School context

Greenethorpe Public School is a small rural school situated between the towns of Young, Cowra and Grenfell. The school provides a quality education for K-6 students with an expected enrolment of 23 students for 2014. Students who attend Greenethorpe Public School come from nearby farms as well as from the village and the school is accessible utilising a local bus service. The school is staffed by a teaching Principal, 2 x part-time teachers and an experienced SLSO. Greenethorpe Public School has excellent learning facilities with comfortable, well-equipped classrooms and spacious grounds. The School provides stimulating learning opportunities for all students and individual learning programs to suit all learning needs. Greenethorpe Public School is well supported through additional funding from Equity programs, as well as a supportive and active P&C Committee. The school has strong links with other schools in the Young Small Schools Learning Community and regularly join together for combined social, sporting and cultural experiences. Children also enjoy sporting and cultural activities with Western Region schools in the Cowra and Grenfell communities.

Principal’s message

2013 has been another enjoyable and highly productive year for Greenethorpe Public School.

My first accolade must go to the children for their academic growth. As many of you are aware, I have set up a system of carefully collated records for all of our students. Following the development of an assessment schedule last year, children’s results for both literacy and numeracy are now recorded digitally. I am pleased to report that these results are extremely positive. There has been a marked improvement in grades in both literacy and numeracy. The most significant improvements have been in reading. I believe this is because of the commitment we have made to raising standards in reading. Our learning support program and some additional funding to employ a teacher assistant has made an enormous difference to the intensity of teaching explicit skills, resulting in reading growth. Our learning support co-ordinator has developed our learning support programs in consultation with parents and class teachers. We aim to maintain these standards and we will seize any opportunity for professional development which will enhance our prospects of doing so.

Professional development is integral to the growth of all teachers. As more emphasis is being placed on professional standards for teachers it is vital that we stay in touch with current educational trends. We are then able to transfer these ideas into our classrooms. Education is about life-long learning so we can never underestimate the importance of upgrading our own skills.

Our dedicated P&C has purchased resources and subsidised many events during the last twelve months. It was great that so many children had the opportunity to attend our whole school excursion to Burrendong Sport and Recreation Centre. This was a wonderful learning experience for the children which they will remember for years to come.

Mr Garry Heath
2013 saw another exciting year for Greenethorpe Public School students and its Parents and Citizens Association. We welcomed three new families, the Frames the Murphy’s and the Mellons.

Meetings have been very well attended with most families attending at some stage during the year. I would like to thank our vice president Scott Wheeler, our secretary Kristie Hodges and our two treasurers Danielle Smith and Sandra Frame for once again doing a great job keeping things running smoothly. Special thanks to Sandra who took on the job of treasurer mid-year after only a few months at the school.

The main fundraising activity for 2013 has been our weekly Friday night raffle at the Shamrock hotel. These have been a great success and will continue in 2014. The locals are so willing to support the school by purchasing tickets that whoever is selling is usually chased around the pub by willing buyers. It is also not uncommon to be roused on if you are late. The majority of the Friday night clientele have been students, have children who were students or have grandchildren who are students of Greenethorpe Public School.

We also ran a wood raffle in term 2 this was won by a lovely lady from Cowra who promptly donated the load of wood back to the school.

The proceeds from these raffles have been used primarily to subsidise the whole school excursion. This year was to Lake Burrendong near Wellington. With the P&Cs assistance every child had the opportunity to attend a great few days away from home.

Also the P&C paid for the bus that ferried the school to and from swimming lessons in fourth term.

I would like to thank all the parents as every family has volunteered their time in some way this year either to buy or sell raffle tickets, attend meetings or bake for on and off again sporting events and spelling bees.

On behalf of the P & C I would like to wish both Jessica and Kate all the best for their transition to high school. You will be missed greatly by all next year. Sadly, with the conclusion of Kate’s primary school education we farewell the Hodges family. They have had an 11 year association contributing 2 school captains, 1 vice-captain and most importantly Kristie has been the tireless P&C secretary for the last 7 years. We wish you all the best.

We also farewelled the Smith family who moved to Wagga for work commitments.

2013 saw Eleanor Garwood hang up her bus keys. She has been driving our children to and from school for over twelve years and we wish her many enjoyable sleep ins!

Early in the year we said goodbye to our infant’s teacher Heidi Lynch who gained a fulltime job closer to home. She was replaced by Bev Dixon who slotted straight in and did a fantastic job. Sadly, now we farewell her as she jets off for a new experience in Sicily. Bev has been a teacher at Greenethorpe for over ten years and will be greatly missed.

We welcome Heidi Wills to the infants for 2014 and I know the students are looking forward to being taught by someone who likes computer games nearly as much as they do.

I would also like to thank John Gorman and Norma Clark who do the “real” work around the school to keep it looking great and running smoothly.

Mr Sam Allen
Student representative’s message

I have had a really enjoyable year as school captain at Greenethorpe Public School. To start the year, Jessica and I travelled to Bathurst for the GRIP Leadership day where we learned some ways to improve our school and help in some way. The highlights of the year were our sports carnivals, the Eisteddfod and Henry Lawson Festival Drama Day. More recently we attended Lake Burrendong Sport and Recreation camp. This was amazing fun where we learnt many new skills. We were joined by Borenore Public School. Much of the time was designed to teach us problem solving and collaboration with team mates. We also participated in many individual activities. My favourite was Grass Skiing.

As school captain I have had several responsibilities during the year. It has been my job to thank visitors, to run our end of term assemblies and to speak publicly at a range of events.

I would like to acknowledge the support of all our teachers. I would also like to welcome our new infant’s teacher Mrs who has just finished her final teaching prac at our school.

Many thanks to our P&C who have been so generous in providing money for resources and events, such as our intensive swimming lessons and whole school excursion.

A big thank you to the Principal and Primary teacher Mr Heath.

Thanks to our scripture teachers who generously give their time to provide us with some spiritual guidance each week. I would also like to thank our school cleaner and general assistant for keeping our school grounds clean.

My seven years at Greenethorpe Public School have been outstanding. I will miss it very much when I move on to high school next year.

Kate Hodges (School Captain)

Student information

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total enrolments</td>
<td>21</td>
</tr>
<tr>
<td>Girls</td>
<td>11</td>
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<tr>
<td>Boys</td>
<td>10</td>
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<tr>
<td>Full-time equivalent enrolments</td>
<td>21</td>
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<tr>
<td>Indigenous students</td>
<td>1</td>
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<tr>
<td>Languages other than English</td>
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Student attendance profile

92.45%

Management of non-attendance

Attendance levels at Greenethorpe Public School are currently at 92.45%. The children enjoy coming to school and attend daily unless unable to do so for a valid reason such as illness or family business. All parents are required to give written notification of absences, stating reasons for absence if possible.

Post-school destinations

Children have a range of options for high school attendance. Cowra High and Henry Lawson High in Grenfell are among the options. Young is also a similar distance from Greenethorpe. In 2014, 2 children will commence high school. One will attend Cowra High School and the other, Henry Lawson High School in Grenfell.
### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
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<tr>
<td>Assistant Principal(s)</td>
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<td>Head Teachers</td>
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<td>Classroom Teacher(s)</td>
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<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>0</td>
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<tr>
<td>School Counsellor</td>
<td>0</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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### Teacher qualifications

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

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
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### Financial summary

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

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<tr>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Training &amp; development</td>
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<td>Casual relief teachers</td>
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<tr>
<td>School-operated canteen</td>
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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

#### Academic achievements

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

Unfortunately the cohort of students in our school is too small to publish results. However, parents are given information about their child’s performance as it becomes available.

**Progress in literacy and numeracy**

Although Naplan results are not published due to the size of our cohort, diagnostic assessment results, indicate significant improvement in the achievement of outcomes in both Literacy and Numeracy.

**Other school based assessments**

Greenethorpe Public School has a rigorous assessment schedule and conducts a range of diagnostic literacy and numeracy tests. Although the cohort is too small to give individual results, parents are free to access their child’s results at any time.

#### Other achievements

During 2013 all student’s individual profiles were expanded to include the literacy continuum. All staff will utilize this tool during 2014 to plot progress.
**Significant programs and initiatives**

**Aboriginal education**

As part of our commitment to improve our Aboriginal Education perspective, the school trained an anti-racism co-ordinator. All classes ensure an Aboriginal perspective is evident in teaching and learning programs across a range of key learning areas.

Our Aboriginal education program will be expanded further in 2014 through consultation with local Aboriginal stakeholders.

**Transitional Equity Funding**

This funding was utilized to overcome isolation and improve outcomes in literacy and numeracy. To do so we have used the funding to provide a part time additional teacher, which has allowed us to significantly decrease the size of classes. As a result of this, children are given more individual attention which has resulted in measured improvement in both literacy and numeracy outcomes. A small portion of the funds was also utilized for bus travel.

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**School planning and evaluation 2012—2014**

**School evaluation processes**

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

- Regular review of the school plan by the school principal.
- Riverina School Education Director assisted with the review process and supported the need for adjustments to the plan as well as ensuring targets were being completed in accordance with the plan schedule.

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**School planning 2012—2014: progress in 2013**

**School priority 1**

- Literacy and Numeracy

**Outcomes from 2012—2014**

- Improve literacy outcomes for all students* K-6 in all Key Learning Areas
- Demonstrate increase in student growth in ES1-S1 in all Best Start literacy data.
- Increase % of students* achieving above National Minimum Standards in NAPLAN Literacy and Numeracy data
- Increase % of students* achieving at or above Stage level outcomes in literacy and numeracy.

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

- More accurate reporting to parents and better use of strategies utilising a modelled, guided and independent approach to teaching and learning.
- Teaching and Learning programs demonstrate aspects of Quality Teaching in the 5 content strands in numeracy. Continuum is displayed in classrooms.

- Best Start software used to generate Early Learning Plans for ES1 students
- Teachers are able to utilise results to identify class and individual strengths and weaknesses
- Classroom Programs show evidence of Quality Teaching in numeracy activities.

**Strategies to achieve these outcomes in 2014**

- Many of these strategies are ongoing.
  - L1.1 Analyse Best Start, NAPLAN reading, writing, spelling and grammar results and students’ work against syllabus outcomes.
  - L1.2 Benchmark all students at beginning Term 1, end of Term 2 and end of Term 4. Students organised into smaller cross-stage literacy focus groups.
  - L1.3 Early identification of students with special needs, through diagnostic assessment, to be completed by school counsellor.
**L1.4** Staff Professional learning in the use of the K-6 Literacy continuum.

**L1.5** Staff Professional Development in the implementation of outcomes based assessment and the use of assessment rubrics.

**L1.6** Analysis of Best Start data

**L1.7** Regular benchmarking of students using PM Reading Benchmarking Kit

**L1.8** Purchase of additional PM readers across all stages.

**L1.9** Employment of additional LST teacher 1 day p/f to ensure student’s receive, ongoing assistance.

**L1.10** Utilise ICAS reading and spelling test results as a diagnostic tool to improve teaching and learning outcomes.

**L1.11** Develop reading rubrics with staff and students based on syllabus outcomes.

**L1.12** Continue to use writing rubrics aligned with Stage outcomes, in line with whole school writing plan. Student work samples to be included in individual files with grading rubric attached.

**L1.13** Use samples from Assessment Resource Centre to increase standard expectations.

**L1.14** Support for students* “at risk” in achieving national minimum standards are targeted by LST. LST employed an additional day per fortnight.

**L1.15** Provide parents with a range of strategies to assist them with the implementation of the home reading program.

**N1.3** Adopt the use of the North Coast Scope and Sequence K-6 and a common Literacy block to allow cross stage movement where necessary.

**N1.4** Adopt a common approach to programming and the assessment of outcomes.

**N1.5** Staff Professional learning in the use of the K-10 Numeracy continuum.

**N1.6** Analysis of Best Start data

**N1.7** K-2 teacher to attend Count Me In Too professional development.

**N1.8** Employment of additional LST one day p/fortnight to ensure at risk students are working to their potential.

**N1.9** Teachers introduce Newman’s error analysis as part of the teaching and learning process in numeracy. Posters to be displayed in classrooms.

**N1.10** Utilise ICAS Mathematics test results as a diagnostic tool to improve teaching and learning outcomes in primary grades.

**N1.11** Use examples from the DEC Curriculum Support website to assist teachers in delivering quality learning experiences in numeracy.

**N.12** Integrate “Mathletics” on-line mathematics program into daily teaching and learning activities.

**N.14** F/T Staff attend Maths Teaching and Learning Conference

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**School priority 2**

Strengthening Community Relations

**Outcomes from 2012–2014**

Greater parent and community involvement in GPS School.

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

Greater participation at all school and P&C meetings and activities.
Increased awareness of school facilities and environment with the potential for improved enrolment numbers.

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

**CR1.1** To invite parents and members of the wider community into the school more frequently.

**CR 1.2** To promote the school in the community by being more involved with the mobile preschool and offering support through participation in combined peer activities, resource sharing and regular transition activities.

**CR 1.3** To get students involved in community projects such as gardening, tidy towns and other town improvement projects.

**CR 1.4** To develop a partnership with the hall committee and provide support when we can during working bees or hall improvement projects.

**CR 1.5** To work in consultation with the Silo committee to develop a plan that will ensure a dust free, working environment, during the harvest season.

**CR 1.6** Development of a school/community garden project which will allow the community to grow produce with the students and to establish an equitable system for distributing produce to those in need.

**School priority 3**

**Aboriginal Education**

**Outcomes from 2012–2014**
To develop a School Aboriginal Education policy and establish partnerships with local Aboriginal Community.

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

**AE1.1** Principal to engage support from Aboriginal Education Officers in Regional office.

**AE1.2** School becomes a member of the Dare to Lead coalition

**AE1.3** School develops partnership with local AECG.

**AE1.4** School takes part in Dare to Lead Collegial Snapshot Process.

**AE2.1** Teachers are familiar with the policy and procedures outlined in the Aboriginal Education and Training Policy.

**AE2.2** Teachers understand the six domains of the ATSI Education Plan 2010-2014.

**AE2.4** National Aboriginal and Torres Strait Islander Week celebrated in the school community.

**AE3.1** Advice on policy development sought from Regional Aboriginal Education Team

**Professional learning**

All staff engaged in a range of professional learning during 2013.

**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.

**Mr Garry Heath – Principal**

**Mrs Kristie Hodges – Parent**

**Mr Sam Allen – P&C President**

**Mrs Norma Clarke SAM**

**School contact information**

Greenethorpe Public School
Main Street Greenethorpe 2809
Ph: 63 436324
Fax: 63 436236
Email: garry.heath@det.nsw.edu.au
School Code: 2070
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: