School context statement

Green Square School is a short to medium term program primarily for students experiencing challenges with their behaviour in a mainstream setting.

Our school aims to support students through an individual case management approach to integrate successfully back into a mainstream school, or develop educational skills that will enhance their ability to positively engage in the community.

Student information

Green Square School caters for up to 35 students at any one time in the school program. The Green Square Supported Return to School Program caters for up to 6 students who are referred from local school through a regional committee.

Students at Green Square School have emotional and/or behavioural challenges. The school aims to re-engage these students and make a successful return to their home school in the short to medium term.

Student enrolment profile

In 2014, 35 student places were available at Green Square School. The table below shows the break down of students enrolled since 2008, by gender.

Management of non-attendance

Student attendance is fostered first and foremost by the design and implementation of engaging and relevant learning experiences. Incentives for students to be punctual is offered through a full breakfast, recess and lunch program & the opportunity to participate in structured group or individual play activities prior to the start of the school day.

The school has daily contact with the Home School Liaison Officer and conducts regular attendance conferences including court ordered compulsory school attendance proceedings in several cases.

The school has invested significantly into electronic student management systems which improves the level of reporting regarding partial absences or lateness and enhances the communication with parents and carers through text message or email, in real-time, regarding lateness or absenteeism.

Post-school destinations

Green Square School is a behaviour school with the express aim of assisting students to re-integrate back into the broader education system. Students either return to their referring school, a new school, apprenticeship or work placement or transition to another specialist education setting or endorsed education provider.

Student attendance profile

Student attendance rates and percentages between small cohorts can vary.

The graph indicates average attendance and takes into account suspensions and periods of custody in Department of Juvenile Justice facilities. Periods away from school to see distant family are also a factor. School attendance figures are also affected by the movement of high percentage attenders who are usually leaving the program to integrate back into mainstream and their place then filled by students who are generally exhibiting poor attendance patterns due to suspension, trauma or family movement and relocation.
Year 12 students undertaking vocational or trade training
Green Square School caters only for years 5 to 10. There are no year 11 or 12 students enrolled at the school.

Year 12 students attaining HSC or equivalent Vocational educational qualification
Green Square School caters only for years 5 to 10. There are no year 11 or 12 students enrolled at the school.

Workforce information
Green Square School teachers and support staff are committed to the success and wellbeing of all our students. Teachers, SLSO’s, administrative staff and executives are all experienced in special education and bring a range of experiences and talents to the programs offered at the school.

Ongoing staff professional development and multidisciplinary teams are a feature of the school.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0.2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>3.168</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.9</td>
</tr>
<tr>
<td>Total</td>
<td>14.968</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their workforce.

Green Square School has two permanent staff and two casual SLSO’s identify as Aboriginal.

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>80%</td>
</tr>
</tbody>
</table>

Professional learning
All teachers participate in professional learning activities at a school-based level and all have participated in targeted development opportunities that enhance their individual teaching practices in accordance with the school’s key priorities. There were three key areas teachers’ professional development focused on:

- Individual Education Plans, their design, implementation and review;
- Student welfare and behaviour management, supporting students with high a complex needs;
- Information and communication technology, improving student assessment and reporting and increasing community engagement.

Average expenditure per teacher on professional learning, at the school level was $800. Total school expenditure on teacher professional learning was $6100

A significant portion of the school’s 2014 Staff Development Day training was target toward preparing for the new School Plan 2015-2017, and its significant consultative phases throughout, which included a review of the 2013-2-2014 plan.

Teacher accreditation
The school has 6 new scheme teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation. Five teachers are maintaining accreditation at Proficient, one non-new scheme teacher is seeking accreditation at Highly Accomplished and one executive new scheme teacher is seeking voluntary accreditation at Lead

Beginning Teachers
Although in 2014 the school did not have any beginning teachers, as part of the Great Teaching, Inspired Learning blueprint for action, the school has used the following strategies in 2014 to develop its teachers and leaders:

- Professional learning for teachers to improve the way they interpret student assessment data to evaluate student learning and modify teaching practice.
• Formal and informal practices and procedures within and between schools to improve teachers’ skills and confidence to engage with parents and the community.

• Increased importance and significance given to professional learning at a local level to address the specific needs of the school, its teachers and their students.

• Teachers have the opportunity to learn from the practice of others through team teaching and teaching observation.

• Professional learning, in line with one of the school’s new strategic directions (2015-2017), is collaborating with universities and researchers to implement the practices that have the biggest positive impact on student outcomes.

• Outstanding teachers are targeted from within the school to engage in Department approved capacity building initiatives that prepare them for the role of principal.

• Network of principals and school leaders, within the special schools network, set up to support new and aspiring school leaders.
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></th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>-259,256.58</td>
</tr>
<tr>
<td>Revenue (10609)</td>
<td>-1,522,373.31</td>
</tr>
<tr>
<td>Appropriation</td>
<td>1,459,471.39</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>0.00</td>
</tr>
<tr>
<td>Grants and contributions</td>
<td>60,409.90</td>
</tr>
<tr>
<td>Other revenue</td>
<td>0.00</td>
</tr>
<tr>
<td>Investment income</td>
<td>2,492.02</td>
</tr>
<tr>
<td><strong>Expenses (106010)</strong></td>
<td>-1,620,638.60</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>1,620,638.60</td>
</tr>
<tr>
<td>Employee Related</td>
<td>1,535,817.19</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>84,821.41</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Surplus/Deficit for the year</strong></td>
<td>98,265.29</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>-160,991.29</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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

Academic achievements

NAPLAN

Where possible all students at Green Square School access NAPLAN assessments within their home school.

Where a student wishes to access NAPLAN at Green Square School, this is provided. However, due to the small cohort of students, no reliable or reportable data can be provided without identifying individual student.

Higher School Certificate (HSC)

Green Square School caters only for years 5 to 10. There are no students who were enrolled in any HSC course curing 2014.

RoSA

A small cohort of year 10 students received their Record of School Achievement in 2014. However no reliable data can be provided without identifying individual students.

Significant programs and initiatives – policy

Aboriginal education

NAIDOC week 2014, amongst the many cultural experiences embedded throughout the week in Food Technology, Design & Technology and Personal Development Health and Physical Education, saw this year’s theme honouring all Aboriginal and Torres Strait Islander men and women who fought on frontiers or as part of the Australian Defence forces incorporated into our Art program and culminating in a community wide celebration of our students artworks.
This artwork created by one of our students was on exhibition at Koori Art Expressions held at Eora College. The artwork depicts two soldiers walking ‘shoulder to shoulder’ towards the sunset after the end of the war was announced. The sun is mentioned in Laurence Binyon’s poem, *For the Fallen* (1914)

“At the going down of the sun and in the morning we will remember them.”

Hence, it is portrayed in the artwork as a symbol for remembrance. The sun is also a prominent feature in the Aboriginal flag. The background of the artwork is made up of a collage of images from Aboriginal soldiers who have served with honour and pride in Australia’s military during World War 1.

**Multicultural education and anti-racism**

Green Square School designs Individual Education Plans for all students that include fostering and promoting individual and collective cultural identities, knowledge and practices. This is done through the direct involvement of family and the local stakeholders in the design, implementation and review of teaching and learning programs that are inclusive and celebrate individual strengths and capacities.

Although in 2014 our Anti-Racism Contact Officer (ARCO) was on leave, many of the practices instilled during their appointment have been ongoing. These include:

- mediation team tasked with informal resolutions
- Anti-racism committee to assist principal in ensuring all staff are aware of relevant departmental policies and procedures relating to racism.
- Nominated executive staff member to act as ARCO until appointed person returns to work.

A review of whole school cultural awareness was conducted in 2014 as a result of 4 new teaching staff appointed to full-time temporary roles. As a result, a series of professional learning workshops and mentoring opportunities have been organised as part of teachers’ professional learning plans.

The review of the *School Plan 2013-2014* has also resulted in an increased focus in the *School Plan 2015-2017* toward community connectedness and parent/carer engagement. This reflects the school’s ongoing initiatives to engage parents from culturally and linguistically diverse backgrounds in the design, implementation and review of Personalised Learning Plans and Individual Education Plans.
Significant programs and initiatives – equity funding

Aboriginal background

In 2014, 37% of our students identified as Aboriginal. All Aboriginal students have Personalised Learning and Support Plans (PLPs). The design, implementation and review of these PLPs are enhanced by the support of our two Aboriginal Student Learning Support Officers. This process has seen educational outcomes for our Aboriginal students match or better the outcomes of our remaining cohort.

