrading and making better use of our school website will be a priority for 2013, and now that our new computer server has been installed, this should also be possible in 2013. I intend to seek out appropriate training to ensure our website is both user friendly and a useful tool for students, parents and the wider community.

Our learning community is a busy one. It would not be possible to have such a wonderful school without a dedicated staff. Congratulations to our teaching staff who ensure the children are being well educated, utilising carefully planned teaching and learning programs.

Our surrounds are kept pristine by our diligent general assistant who does many unpaid hours to ensure our grounds are clean and immaculately maintained. Thanks also to our cleaner who ensures all buildings have well cleaned rooms. A special thank you also to our Senior Administration Manager who maintains accurate records and ensures the school budget is both viable and carefully monitored. Thanks also to
our band of volunteers who assist so reliably with reading, cooking BBQs, scripture, book covering, excursions and many other tasks where we need help.

Thanks to all families and members of the wider community for being so supportive and for your efforts in promoting the good name that Greenethorpe Public School deserves. The school will grow in time as population permits and it is with support from our families and the wider community that we will continue to flourish and play our special part in the life of your children and grandchildren.

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.

Garry Heath

P & C and/or School Council message

2012 has once again been a busy year for the school and the P&C. We have a new Principal in Garry Heath who has brought with him a wealth of experience gained from teaching and running primary schools around the state.

The P&C has again had a successful year supporting the students and staff of Greenethorpe Public School.

Our main fundraising activities for the year have been a firewood raffle, cowpat bingo at the Tour de Greenethorpe, and catering for the Mill to Mill bike ride where I think everyone would agree that Scott Wheeler’s scones were the highlight of the day.

P & C catered for the ‘Mill 2 Mill’ crew

We have also started running a successful Friday night raffle at the Shamrock Hotel in Greenethorpe. Thank you to all on the roster with a special mention to Greg and Sue Smith for providing the venue and a weekly prize.

Thank you to everyone who has sold raffle tickets, cut wood, made sandwiches, loaned effective bingo ponies and generally given up their time to assist with fundraising in 2012.

This whole school effort has enabled the P&C to assist the students in many ways this year. We have purchased everyone a new school hat, subsidised the primary student small schools excursion, and whole school excursion to Dubbo. We have assisted with purchasing teaching aids for the primary class as well as providing a bus so all students could travel to the end of year swimming program.

A personal highlight for me was accompanying the students on their 2 day excursion to Dubbo and Parkes. It was a pleasure watching how all the students got along together. Their behaviour was a credit to them and the school.

“Can we take him home Sam?”
I’m not sure if any of the children could tell you who Elvis was, but I’m sure they could remember what they had for dinner and how fast the tiger at the zoo could run up a pole for a 20kg steak.

A ride back in time on the Annual Whole School Excursion

Thank you to all parents and staff who were able to attend P&C meetings during the year. At one such meeting I counted seven families represented or nearly 70% of the school community. This demonstrates how strongly the Greenethorpe parents feel about their children’s education and the school’s role in this process. I would like to thank the hardworking current executive of Kristie, Lisa and Dave for filling the roles of Secretary, treasurer and vice president. They have done a fantastic job of keeping the P&C running smoothly in 2012.

This year we will farewell the Cooper, Bryant and Taylor families with a combined association with GPS of nearly 30 years. In this time they have been active P&C members attending many meetings, fundraisers and school events.

2012 also sees us farewell our two year 6 students Jessica and Charlie-Rose. You have done a fantastic job as leaders and role models for all the school. We wish you the best of luck in 2013 and beyond.

Sam Allen (President)

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

Full-time equivalent enrolments 21.

Indigenous students 0

Language background other than English 0

Student attendance profile

Student attendance rate 94.8%

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>92.8</td>
<td>91.2</td>
<td>85.8</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>92.7</td>
<td>94.2</td>
<td>94.2</td>
<td></td>
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<tr>
<td>2</td>
<td>97.3</td>
<td>95.2</td>
<td>86.3</td>
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<tr>
<td>3</td>
<td>97.9</td>
<td>98.3</td>
<td>94.6</td>
<td>91.6</td>
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<tr>
<td>4</td>
<td>96.8</td>
<td>95.3</td>
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<td>5</td>
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<td>6</td>
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<td>95.8</td>
<td>90.5</td>
<td>92.3</td>
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<tr>
<td>Total</td>
<td>95.0</td>
<td>96.2</td>
<td>94.3</td>
<td>91.9</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Students who have consistent non-attendance issues at Greenethorpe Public School are monitored according to DEC policy and referred to the Home School Liaison Officer (HSLO) for management and intervention.
Staff information

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

The allocations below reflect the school’s current staffing as at Term 4 2012.

