

# Greenwell Point Public School

## Annual Report



2016



3872

## Introduction

The Annual Report for 2016 is provided to the community of Greenwell Point Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kate Murphy

Principal

### School contact details

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### Message from the Principal

Greenwell Point is best described as being a coastal village fourteen kilometres east of Nowra. Industries include fishing, dairy and oyster farming. The population increases significantly during holiday periods but is generally only about two thousand inhabitants.

The School has been a focal point of the community for the last one hundred and forty eight years. Many locals attribute their primary education to the local school. In more recent years, parents have requested out of zone placements for their children based on the school's reputation of academic progress and the caring learning environment.

A dedicated group of professionals support the daily running of the school in their roles as teachers, special educationalists and administrative staff.

The school values the partnerships between the community and the parent body. The active P&C have raised money to enhance our school by providing air-conditioning, resources for each class plus screens for the doors and windows.

Mrs Kate Murphy

School Principal

## School background

### School vision statement

At Greenwell Point Public School we will lead the learning of essential skills and abilities and to develop students to be productive, confident and creative individual that grow to become responsible global and local citizens.

### School context

Greenwell Point Public School (enrolment 85 students, including 13 Aboriginal students) is located 14 kilometres east of Nowra. The school is valued by the community and the culture is based on core values of respect, responsibility and safety. The school is committed to providing comprehensive quality learning opportunities for all student in a positive, safe and supportive environment.

Literacy and numeracy programs continue to provide the foundation of the school's curriculum with strong focus on 21st Century learning skills. Teaching and learning programs incorporate technology across all key learning areas. The school is committed to celebrating the uniqueness of the individual, achieving this by offering a differentiated curriculum that provides opportunities for all students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### **For all schools (except those participating in external validation processes):**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

School delivers quality teaching and learning programs to equip students with the necessary skills to be successful 21st century learners.

### Purpose

To Support all students to become competent and creative learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students.

### Overall summary of progress

Through this strategic direction the school wanted to support all students to become competent and creative learners. This is being achieved through the development of whole school programs, increased teacher capacity and engaged students in their learning.

A learning environment has been established that prioritises literacy and numeracy in the school. Staff have undertaken professional learning to develop skills and knowledge. In 2016 one teacher completed the 'HOW2Learn' program and commenced trained the remaining teaching staff. All teachers have completed various literacy and numeracy training programs. All teachers are using the PLAN data collection to plot the student progress and to analyse for further learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey teachers and students on structures in place for identifying students about the programs that have been run and what the students gained from these.	All students are engaged in differentiated and personalized learning plans where needed.	Nil financial resources required but staff have attended stage and school meetings to discuss programs.
Audit of teaching programs for evidence of 21st century pedagogy.	Clear and explicit learning Intentions are evident in all programs and practice in the classrooms.	Nil Financial resources needed.
Assess PLAN data for individual student progression and the Literacy and Numeracy Continuums to plot growth.	Student data is plotted on the Continuum for Literacy and Numeracy K–4 on a data wall. PLAN data is used to plot all student progress.	Nil financial but staff have worked at afternoon meetings to learn and record information.

### Next Steps

Additional training for beginning teachers in the use of PLAN data. Plotting of student progress on the continuum. Assessment and data Collection schedule. Instructional Leader training and monitoring learning in the early years. Videos and photographs of learning environment and classroom practices.

## Strategic Direction 2

Optimise teacher's skills and knowledge as educators and leaders to provide consistent high standards of educational practises in our school.

### Purpose

Ensure teaching across all stages is based on quality education, delivery and shared professional practises.

### Overall summary of progress

All staff have been given the opportunities to enhance their ability to deliver quality education, deliver and share professional practices. They have learnt how to assess the learning needs of students and how to use data to inform future directions for learning. Teachers display excellent curriculum understanding and provide a differentiated classroom program for individual students.

All staff at the end of 2016 were accredited with the Institute of Teachers.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Ensure teaching across all stages is based on quality education, delivery and shared professional practices.	The teachers have defined their beliefs and values about teaching and learning. They have used data focussed planning for school improvement. Professional learning has been strategic and has capitalised on capabilities and strengths. Through our school collaboration with the neighbouring small schools additional professional learning has been achieved and shared.	\$5894.27
To assess the learning needs of students and to use this information to direct the focus for further personal development.	Programs and teaching practices reflect effective development of the understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms such as technology.	New reading material was purchased by P&C. This enabled the classes participating in the L3 program to have sufficient books for each student.

### Next Steps

All stage 1 and 2 teachers will be given the opportunity to train in additional Literacy and Numeracy programs to maintain a high level of program delivery. The additional support of a Leading Teacher will support this progress. Beginning teachers will be given a mentor and supported in their progress towards an accredited teacher status and beyond.

### Strategic Direction 3

Strong Partnerships between the school, its teachers, parents and community to make a positive contribution to student learning.

#### Purpose

To engage families and wider school community to develop a sustainable and effective partnership between all members of the school community, including teachers, families and students.

#### Overall summary of progress

Communications between home and school have been improved with the use of Facebook. Parents respond very quickly to messages posted on this site as well as the usual communication connections such as the school newsletter. Greater integration of Aboriginal education has been evident throughout the school. The school and wider community have been involved in a very positive manner bringing support for the canteen, sporting events and fund raising.

Improved attendance was evident for 5 of the 7 school years. Years 2,4 and 5 were above the State. However our school was still below overall State figures by 1.2 a rather small margin and something we can continue to work on.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Check attendance records.	The overall progress is pleasing however there is need for further improvement especially with the families who regularly take family holidays during the school terms.	A very minimal amount of spending was used to create signage around the school and to put regular reminders in the school newsletter.
Completion of No Gaps No Excuses.	The No Gaps No Excuses program has not been completed by all staff. It was not offered as a training and development program when required by new staff.	General funds have been used to support the learning of traditional Aboriginal culture .

#### Next Steps

Improvement in school attendance for all students and to develop best practise to support students who are missing school for family reasons such as holidays.

The possible establishment of a sensory garden to support students. The proposed plan will use community support with teacher and student involvement.

Continue to be involved in cultural activities beyond the school such as Southern Stars for performing arts and the Nowra Eisteddfod for verse speaking.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	A School Learning Support Officer was employed to support students in their classroom setting.	\$27,270.00
<b>Quality Teaching, Successful Students (QTSS)</b>	Teaching staff where given additional support to complete training in literacy and to attend HOW2LEARN program.	\$6,399.00
<b>Socio–economic background</b>	The additional funding allowed the school to employ a School Learning Support Officer to support the children experiencing specific difficulties in their learning.	\$66,577.00
<b>Support for beginning teachers</b>	Beginning teachers have the opportunity to be released from the classroom to plan ., attend additional training and to work with a mentor.	\$13,377.00



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	33	23	30	44
Girls	30	32	36	42

For the first time in several years we had a significant increase in enrolments across all classes but especially in Kindergarten. We were able to form a straight kindergarten class.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	95.3	92.8	93.4
1	88.7	91.2	93.4	93.7
2	90.7	91.5	88	94.5
3	87.6	95.2	91.6	89.6
4	91.6	88.7	92.5	95.1
5	91	86.6	84.1	92.1
6	89.8	91.7	81.6	88.6
All Years	90.5	91.8	90.2	92.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

In keeping with the DET guidelines for attendance, parents are notified by a phone call if absences are prolonged.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.02

\*Full Time Equivalent

We have a teaching principal and no other executive teachers. There are three other teachers and two part time Hearing Specialist teachers. We also have one Teachers' Aide and two Administration Officers. There are no teachers identifying as Aboriginal on the staff of Greenwell Point Public School. A school Counsellor is employed for half a day a week and a General Assistant for one day a week.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

### Professional learning and teacher accreditation

The total expenditure for professional learning amounted to \$5,894.27. This included L3 training, leadership, How To Learn and Numeracy training.

Two teachers gained accreditation of the Australian Professional Standards for Teachers.

All staff participated in the mandatory training and teachers participated in all school development days.



## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>49 887.51</b>
Global funds	89 663.49
Tied funds	131 847.80
School & community sources	11 647.48
Interest	1 440.84
Trust receipts	3 136.10
Canteen	0.00
Total income	287 623.22
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 539.07
Excursions	640.91
Extracurricular dissections	10 261.01
Library	1 360.52
Training & development	5 894.27
Tied funds	93 125.41
Short term relief	12 198.04
Administration & office	22 475.47
School-operated canteen	0.00
Utilities	10 890.68
Maintenance	15 053.04
Trust accounts	3 339.10
Capital programs	0.00
Total expenditure	190 777.52
<b>Balance carried forward</b>	<b>96 845.70</b>

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	101 237.18
(2a) Appropriation	96 845.70
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	4 372.50
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	18.98
<b>Expenses</b>	-61 626.04
Recurrent Expenses	-61 626.04
(3a) Employee Related	-45 057.08
(3b) Operating Expenses	-16 568.96
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	39 611.14
<b>Balance Carried Forward</b>	39 611.14

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from 31 August to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	702 343.70
Base Per Capita	3 632.91
Base Location	1 960.00
Other Base	696 750.79
<b>Equity Total</b>	73 427.43
Equity Aboriginal	11 175.12
Equity Socio economic	35 683.13
Equity Language	0.00
Equity Disability	26 569.18
<b>Targeted Total</b>	16 780.00
<b>Other Total</b>	23 491.80
<b>Grand Total</b>	816 042.94

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

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

Literacy within the school has been boosted by the introduction of L3 training for the teachers in years K–2. Year 3 student although a very small cohort have made significant progress. In writing, spelling, grammar and punctuation we had no children in band 1 but did have children receiving band 6

Year 5 students, again a small cohort, were just below the state in Band 6 for reading and writing. One student gained a band 7 for spelling. In punctuation and grammar we received no band 3 but did have children in the next three bands.

Numeracy results were please for the majority of children although a small cohort. No students received band 1 but we did have children in the remaining bands up to band 6. Overall the Year 3 results were more impressive than year 5 but individual students showed significant growth from Year 3 to Year 5.

The My School website provides detailed information and data for national literacy and numeracy

testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sort the opinions of parents, students and teachers about the school. their responses are presented below.

Parents hope their child will become confident learners who feel supported by the school.

The students believe that their teachers knew their learning and supported the student in achieving academic outcomes. They believed the teachers also supported them to maintain positive behaviour.

Teachers felt a need for renewed support in the support for positive behaviour.

## Policy requirements

### Aboriginal education

Our school received \$11,175.12 in Aboriginal background funding to support learning for these children. Our plan included:

- Personalised learning plans
- Small group work with an Aide
- Tutoring in Minilit initiatives.
- Learning experience and celebration for NAIDOC

As a result of these initiatives the students showed improvement in class assessments in their class. All students gained further respect and understanding of the Aboriginal culture.

### Multicultural and anti-racism education

Cultural awareness is promoted through the teaching and learning programs. the teachers have fostered student understandings of culture , cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participate in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching programs.

This year Mrs Bowman trained as the Anti Racism Contact Officer and she supported staff to build understanding of cultural diversity in the school community.