Partnerships and collaboration between Green Square School and other comprehensive schools were enhanced in 2014 through the allocation of staffing resources to support Aboriginal students throughout the transition back to their referring school. Student Learning Support Officers from Green Square School routinely supported Aboriginal students’ in class during their integration days. This initiative directly increased Aboriginal students participation and engagement in learning. Our class teachers were released from class to collaborate with referring school to increase continuity of curriculum for each shared student. Outcomes saw increases in the quality of teaching and learning for Aboriginal students.

In 2014, a review of the School Plan (2012-2014) was conducted and one of the key outcomes was for 2015 Aboriginal Equity funding to be targeted toward improving the quality of leadership and workforce development to ensure improved outcomes for Aboriginal students and their families.

A significant portion of the school’s Aboriginal equity loading through the 2014 Resource Allocation Model funding was targeted toward developing the capacity and expertise of our Aboriginal paraprofessionals to engage one-on-one with our Aboriginal and non-Aboriginal students in a variety of teaching and learning opportunities.

The above funding and human resource allocation resulted in increased Aboriginal students’ attendance and engagement at Green Square School and their referring schools to which they were transitioning. The overall effect of this allocation of funding was to improve their readiness for transition back to mainstream school or alternative education settings.

Socio-economic background

The allocation of funding and resources in 2014 for students from low socio-economic background included the same set of strategies outlined in the Aboriginal background section of this report (above).

Learning and Support

In 2014, classroom teachers participated in weekly professional learning workshops and seminars to develop their capacity to personalise learning and support for students with high and complex needs.

The majority of learning and support funding and equity loading for disability in 2014 targeted developing the professional capacity of our staff in four main areas.

Differentiating the curriculum: this professional learning sequence helped to address learner diversity in the classroom, including the provision of support for teachers in mainstream schools to recognise and respond to our shared students’ additional learning needs.

Individual Education Plans (IEPs): Increasing teachers’ capacity to design, implement and review IEPs and PLPs increased students’ access to a wider range of curriculum learning experiences and community services.

Behaviour management: high quality professional learning about contemporary, research-based behaviour management techniques increased the
effectiveness of classroom and school-wide organisation and increased students’ participation and engagement in learning.

Consultative and collaborative techniques to engage parents/carers and the community: outcomes of these workshops improved teachers’ ability to engage parents/carers and the community in the IEP/PLP process.

Significant programs and initiatives

Respectful Relationships

This whole-school program is embedded across all areas of teaching and learning. Last year’s focus continued the successes of 2013 in developing positive male identities through academic, social skill, and extra-curricular units of learning. Male members of the school and broader community, including artists, musicians, sportsmen and local businessmen offered their time to participate in primary prevention initiatives aimed to stop gender-based violence.

The positive male identities explored and developed throughout this program is used as part of the school’s anti-bullying policy, whole-school behaviour management system and to enhance the significance of learning for students during their transition back to mainstream school or other educational settings.

Our respectful relationships program extended further in 2014 with a focus on team work and fair play. Almost all students, regardless of age and ability, successfully competed in the fourth consecutive interschool Oz-tag competition. The Respectful Relationships program used this competition as a conduit to teach peer mentoring, modelling and leadership to students. Recess and lunchtime was an opportunity to practice these teamwork skills amongst all students, guided by staff, and the classroom and executive office were routinely places of individualised support for students to teach explicit teamwork skills.

Results of this extension to the program showed unprecedented levels of inclusive behaviour amongst peers and toward the wider community who participated within it. These outcomes were celebrated and rewarded at weekly assembly and acknowledged through various community media channels.

Souths Cares Program

Souths Cares program supports students’ attendance and engagement in learning through the involvement of first grade rugby league players from South Sydney Rabbitohs as Student Learning Support Officers (SLSO) in classrooms for one hour each week.

Annual reviews of this program by NSW DEC Regional Directors based on the feedback from school principals, staff and communities has been consistently strong and positive. Our own internal review in 2013 has also shown correlations between improved attendance and engagement of students and the days players are present, and student and teachers’ feedback also positive.

In 2014, Souths Cares’ and the school collaborated to extend the program to include funding for a healthy eating program that ties our Respectful Relationships, Souths Cares SLSO and cooking program together. Rabbitohs’ major sponsors, William Buck and De Longhi, pledged funds to support the initiative throughout the year.

Students were directly involved in planning and reviewing healthy eating recipes for breakfast, recess and lunch which they had access to throughout their school week. The program significantly increased the daily amount of fruit
and vegetables students were witnessed eating and it provided plenty of positive interactions amongst students of all ages as they shared their appreciation for healthy food and recipes.