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

The school has no indigenous employees.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.8</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counselor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.7</strong></td>
</tr>
</tbody>
</table>

There are currently no indigenous staff working at the school.

Staff retention

In 2012 staffing levels remained the same as for 2011. A new principal was appointed during Term 1 and commenced working in the school at the commencement of Term 2. All the other staff at the school remained the same during 2012.

Teacher qualifications

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

Staff are continually upgrading through professional development. At this stage no staff members are completing post graduate studies.

<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>

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>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>27,829.09</td>
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<tr>
<td>Global funds</td>
<td>46,934.65</td>
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<tr>
<td>Tied funds</td>
<td>41,177.14</td>
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<tr>
<td>School &amp; community sources</td>
<td>10,377.44</td>
</tr>
<tr>
<td>Interest</td>
<td>1,592.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>535.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>128,446.62</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8,857.23</td>
</tr>
<tr>
<td>Excursions</td>
<td>8,985.94</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,743.18</td>
</tr>
<tr>
<td>Library</td>
<td>466.35</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,470.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>40,490.34</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6,019.66</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19,430.31</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>9,835</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2,793.33</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>540.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>100,632.47</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>27,814.15</strong></td>
</tr>
</tbody>
</table>
A full copy of the school’s 2012 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 2012

Achievements

Arts

Once again the children have been heavily involved in creative and practical arts. All students were treated to a violin and cello recital by local music teacher Michael Lee.

Children entered visual arts in the Grenfell Show and were rewarded with several commendations and prizes. We also participated in the Cowra Eisteddfod and were awarded 1st place in tuned percussion, playing the Marimbas. Greater involvement in the Henry Lawson Festival of Arts is planned for 2013 and our association with the Cowra Eisteddfod will continue.

Other

Our annual whole school excursion was a major success with visits to Peak Hill open cut goldmine, Parkes’ radio Telescope, Western Plains Zoo and the Parkes’ Historical Museum.

Inter school visits were also a highlight of the year for our students. We hosted a Science and Technology Day, travelled to Cowra for a Colonial Experience and visited our friends in Bribarree for a Rugby League Clinic.

Another exciting event was conducted during Book Week when all the children dressed up as their favourite book characters.

Sports Report – 2012

The 2012 sports calendar commenced with the Small Schools Swimming Carnival on Monday 13th February at the Cowra Aquatic Centre. All students participated well and had an enjoyable day.

District swimming carnival was held at the Boorowa pool on Thursday 23rd February.

Two students, gained selection in the Cowra District swimming team, which competed in the Western Swimming Trials, at Dubbo on Friday 9th March.

Cowra Small Schools Athletics Carnival Monday 21st May at Twigg Oval Cowra

Several students, qualified to compete at District Athletics. Qualifiers were in long jump, high jump, 200M and 800metres
Our PP6 relay team – qualified for the Regional Athletics carnival in Dubbo on Friday 31st August. They finished 4th in their heat and just missed out on running the final. Well done team.

District Cross Country trials were run at Boorowa Golf and Recreational Oval on Friday, 25th May. Four students participated at Boorowa.

The Premier’s Sporting Challenge was conducted again this year during term 3. The purpose of the Challenge is to encourage students to participate in sport, games and physical activity and to have more students, more active, more often. Over the ten week period our students registered enough hours to enable our school to be awarded a Diamond Award. Congratulations to every student.

NRL day at Bribbaree
All grades travelled to Bribbaree for an interschool visit and an NRL skills coaching clinic. The day was highly successful and follow up clinics will be pursued in 2013.

Swimming and Lifesaving were held during weeks six and seven in term 4. All groups made noticeable progress in the two week period. Several children displayed improved confidence and skills. The following lifesaver awards were completed.

Lifesavers –
1 Level 5 – Junior Swim and Survive
2 Level 6 – Swim and Survive
1 Level 7 – Senior Swim and Survive

Academic
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.

