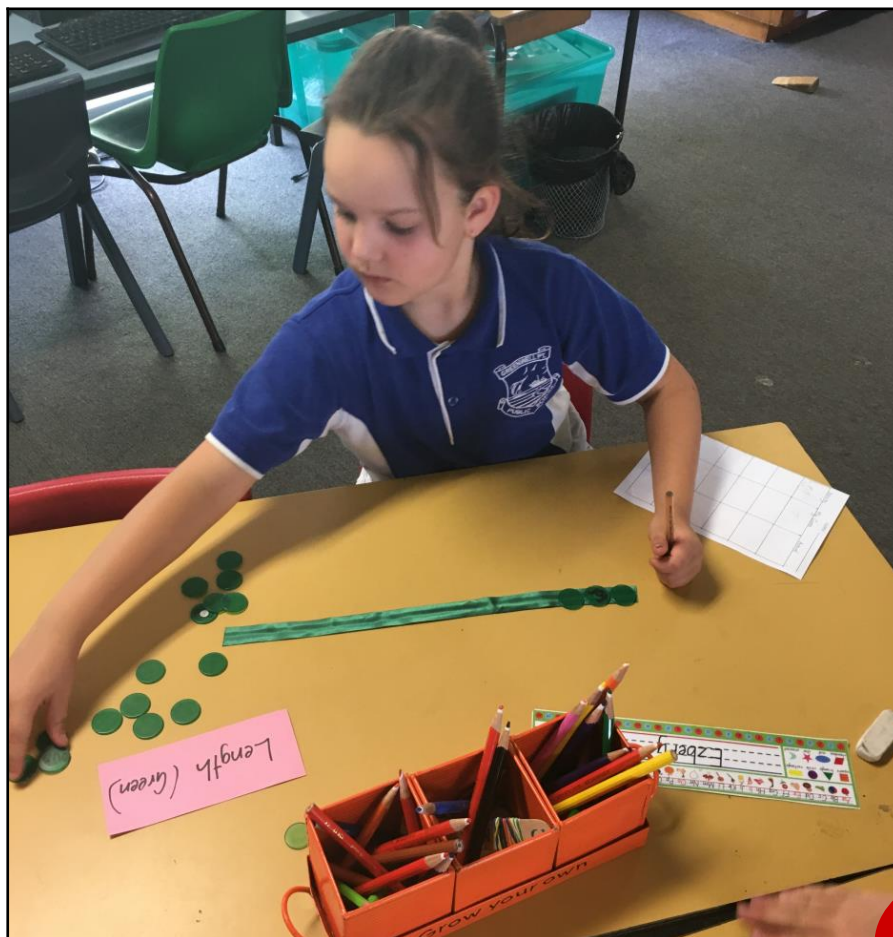


Greenwell Point Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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Message from the Principal

As this is my last Annual School before retiring, I would like to take the opportunity to thank the wonderful parents and community members of Greenwell Point Public School. The Parents and Citizen Association have worked tirelessly to support the school by raising funds, to enhance the learning environment. Our school continues to enjoy the significant support of many parents and community members. It is their generous and caring attitude as volunteers that the task of supporting children in their learning environment is enhanced. The four classrooms now have air conditioning and there are plans to make significant improvements to the playground later in 2018.

Over the past sixteen years, I have seen the school grow from a village school to a school fit for the 21st century. Technology has been part of the change but the school has also grown physically. A school hall, new library, classroom extension, new playground equipment for the seniors, covered walkways and murals have improved the learning space. The planting of gardens and fencing has added to the attractiveness of the grounds.

The teachers and staff have been an incredible asset to the school and have always given their all for the students in their care. Our student numbers have fluctuated but never exceeded ninety eight students during my time. We are constantly turning students away who seek out of school enrolments, attesting to us being '*a Small School doing big things.*'

Thank you to all and Farewell.

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

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 staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on building the capacity of students to actively engage in learning experiences at school and beyond the classroom and to assume greater responsibility for their learning success. The school staff has been working strongly on adopting the Visible Learning pedagogy as a focus for professional learning opportunities throughout the year. This has involved unpacking key components of the strategy including learning about effective feedback and developing quality assessment tasks. Teachers have incorporated Visible Learning and Student Feedback as a major component of their Professional Development Plans. Evidence of the impact of this has been the increase in student engagement and a demonstrated understanding of the learning intentions and success criteria of lessons provided by their teachers. Students are increasingly applying their self-assessment strategies.

The school values the importance of a comprehensive curriculum within the requirements of the NSW syllabus expectations. Teachers continue to develop, refine and practice the changes in syllabus requirements and have worked hard on implementing the new syllabuses of English, Mathematics, Science and Technology in their classrooms. There is sound evidence that school plans support teachers to differentiate curriculum delivery to meet the needs of individual students. The highly successful Language, Learning and Literacy (L3) program provides students in Years K – 2 with significant learning in reading and writing to achieve success. Our school continues to develop strategies to maximise student achievement in literacy and numeracy and external performance measures such as NAPLAN provide significant evidence for teachers and the school community of successful learning and areas for development. The results from NAPLAN indicate that the school achieves value-added results and that the majority of students are at or above the minimum standards on this external performance measure.

A major focus in the domain of Teaching has been on the development of deeper and shared understanding of the school's core values including a framework for student behaviour and self-reflection leading to student ownership of behaviours and responsible citizenship. Teachers and support staff have been engaged in professional learning and collaboration through their investigations of Positive Behaviour for Learning and the Department of Education's Wellbeing Framework. Teachers have strengthened their knowledge and understanding of the need to support students in managing their own emotional behaviour and mental wellbeing.

An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. Teaching practice has developed considerably through the processes of the Professional Development Framework which has involved classroom observations, reflections and feedback, and the development of expertise in vital aspects of our school's strategic plan directions.

In the domain of Leading, our priorities have been to build the capacity of staff to embed quality teaching and professional practice across learning environments. The leadership team, consisting of the principal and assistant principal EAFS (2 days a week) continually strives to be up to date with current research on pedagogy and share this knowledge with the teachers they supervise to ensure that students' needs are catered for and that they have evidence of the impact on student progress.

The leadership team recognises the leadership potential in staff and utilises a distributed leadership approach. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Every student at Greenwell Point has been engaged in meaningful and future focused learning experiences to support them in achieving their full potential as successful learners.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| 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. | Staff Meetings | Teachers reported having gained from the Early Action for Success program this year. the data driven program has informed their teaching and the student learning. |
| Audit of teaching programs for evidence of 21st century pedagogy. | Computers and an improved wireless system for the school. | Students have been engaged in meaningful technological learning. With music being more assessable through the use of technology. |
| Assess PLAN data for individual student progression and the Literacy and Numeracy Continuums to plot growth. | Early Action for Success coordinator 2 days a week. | Students learning and progress has been plotted and recorded informing the learning programs and progression of every student. |

Next Steps

To continue driving learning through assessment data and differentiating the curriculum to meet the needs of all students. This will continue to be evident in classroom practice, programming and reporting.

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

Our purpose was to create and maintain a stimulating and engaging professional environment for educators, supported by positive collaborative culture that develops skilled and high performing teachers. Within this we are particularly focused on the teaching of Literacy and Numeracy skills across the learning areas.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| Ensure teaching across all stages is based on quality education, delivery and shared professional practices. | \$6725.00 Beginning teacher funds \$4561.34 QTSS | Teachers have clear concise support for teaching standards, accreditation, professional development and relevant policies and procedures in place to teach . |
| To assess the learning needs of students and to use this information to direct the focus for further personal development. | \$65 000.00 | Multi Lit and Mini Lit support the work teachers and doing in class and the support the teachers are accessing from the Learning Support teacher and the Student Learning Support officers. |

Next Steps

To continue to use explicit teaching in literacy and numeracy which is researched informed.

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

Parents and community members are valued members of the school team offering support for school sporting activities and class reading.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| Check attendance records. | Training and development funds were applicable. | Progress achieved for individual students but significant work still need to continue to improve the overall result. |
| Completion of No Gaps No Excuses. | Staff development days and staff meetings. | Continued to integrate Aboriginal Education across the curriculum. Utilise a variety of cultural programs in the area to share culture and Aboriginal history. |

Next Steps

In 2018 parents will support the school in introducing a breakfast club. The local businesses continue to help the school with donations from the local butcher and IGA, financial support from the local bowling club and opportunity to raise further funds from the Greenwell Point hotel.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | • Aboriginal background loading (\$15 840.00) | Individual support through the employment of a Student Learning Support Officer. |
| Low level adjustment for disability | • Low level adjustment for disability (\$30 460.00) | Individual support through the employment of a Student Learning Support Officer. |
| Quality Teaching, Successful Students (QTSS) | • Quality Teaching, Successful Students (QTSS) (\$6 399.00) | All teachers have the same opportunities to be off class to discuss professional learning with colleagues. |
| Socio-economic background | • Socio-economic background (\$66 577.00) | All students have equal opportunities to achieve in a supportive learning setting. |
| Support for beginning teachers | • Support for beginning teachers (\$10 788.00) | The two beginning teachers had opportunities to be released from their classrooms to plan, attend additional training and to work with a mentor. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2014 | 2015 | 2016 | 2017 |
| Boys | 23 | 30 | 44 | 39 |
| Girls | 32 | 36 | 42 | 47 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.3 | 92.8 | 93.4 | 91.9 |
| 1 | 91.2 | 93.4 | 93.7 | 94.7 |
| 2 | 91.5 | 88 | 94.5 | 92.1 |
| 3 | 95.2 | 91.6 | 89.6 | 93.7 |
| 4 | 88.7 | 92.5 | 95.1 | 87.2 |
| 5 | 86.6 | 84.1 | 92.1 | 86.5 |
| 6 | 91.7 | 81.6 | 88.6 | 87.2 |
| All Years | 91.8 | 90.2 | 92.8 | 90.7 |
| State DoE | | | | |
| Year | 2014 | 2015 | 2016 | 2017 |
| K | 95.2 | 94.4 | 94.4 | 94.4 |
| 1 | 94.7 | 93.8 | 93.9 | 93.8 |
| 2 | 94.9 | 94 | 94.1 | 94 |
| 3 | 95 | 94.1 | 94.2 | 94.1 |
| 4 | 94.9 | 94 | 93.9 | 93.9 |
| 5 | 94.8 | 94 | 93.9 | 93.8 |
| 6 | 94.2 | 93.5 | 93.4 | 93.3 |
| All Years | 94.8 | 94 | 94 | 93.9 |

Management of non-attendance

The school's newsletter and at Parent/ Teacher meetings, we ensure that parents view regular attendance at school as essential, if their child is to maximise his or her potential. Parents and students are regularly informed of attendance requirements. In supporting the regular attendance of students, our school provides a caring teaching and learning environment which fosters each student's sense of wellbeing and belonging to the school community.

The school maintains its attendance register reflecting the highest professional standards. Signage around the school promotes improved attendance. There has been an improvement in the Year 3 cohort compared to the previous years results.

The school is proactive in communicating to parents the need to explain the absences of their children from school promptly and within seven days to the school. Plans are developed to address the needs of students whose attendance is identified as being of concern, prior to referral to the Home School Liaison Program.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 75 |
| Postgraduate degree | 25 |

Professional learning and teacher accreditation

The school is committed to providing quality learning and development opportunities for staff for the benefit of student learning and wellbeing. Continual professional learning of staff is seen as pivotal in order to successfully implement relevant educational practices and quality teaching.

In 2017 all staff participated in a wide range of professional learning courses. Teachers focused on continuing their understanding and support of the current syllabus documents English, Mathematics and Science and Technology. Teachers developed an understanding of the new NSW syllabuses of History and Geography. Staff also continued to develop 21st Century learning skills which underpin all new syllabus documents and strengthened their knowledge of the Literacy and Numeracy continuums and the PLAN software tool. Three teachers have participated in L3 training.

Two staff have been supported by beginning teacher funds. One teacher has completed their teacher proficiency. The remaining two teachers already have their proficient teacher status.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 0 |
| Head Teacher(s) | 0 |
| Classroom Teacher(s) | 3.4 |
| Teacher of Reading Recovery | 0.5 |
| Learning & Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.2 |
| Teacher of ESL | 0 |
| School Counsellor | 0 |
| School Administration & Support Staff | 1.41 |
| Other Positions | 0 |

*Full Time Equivalent

Twenty five percent of the teaching workforce is Aboriginal.

Teacher qualifications

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

| | 2017 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 39,611 |
| Revenue | 1,012,336 |
| Appropriation | 976,676 |
| Sale of Goods and Services | 0 |
| Grants and Contributions | 35,308 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 352 |
| Expenses | -1,001,570 |
| Recurrent Expenses | -1,001,570 |
| Employee Related | -924,726 |
| Operating Expenses | -76,844 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 10,766 |
| Balance Carried Forward | 50,377 |

The school's financial management processes and governance structures follow the policy requirements. There have been no unusual spending patterns or substantial underspending or overspending. A small amount of funds are retained for unexpected purchases such as a new lawn mower or photocopier.

Financial summary equity funding

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

| | 2017 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 717,121 |
| Base Per Capita | 13,143 |
| Base Location | 2,263 |
| Other Base | 701,715 |
| Equity Total | 112,878 |
| Equity Aboriginal | 15,840 |
| Equity Socio economic | 66,577 |
| Equity Language | 0 |
| Equity Disability | 30,460 |
| Targeted Total | 35,908 |
| Other Total | 119,387 |
| Grand Total | 985,294 |

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

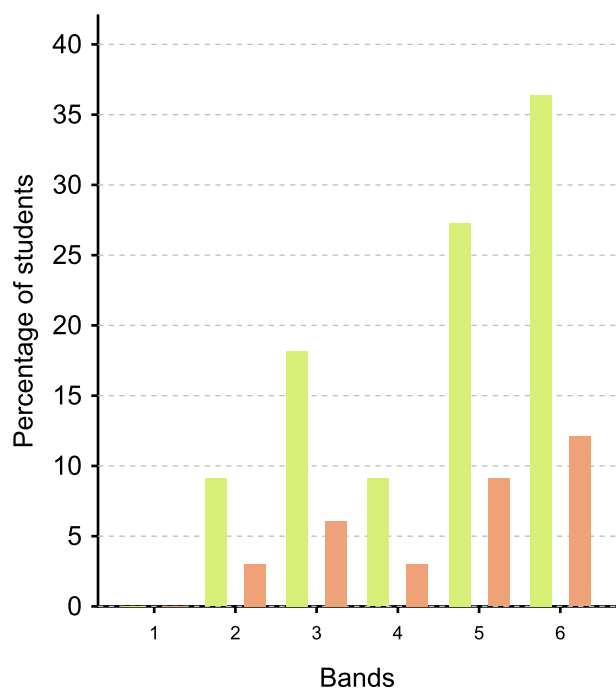
NAPLAN

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 outcomes have been boosted by the continuing of L3 training for teachers in Years K–2. Year 3 students although a small cohort, have made significant progress. Year 3 students results were above similar schools in Reading and Writing. In spelling and Grammar they were substantially above.

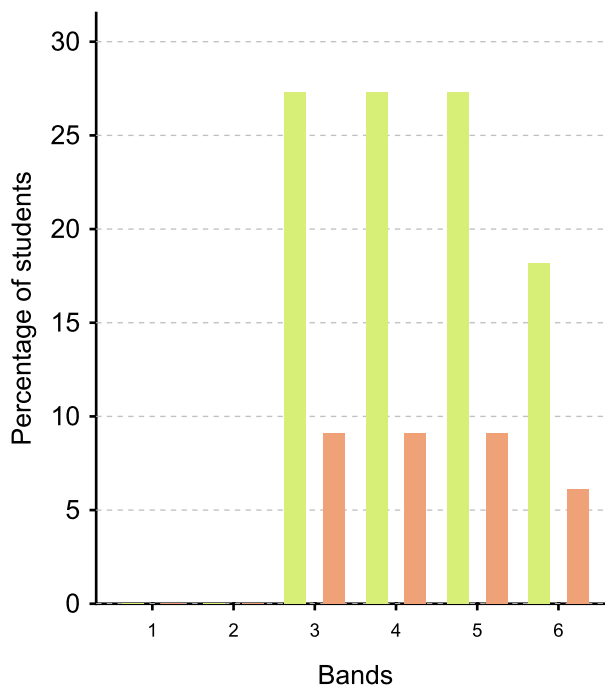
Year 5 students in Reading were below similar students, above in Writing and substantially above in Spelling and close to in Grammar.

Percentage in bands:
Year 3 Grammar & Punctuation



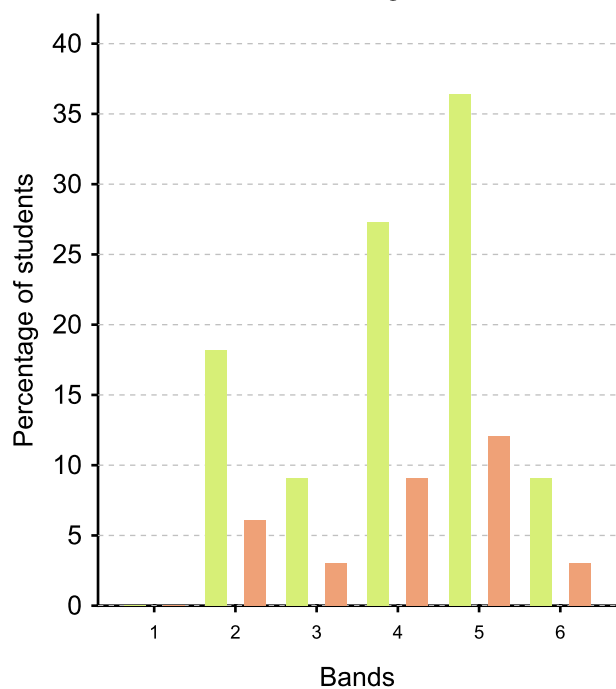
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



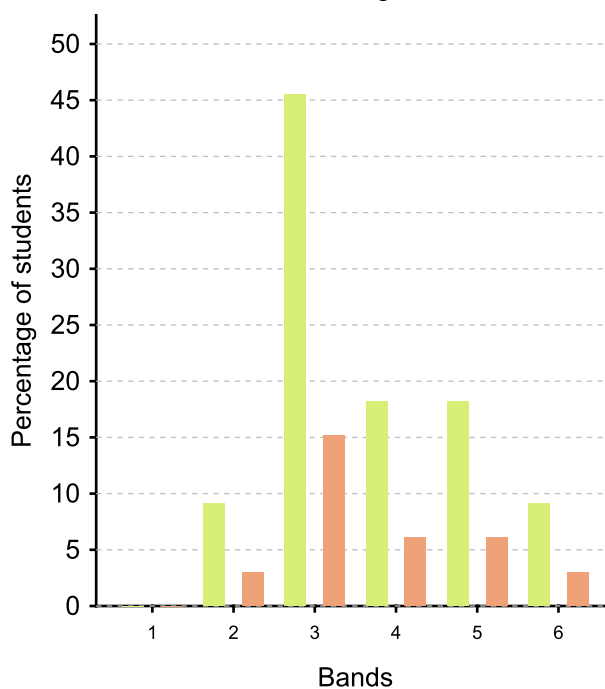
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



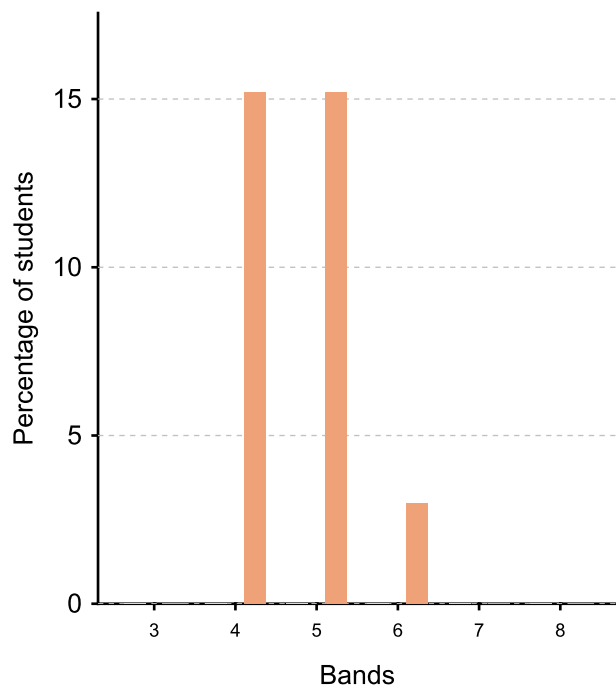
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

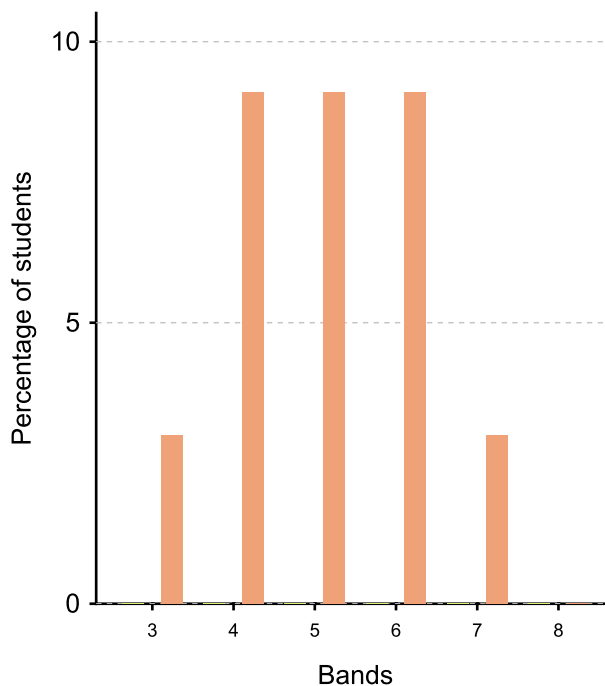


Percentage in Bands
School Average 2015-2017

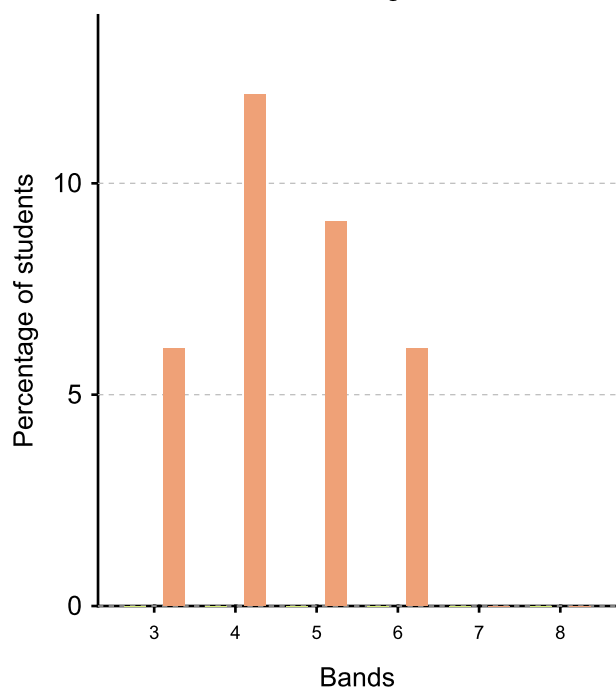
Percentage in bands:
Year 5 Grammar & Punctuation



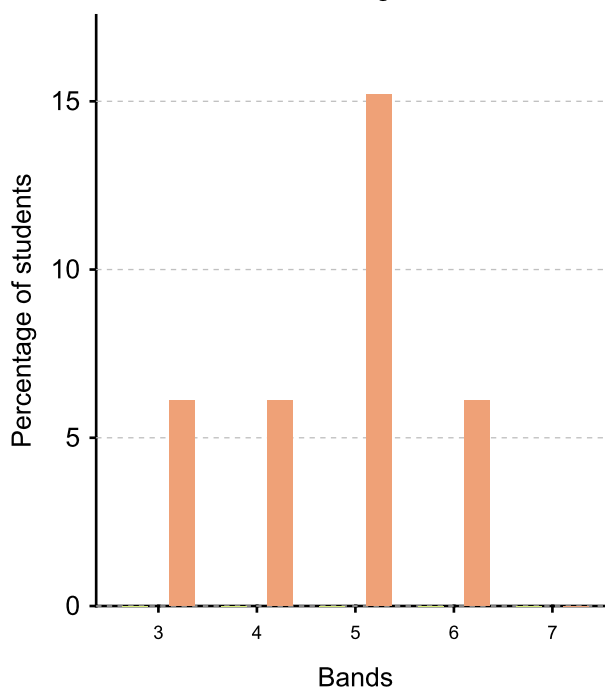
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

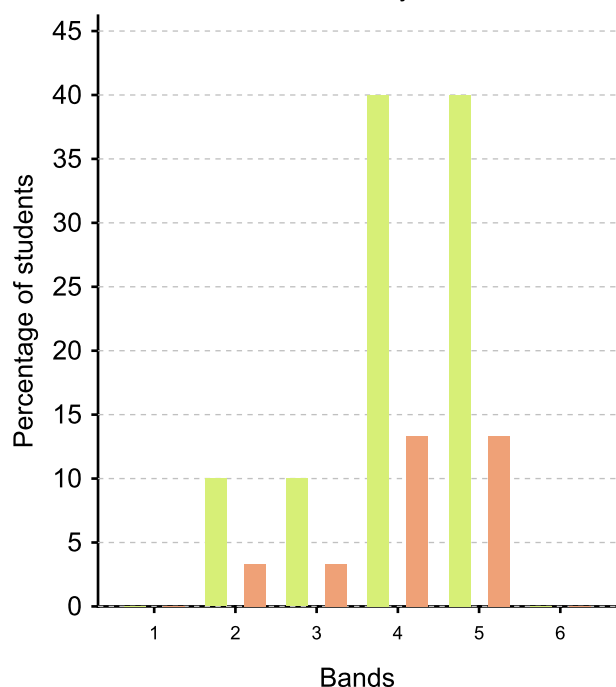


Percentage in bands:
Year 5 Writing



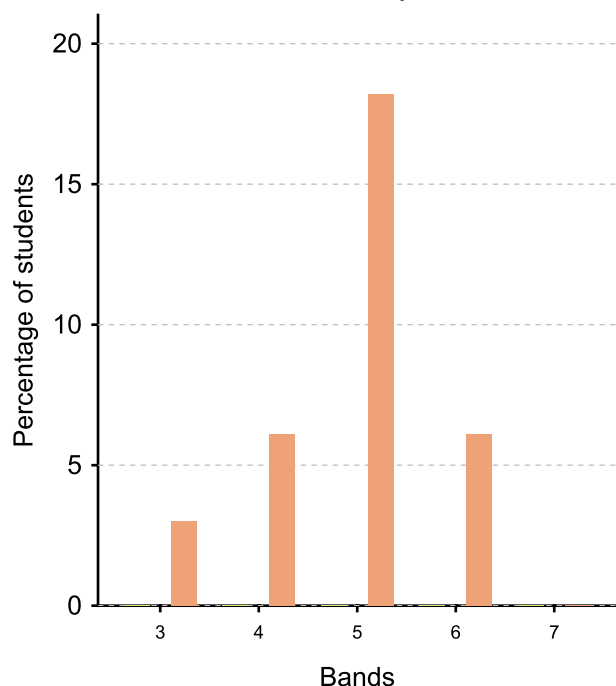
Numeracy results were pleasing for the majority of children although we have a small cohort. Year 3 students were above schools with similar students. Year 5 students were also above students in similar schools. Overall the Year 5 showed significant growth.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

It is not possible to identify our results due to a very small cohort of Aboriginal students who sat the NAPLAN tests.

Parent/caregiver, student, teacher satisfaction

In 2017, the school parents/caregivers, students and teachers for their opinions about the school. Their responses are presented below.

Social engagement: Students who are socially engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 88% of students stated they had positive relationships at school with 76% feeling they *belonged*.

Drivers of student engagement: School-level factors consistently related to student engagement are quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success.

Intellectual engagement: Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails using higher-order thinking skills, to increase understanding, solve complex problems, and construct new knowledge. 75% of students indicated they were interested and motivated to learn with 90% rating the quality of their instruction highly.

Policy requirements

Aboriginal education

Our school received \$15,840 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 and Multilit initiatives
- Participation in NAIDOC celebrations and Aboriginal cultural learning experiences
- Students have shown improvements as a result of these experiences. The whole school has gained respect and understanding for their Aboriginal peers and 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.