A review of this program at the end of 2014 was immensely positive for all students health care plan goals, embedded within their IEPs/PLPs. William Buck and De Longhi will be collaborating with our school in 2015 to develop this program further to include celebrity chefs and first grade rugby league players that will come in to the school to conduct cooking master classes and healthy eating days to further bring to life the aforementioned programs this initiative ties together.

Youth Health Program

In 2014, collaboration between South Sydney West Area Health Service and Green Square School resulted in weekly access to specialist health services within the school. Nurses, doctors, psychologists and health workers were offered triage-based services to students aged twelve years and over. In addition, weekly workshops covering topics relating to youth health were explored with the students, led by experiences health care workers from Youth Block (NSW Health). The topics covered by Youth Block included:

- Nutrition
- Sexual health
- Alcohol awareness
- Mental health
- Tobacco and Cannabis awareness
- Oral health
- Physical check-ups

An on-site nurse is available at Green Square School to conduct health checks and aforementioned specialists are available to come to school and see students if access is requested.

2014 saw this program extended to include our Police School Liaison involved in a series of cyber safety and appropriate use of technology workshops aimed at reducing the level of risk our students we faced with when using technology.

A review of this program showed several students throughout the year accessing specialist services and subsequently accessing health services beyond the school as a result of the program. Feedback from students has almost unequivocally found the workshops informative and supportive. As a result, the school and Youth Block health service are looking to extend to program further to include a series of parent information nights on matters relating to youth health. It is anticipated these will be held quarterly throughout the year.

Engagement Programs

Green Square School has developed partnerships with other schools through the Every School Every Student initiative, and strengthened existing links with community groups and universities to offer relevant and engaging programs for students based on their IEP/PLP goals.

There were many programs in 2014, other than what has been mentioned above, that supported students in reaching their specific and measurable IEP/PLP goals. These were:

- Work Ready Skills training
- Introduce Construction Course
- White Card Training and Certification
- Building of garden beds – Planting of vegetables
• Choices for life PCYC program
• Woodwork and Construction training course.
• Green Square sculpture and Ceremonial Garden
• Optus Rock Corps
• Nick Webb musician in residence program
• The Story Factory
• Phil Clark Industrial Technology Training
• Erin & Ramzey from the Grounds Roasters Barista Training
• PCYC, Renee’s girls and boys program
• Tom Bass Sculpture Group
• Ground Beautification program
• Race to the Top Aboriginal engagement program
• Race to the Track program

Green Square School hosts one of the Ultimo Network’s Supported Return to School Programs (SRSC), on the grounds of the school. The SRSP aims to help selected students on long suspension to re-engage with their schooling and learn to manage their behaviour and choices when returning to their mainstream setting.

In 2013 a total of 33 high school referrals were successfully placed at the SRSP.

Schools which accessed the SRSP in 2014 included 10 high schools. The participating high schools were:

• Alexandria Park Community School
• Dulwich High School of Visual Arts and Design
• Matraville Sports High School
• Newtown Performing Arts High School
• Randwick Girls High School
• Rose Bay Secondary College
• South Sydney High School
• Sydney Secondary College, Balmain Campus
• Tempe High School

The centre is managed by a committee representative of the Marrickville, St George and Port Botany principals networks of the Department of Education and Communities.

The committee members for 2014 were as follows:

• Heather Emerson, Secondary Principals Representative
• Cathy Gilkes, Primary Principals Representative
• Matthew Johnson, Principal and Site Manager
• Rod Megahey, Director Marrickville Principals Network
• Craig Cleaver, PEO Student Services
• Terry Denzil, Community Representative
• Jennifer Thorburn, Head Teacher SRSP Green Square.

The SRSP Green Square uses assessment tools such as the Motivation and Engagement Scale (MES) to profile each student’s attitudes and behaviours specific to learning. The MES is introduced to students once they have participated in the SRSP for a period of four to six days and are able to build upon the successes of
learning at the centre, including the completion of homework and assessment tasks.

The MES identifies 6 categories referred to as ‘booster’ thoughts and behaviours which reflect positive motivation and engagement exhibited by successful students. The six assessment categories are:

- Self-belief
- Valuing
- Learning focus
- Planning
- Task management
- Persistence

The MES average scored responses in all six categories is one hundred and is the benchmark from which to evaluate data. The data collated is used to report back to schools on individual student’s strengths and weaknesses.