Reading – NAPLAN Year 3
Numeracy – NAPLAN Year 3
Reading – NAPLAN Year 5
Numeracy – NAPLAN Year 5

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

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

Significant programs and initiatives
Our learning support program was developed in 2012 to assist children who were experiencing some difficulty in either Literacy or Numeracy. Individual learning plans are being developed for each of these children and at the time of publication, teachers have met with parents and children to discuss these plans in detail.

Aboriginal education
Greenethorpe Public School continues to provide an awareness of Aboriginal culture, history and contemporary Aboriginal Australia. In implementing the Aboriginal Education policy, all students study aboriginal history, culture and current aboriginal Australia in Human Society and its Environment (HSIE) and English learning programs, incorporating Aboriginal studies perspectives in all learning areas.

This year Greenethorpe Public School utilized museum in a box to incorporate Aboriginal Education into the HSIE curriculum. These resources allowed children to explore traditional Aboriginal tools, food, artifacts and regional maps.

Children also utilized our video conferencing facilities to meet Aboriginal students from the Western Region and to share differences and similarities in local cultures.

This was a wonderful opportunity for our students to experience aspects of Aboriginal culture first-hand.

As a mark of respect, acknowledgement and understanding, students and teachers use the protocols for DEC Acknowledgement of Country recognising the traditional owners of the land during all formal assemblies at the school.

Multicultural education
Once again the major focus on multiculturalism revolved around Harmony Day celebrations. The day was celebrated sharing foods from other lands and during the day children had several activities to complete which related to the cultures of other countries. Multicultural perspectives are also included in many other aspects of the curriculum.
Other programs
Our school also participated in local community activities such as Easter and Christmas services, ANZAC Day, Remembrance Day and Tour de Greenethorpe to raise student awareness of respect and responsibility. Children also enjoyed a fabulous book week parade to enhance a lifelong love of reading.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents. The targets are in **bold italics**, followed by strategies to achieve these targets as well as intentions for the future. All targets have equal importance and will be addressed in the period 2012-2014.

Target 1 – Literacy
*To monitor and track student growth using the K-6 Literacy Continuum and improved outcomes based assessment for all students K-6 to monitor and modify future teaching and learning strategies.*

Several new strategies have been implemented to monitor outcome achievement, including the development of an assessment schedule and the recording and graphing of results to provide immediate indications of improvement or decline in outcome achievement levels.

*To increase to 90% the number of students* in Early Stage One and Stage One achieving at or above Stage level outcomes in Literacy.

*Refers to students capable of working within this range and establishing suitable programs for those who are not (based on diagnostic test results) through the Learning Support Program.

Learning support programs will be developed, to provide additional support for children who are at risk of not achieving outcomes and the learning support teacher will work in conjunction with the class teacher to target these outcomes through the use of improved teaching strategies.

To increase to 90% the number of students* in Year 5 showing growth in NAPLAN Reading and Writing that is at or above State average.

Average reading levels were above state average and writing levels were below state average. Special attention to writing standards will be given during 2013.

*To increase the number of students* in Year 3 and Year 5 achieving above national minimum standards in all strands of NAPLAN Literacy to 100%.

No child in Year 3 sat NAPLAN assessments in 2012.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</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>

Grammar and Punctuation will be a focus for improvement during 2013 and additional teaching resources will be utilised to improve these outcomes, both in the classroom and through our learning support program.

Target 2 – Numeracy
*To monitor and track student growth using the K-10 Mathematics Continuum and improved outcomes based assessment for all students K-6 to monitor and modify future teaching and learning strategies.*

See comments in target 1 Literacy as same strategies are being utilised in Numeracy.

*To increase to 90% the number of students* in Early Stage One and Stage One achieving at or above Stage level outcomes in Numeracy.

*To increase to 90% the number of students* in Year 5 showing growth in NAPLAN Numeracy that is at or above State average.
To increase the number of students* in Year 3 and Year 5 achieving above national minimum standards in all strands of NAPLAN Numeracy to 100%.

Classroom assessment ensures early identification of an inability to grasp Numeracy concepts and where necessary special provision is made to include children on the learning support program.

100% of students in Year 5 achieved above the National Numeracy standards. No child in Year 3 sat NAPLAN assessments in 2012.

Target 3 – Community Relations

To develop a closer relationship with the wider community and to promote the positive aspects of Greenethorpe Public School through active involvement in community projects.

A number of strategies have already been adopted to improve school and community relations. An intensive media campaign was conducted during 2012 to ensure the community were aware of the school’s existence, achievements and facilities.

During 2013 and 2014 it is intended that the following strategies will be adopted to further improve school and community relationships.

Parents and members of the wider community will be invited into the school more frequently.

Greater promotion of the school in the community by being more involved with the mobile pre-school and offering support through participation in combined peer activities, resource sharing and regular transition activities.

Greater involvement in community projects such as gardening, tidy towns and other town improvement projects.

To continue to work in consultation with Silo management to develop a plan that will ensure a dust free, working environment, during the harvest season.

During 2013, more regular distribution of the school newsletter to the wider community will take place.

Target 4 – Aboriginal Education

To develop a School Aboriginal Education policy and establish partnerships with local Aboriginal Community.

Much of the Aboriginal Education Plan review is scheduled to take place in 2014. However a number of initiatives have taken place and can be found earlier in this report.

During 2012 and 2013 it has and will continue to be a priority to ensure:

Teachers are familiar with the policy and procedures outlined in the Aboriginal Education and Training Policy.

Teachers understand all domains of the ATSI Education Plan 2010-2014.

All teaching and learning programs show evidence of Aboriginal education being embedded into the curriculum, as per the Aboriginal Education and Training Policy and Aboriginal and Torres Strait Islander Education Plan 2010-2014.

Target 5 – Australian Curriculum

All staff will successfully implement the new Australian curriculum in the timeframe directed by DEC.

2012 has been a period of introduction to the Australian Curriculum and the associated NSW English and Maths Syllabi which are due for implementation in 2014.

During 2013 a number of professional development activities will be curriculum related to ensure teaching staff have the knowledge and skills to make the smooth transition from one syllabus to another.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the
school plan. In 2012 our school carried out an evaluation of literacy and numeracy assessment and data tracking procedures.

By the end of 2013 it is our intention to have centralised records of assessment in both literacy and numeracy. With these records will be corresponding graphs to assist in the measurement of growth and in reporting to parents.

The use of outcomes based assessment rubrics is encouraged and the long term goal would be to develop continuum tracking of outcomes achievement for every child once the new syllabus is in place.

The 2012–2014 school plan has also been evaluated and some modifications made where necessary. Many of the intended actions have been completed and others have been re-scheduled due to the training schedule which is anticipated for the implementation of the English and Mathematics syllabi.

**Parent Satisfaction**

In 2012 the school sought the opinions of parents about the school.

Two surveys were distributed and 75% of families returned both surveys.

The first question of survey 1 related to the school’s facilities and all parents either agreed or strongly agreed that the school is well resourced and attractive.

Questions 2,3 and 4 related to relationships between school, home and the community and all responses were positive with all parents either agreeing or strongly agreeing that the school is a welcoming place, connected to the local community.

Questions 5, 6 and 7 related to student welfare and all parents agreed that students were the main priority within the school.

Questions 8 to 13 related to curriculum and extra-curricular activities. All responses were positive.

Questions 14 and 15 related to discipline and uniform and all parents were in agreement that fair discipline exists within the school and that the school promoted its uniform policy.

Some general comments expressed concern about teachers being away from classes attending professional learning courses. Parents will be kept well informed of any impending training dates in 2013.

The second survey related more specifically to curriculum and the teaching and learning of English.

This survey was also generally positive. There was a need expressed for parents to be better informed about the content of the English Syllabus. This request will be addressed through the school newsletter where a content summary will be provided for all families along with tips on how to assist children at home with the English program. During 2013 more information on the new English Syllabus will be provided to parents through the school newsletter.

**Professional learning**

All staff members have undertaken a range of professional development this year and will be undertaking professional development in a range of subjects throughout 2013. A comprehensive table of intended professional learning is available from the school principal Mr. Garry Heath. These professional learning opportunities will be conducted on-line, during professional development days and at other venues where teachers may need to be absent from school. It is likely that there will be more professional learning than usual in 2013 and 2014 because of...
the introduction of the new Australian Curriculum.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Mr Garry Heath – School Principal
Mrs Heidi Lynch – Staff Representative
Mr Sam Allen – P&C President
Mrs Kristie Hodges – Parent Representative

**School contact information**

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