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:

- Triangulation of qualitative data sources. The school gathered data and sought feedback from three different points of reference - parents, staff & students.
- Triangulation of methods. The school derived feedback and collated data using three different methods – document analysis, survey and observation.
- An outcome evaluation process, which included quarterly review of classroom-based teaching and learning and annual reviews of whole-school policies, practices and procedures.

School planning 2012-2014:

School priority 1
Teacher quality and teacher learning

Outcomes from 2012–2014

All teachers, SLSO, administrative and executive staff engaged in targeted professional learning towards supporting school priority areas and their own personal learning plans.

All staff had the opportunity to accredit with the National Standards for Teachers and the principal with the National Standards for Principals.

Teacher professional learning targeted to support the understanding of student mental health and targeted teaching strategies for students with diagnosed mental health diagnoses.

Staff completed all training in emergency care, Every Student Every School and Workplace Health and Safety training.

All staff have targeted personal professional learning plans and executive have digital professional learning portfolios.

100% of teaching staff have a digital professional learning portfolio.

Regular professional learning and training meetings held for SLSO’s and teaching staff.

Ongoing implementation of the initial recommendations from the Great Teaching, Inspired Learning Blueprint.

Evidence of achievement of outcomes in 2014:

- Weekly professional learning for teachers focusing on differentiating the curriculum, IEPs/PLPs and Applied Behaviour Analysis.
- Assistant Principals completing professional learning relating to leading and managing schools.
- Ongoing professional dialogue between executive staff, BOSTES and external assessor for Lead and Highly Accomplished teachers regarding evidence for accreditation at higher levels.
- All staff participated in Non-violent Crisis Intervention Training, teachers and select staff completed training and development specific to learning and support needs for students with autism, mild intellectual disability, oppositional defiance disorder, attention deficit hyperactivity disorder, anxiety, depression, post traumatic stress disorder and attachment disorder.
- MyPL online professional learning portfolios created and maintained for all staff.
Strategies to achieve these outcomes in 2014:

- Staff accessed the AITSL self reflection tool to gain insight into their knowledge and alignment of their practice against the National Standards for Teachers and used this information to inform their professional learning plan. This reflection tool is used to target in school support and development for staff.

- Executive of the school (Principal and Assistant Principals) observed staff teaching practice and provided timely and effective feedback to teachers in relation to the National Standards and Australian Curriculum to ensure that the new curriculum is implemented effectively for students.

- Executive staff participated in Executive Coaching for Enhanced Performance to better manage their prioritisation of personal and professional targets and goals within the school. This enhanced self-reflection and quality of feedback on executive performance.

- Some executive staff have completed the Australian Institute for Teaching and Learning 360 degree survey tool and analysed the feedback to align with coaching and feedback goals to enhance executive performance.

- Teaching staff have commenced aligning and tracking their progress against the National Standards to ensure all students have qualified and certified teachers in their classroom under the Great Teaching and Inspired Learning blueprint.

- Students access programs and teaching that is of high quality and is evidenced through student feedback and surveys, and the review of programming.

School priority 2

Information, communication, technology and data analysis

Outcomes from 2012–2014

Increases in student and staff use of information technology across the school.

All staff trained in Sentral as administration and learning management systems across the school and beginning to be trained in LMBR.

All classrooms connected and the use of iPads for student learning in class underway.

ICT professional learning, with focus on T4L systems and software, completed.

Use of DER Laptops within the school and classrooms enhanced.

New meeting office space established for counselling, enrolment and clinical health meetings.

One hundred per cent of classrooms have interactive smartboards and one hundred per cent of classrooms/offices have Wifi.

One hundred per cent of students have one on one access to a desktop computer or laptop.

One hundred per cent of students have access to iPads for classwork.

Specialist music teacher in residence to deliver individualised and group focused music lessons.

Evidence of achievement of outcomes in 2014:

- All staff recording and analysing data in Sentral on a daily basis.
- Executive and administration staff inputting and analysing data in LMBR on a daily basis.
- Improvements to iPad security resulted in increased teacher confidence to use in class and subsequent production of ‘Photo stories’ for Green Square teaching and learning sequence.
- An iMac was purchased with IT4L funds and used to increase staff proficiency in design software capabilities.
- Students learned to play and record their own music with the help of the school’s musician in residence.

Strategies to achieve these outcomes in 2014:

- Staff accessed online and face-to-face professional learning in regard to software and technology being implemented at the school.
- All staff proficient in the use of Microsoft Office and the Sentral Student Management System and most are working their way toward proficiency in the new Learning management and Business reform applications and modules.
• Staff trained and supported in the transition to Student Wellbeing and Student Welfare modules of the School Learning and Management Systems implemented under LMBR. All data transitioned to the new systems and a legacy system will maintain student data until the end of the 2014 school year.

• Students have access to software programs and technology teaching that is of high quality and is evidenced through student feedback and surveys and the review of programming documentation, curriculum tracking and individual literacy and numeracy outcomes.

• Student feedback gathered online through the implementation of the Tell Them From Me Survey Tool and student feedback used inform school systems and planning, in particular student management and student wellbeing.

• All classrooms established as interactive and smartboard equipped, staff and students are familiar in their use and application to learning.

• All classrooms and office areas have wifi access.

• All students will have one to one access to computers in their classrooms and access to ipads in class sets with students and staff using the ipads for learning and reward programs.

• Student progress towards their IEP goals and curriculum outcomes are tracked electronically through Curriculum Tracker in the Sentral online environment to be able to have real-time learning data on student performance and syllabus matched outcomes.

• Email and sms text reporting to parents regarding absences and partial daily absences implemented.

School priority 3
Numeracy and literacy programs

Outcomes from 2012–2014
50% staff trained in the TOWN Numeracy Program and embedded numeracy practice in 50% of classes and student programs.

100% of students have pre and post test results documented in their individual plans.

Students reading age results increased by 0.5 of a year value add on current reading age.

Staff trained in reading strategies.

Students demonstrate 15% gain in South Australian Spelling test results and 10 stage improvements in Spellodrome Literacy and Mathletics during their placement term at the school.

Sentral curriculum tracker used by all teaching staff to map and program for individual student learning outcomes.

Evidence of achievement of outcomes in 2014:

- Individual student reports from Mathletics and Spellodrome indicating yearly gain.
- Individual student IEPs/PLPs showing pre and posts test data from Acer online testing.
- Student Academic cycle reported using Sentral curriculum tracker.

Strategies to achieve these outcomes in 2014:

- All students have pre testing on placement at the school to establish literacy and numeracy baseline data for tracking individual literacy and numeracy targets during placement and post referral.
- Student literacy gains are explicitly tracked and reviewed each term with regional staff, teachers, the student and their parent/carer.
- Executive staff externally trained to implemented Taking Off With Numeracy (TOWN).
- TOWN is implemented at the school and all staff trained in the delivery and assessment of numeracy throughout the school and all class settings. These strategies are implemented to support student individual learning plans for each student’s targeted development area in numeracy.
- Staff provided with training in the new NSW and Australian Curriculum with a focus on Literacy and Numeracy.
- Spellodrome Literacy, Reading Eggs and the Australian Council for Educational Research Literacy Assessment Online tools being used across all classrooms and the school
throughout the 2014 school year. Students individually assessed and mapped against the new NSW Syllabus statements and tracked against curriculum tracker.

- All staff trained in the Australian Curriculum online English modules by the end of 2014 academic year.
- Staff trained in Consistent Teacher Judgment and plan scope and sequence programs mapped against the new curriculum at the start of the 2014 school year.
- Staff trained and experienced in the use of the Board of Studies Curriculum Planning Tool.
- Reading and individual literacy targets are evidenced in all teacher programs and scope and sequence planning. Teachers track and review student progress against syllabus outcomes and individual plan targets.
- Teachers modify and re-set student literacy and numeracy targets based on data and curriculum tracking.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school participated in the Tell Them From Me Survey trial. In is anticipated this data will be available in term 2 2015.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school has been involved in a consultative process with students, staff and our local community to reach consensus regarding its future strategic directions.

As a result, the three strategic directions for the School Plan 2015-2017 are:

- Student achievement excellence through evidenced-based learning
- Connecting our communities to foster student engagement
- Quality pedagogy driving teaching, leading and learning.

The school’s self-evaluation process in measuring the outcomes of these directions will be referenced against the School Excellence Framework.

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.

Matthew Johnson, Principal
Patrick Faucher, Assistant Principal
Kate Kidman, Assistant Principal
Jennifer Thorburn, Head Teacher Welfare
Margaret Dorman, School Administrative Manager

School contact information

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School Code: 530_5460

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: