

Greenwell Point Public School

Annual Report



2018



3872

Introduction

The Annual Report for **2018** 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.

Catherine Glennan

Principal

School contact details

Greenwell Point Public School

Greenwell Point Rd

Greenwell Point, 2540

www.greenwelpt-p.schools.nsw.edu.au

greenwelpt-p.school@det.nsw.edu.au

4447 1379

School background

School vision statement

Greenwell Point Public School is committed to leading the learning of essential skills and abilities that enable students to be productive, confident and creative individuals who grow to become responsible global and local citizens.

The school focuses on working in collaboration with all stakeholders to ensure our students success.

School context

Greenwell Point Public School (enrolment 95 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 students 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.

The focus areas in 2018 in the domain of Learning included ensuring:

A culture of setting high expectations for learning progress and achievement was fostered.

Whole school wellbeing and engagement practices supported learning.

Teaching and learning programs were adjusted to address individual learning needs.

Assessment of teaching and learning were evidenced based and consistent across the school.

Improved systems of reporting to parents were transparent and provided clear and specific information about student achievement and growth.

Our Achievements in this domain include:

100% of students with additional learning needs had an effective Individualised Learning Plan that was monitored and amended to reflect individual needs on a regular basis and student adjustments forms were used for students requiring differentiation of the curriculum.

Implementing improved systematic processes to ensure student absences and behaviour did not impact on learning.

Student achievement was regularly recorded, monitored and reported on and data was used to support student growth.

Additional Learning and Support was provided for all students K–6.

Where to next:

Our self-assessment process indicates we are DELIVERING in the domain of learning. To further improve in the delivery of education to our students in the domain of learning we will:

Continue with additional learning and support practices, ensuring support is strategically applied.

Designate time/structures to support teacher planning, goal setting for students and effectively use student achievement data to inform learning needs.

Continue teacher support through structured release times and times for conversations of practice.

Introduce learning intentions and success criteria to students to allow them to monitor their own progress and achievement.

The focus areas in 2018 in the domain of teaching included:

Professional Learning in L3 (Language , Literacy and Learning) for K–2 teachers.

Having the Instructional Leader provide regular support to K–2 class teachers to improve practise.

Targeted support for students, driven by evidence, was provided in classrooms.

Data conversations. Student achievement data collection regularly occurred (PLAN2) and teachers analysed data to inform future practise.

Technology being regularly used to engage students in learning.

Our Achievements in this domain include:

Training in L3 continued for all staff K–2 and staff established individual learning goals for each student.

The Instructional Leader providing regular support to K–2 class teachers to improve practise

100% of students (K–2) having milestones of achievement recorded in PLAN2.

Targeted support was provided in classrooms. Regular data collection and its analysis occurred. Teaching and Learning programs were aligned to student needs based on evidence collected on student achievement.

80% of students were on track in reading K–2 and NAPLAN results show growth in Literacy and Numeracy for students in years 3 and 5.

Where to next:

Our self–assessment process indicates we are DELIVERING in the domain of learning. To further improve in the delivery of education to our students in the domain of learning we will ensure:

We continue ongoing professional learning in L3, through the use of the Instructional Leader and we introduce additional Professional Learning (PL) in Spelling, Writing, Grammar and Punctuation. Additional PL for Numeracy will also be a major focus for 2019. We will work to ensure teachers are skilled at explicit teaching techniques and they use a range of explicit strategies to improve learning outcomes.

All students K–6 are tracked using PLAN2/Literacy and Numeracy progressions and teaching programs are aligned to student needs based on evidence.

Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning.

We monitor student learning progress and identify skill gaps for improvement and areas for extension.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria and teachers' feedback supports improved student learning.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes for particular student groups.

The focus areas in 2018 in the domain of Leading included:

The leadership team developing processes to collaboratively review teaching practices.

The leadership team undertaking annual staff performance and development reviews for teaching and non–teaching staff.

The leadership team ensuring that the implementation of syllabuses and associated assessment and reporting processes meet Department of Education requirements and form a sound basis for student learning.

Ensuring parents and community members had the opportunity to engage in a range of school-related activities which help to build the school as a cohesive educational community.

Our Achievements in this domain include:

Teachers released once per term to work collaboratively both in stage teams and with Instructional Leaders to review teaching practises, programs and student achievement.

All teaching staff having an effective Professional Development Plan with goals clearly linked to the schools Strategic Directions, the School Excellence Framework and the Australian Professional Standards for teachers.

Having established a two year reporting to parents Scope and Sequence for English and Mathematics.

An interim model for a whole school scope and sequence for the teaching of all key learning areas K-6.

Establishing strong links with the wider community including the P&C, local businesses and the local AECG.

Where to next:

Our self-assessment process indicates we are DELIVERING in the domain of leading. To further improve in the delivery of education to our students in the domain of leading we will ensure:

The continuation of the Instructional Leadership model to sustain a culture of effective, evidence-based teaching and ongoing improvement. We will also build on this model to ensure a distributive leadership approach is taken and is focused on the continuous improvement of teaching and learning.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students.

All staff use data to evaluate the effectiveness of management processes and that a culture of shared accountability to achieve the milestones as set out in school plan are established.

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

Excellence in Teaching

Purpose

To create and maintain a stimulating, engaging and professional environment for educators that is supported by a positive collaborative culture and high quality teaching practices.

Overall summary of progress

Training in Language, Literacy and Learning (L3) continued for all staff K–2. Staff established individual learning goals for each student and the Instructional Leader provided regular support to teachers to improve practice. As a result, teachers are better at identifying 'where to next' teaching strategies and planning accordingly. Targeted support, driven by evidence, was also provided in classrooms. Regular data collection and its analysis occurred and teaching and learning programs were aligned to student needs and based on the evidence collected on student achievement. In numeracy, early numeracy strategies became the focus for classes and numeracy training in Building Blocks for Numeracy, although planned for Semester 2, was postponed but will be an area for further analysis in 2019. By the end of 2018, 100% of students K–2, had data entered against the literacy and numeracy progressions and data was entered for 3–6 students in the domains of reading and comprehension. As a result of the above, 80% of students are on track in reading K–2 and NAPLAN results show growth in Literacy and Numeracy for students in years 3 and 5. Best practice lessons occur in all classrooms and support and feedback on classroom practice is regular and ongoing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Baseline data and ongoing and regular data collection indicates 80% or more of students are on track to meet expected grade outcomes in Literacy and Numeracy.• 100% of students not achieving proficiency are identified and supported by the schools LST.• All assessments are collaboratively developed, sourced and used regularly across all stages to promote consistent and comparable judgement.• 100% of teachers use technology on a regular basis to engage students.	<ul style="list-style-type: none">• Low level adjustment for disability (\$9000.00)• Instructional Leader (\$63000.00)• Casual relief for TPL in PLAN2 and OPL in L3 (\$4000.00)• Updating and improving access to technology (\$10000.00)	<p>All K–2 teachers participated in L3 OPL.</p> <p>All teachers K–6 trained in the use of PLAN2 to record student achievement.</p> <p>Students identified as needing additional support in Literacy are involved in intervention programs including MiniLit and MacqLit.</p> <p>Technology accessibility has increased for all students due to purchase of 40 chromebooks for student use and installation of additional wireless points across the school.</p> <p>A whole school assessment schedule was introduced for all KLA's.</p>

Next Steps

A major area of focus for teaching for 2019 is ensuring teachers receive further professional development in Numeracy instruction and apply this knowledge to improve Numeracy results K–6 (in particular Additive Strategies). In addition to this, teachers will have opportunities to observe and analyse each other's practise using the quality teacher model and students identified as needing additional instruction will continue to receive support by the schools learning and support team. The process of recording and analysing student assessment, developing class and individual student goals, writing and implementing focused teaching and learning activities in reading and writing will also continue using the Learning Sprints model. In technology, teachers will introduce coding and robotics activities for all students K–6.

Strategic Direction 2

Successful Self Regulated Learners

Purpose

To provide quality learning experiences where students will thrive in a growth mindset culture that actively supports them as learners and citizens.

Overall summary of progress

The school encouraged all students to strive to be their absolute best. In 2018 a system for ensuring students identified individualised learning goals was implemented and student achievement was monitored and regularly revisited against learning success criteria. Students continued to set new more challenging goals as previous goals were achieved. Student achievements were regularly celebrated and acknowledged.

To ensure consistency of judgement, data collected on student achievement was recorded against the Literacy and Numeracy progressions and this data was used to identify patterns of learning need across individual and groups of students.

Staff had collaborative planning days involving the Instructional Leader and Learning Support Teacher to discuss 'goal setting practices' based on student analysis of assessments and set specific 5 weeks practices to address areas of low performance.

A new proforma for identifying individualised student adjustments to teaching and learning was created and implemented by staff. This allowed for staff to identify areas for differentiation for students who do not normally qualify for additional support under the IFS funding model.

A new reporting format was also trialled and well received by parents. Reporting to parents reflected individualised areas of strength and targeted areas for growth and improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Teaching and Learning Programs show evidence of differentiation according to students need and contain opportunities for creative and critical thinking. Increase the proportion of students achieving proficiency in line with the Premiers Priorities to 80%. All students 1–6 are using success criteria and can articulate what they need to do in order to grow academically and socially. Growth Feedback is used by all teachers.	Teacher release to work with Instructional Leader \$6000.00 Literacy and Numeracy Training \$3000.00 SENTRAL(reporting software) \$3000.00	All teachers 1–6 use success criteria in order for students to identify "where to next" in terms of learning and achievement. NAPLAN results year indicate all students in Year 3 and 80% of students in Year 5 achieved proficiency in Reading. Collaborative planning days occurred each term, with teachers using this time to work alongside an Instructional Leader to ensure precise and careful student learning opportunities were planned and evaluated for effectiveness.

Next Steps

In 2019 due to the success of the collaborative planning model a fortnightly release from face to face teaching model will be established. This will allow for more regular and scheduled time with an Instructional Leader. Visible Learning practices will be adopted by all teachers K–6 to encourage students to adopt a growth mindset model and allow for

students to self regulate their learning and further creative thinking and learning opportunities will be provided through the introduction of coding and robotics programs.

The Learning and Support team will continue to monitor students closely to ensure adequate and timely support is offered to students and a more formalised process into regular 3–Way conferencing to develop future learning goals in a collaborative manner is now being investigated and will continue to be a focus area for 2019.

Strategic Direction 3

Student Wellbeing and Communication

Purpose

To improve student wellbeing through targeted programs, community engagement, effective communication and promotion of the school within the community.

Overall summary of progress

In 2018 the school embarked on improving its relationship with the community. A number of community events were held and were well received and appreciated. Meet and greet sessions were held, with approx 40% of parents attending. These sessions supplied parents with information regarding the schools PBL, student wellbeing and Attendance policies and those not in attendance had information sent home via their child. A new wellbeing policy was introduced and was ratified by the P&C. A new system for communicating with parents over behavioural issues or well-being issues was also established. Individual Learning Plan and Personalised Learning Plan meetings were conducted for 100% of students who required them. This information was regularly updated and communicated to the home. Discussions with the school community commenced on the implementation of an improved reporting format that would allow for teachers to report on areas of strength and areas for growth for each student. This was introduced in term 4 of 2018. Feedback indicated parents preferred the new format and had a clearer understanding of their child's learning goals. A highly successful NAIDOC week assembly occurred with an increased number of community members participating in NAIDOC week and cultural activities. Prominent community members and Elders attended both the assemblies and cultural activities days. Education Week activities were also successful with the school showcasing its Creative Arts programs and a very Successful fundraising activity occurred in Term 3. A School Colour Run was coordinated with students and the P&C raising over \$4000.00 for the day and boosted community spirit, pride and support. The 2018 end of year presentation saw record numbers of parents and prominent community members attending. Performances from students featured a musical ensemble playing stringed instruments, which were well received by the school community. Relationships between the community and the school continue to be strengthened with a high number of parents providing positive feedback on the direction of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Students participation rates in school activities increases on current levels every year by 10%• By 2020 student attendance will match state averages.• Increased parental and community participation/satisfaction.	<p>Low-Socio Economic funding (\$2000.00) to subsidise bus transport.</p> <p>Aboriginal Education funding \$500.00 (NAIDOC)</p>	<p>There was an increase in school pride and participation in school based activities (Excursions, Swimming Carnival, Athletics, Cross Country carnivals) due to the school and P&C subsidising bus and entry fees.</p> <p>A highly successful NAIDOC week assembly and activities day occurred with an increased number of community members participating in NAIDOC week and cultural activities. Prominent community members and Elders attended both the assemblies and cultural activities days.</p> <p>Attendance was regularly revisited and parents were regularly contacted regarding student absences.</p> <p>Multiple and successful community fundraising events held.</p>

Next Steps

In 2019 the school will continue to promote student wellbeing and refine its wellbeing practices to ensure optimum conditions for student learning across the whole school.

We will work towards ensuring parents are presented with clear information on what and how well their children are

learning and provide them with regular information in accessible formats about how to support their child's progress. The school will solicit feedback on its performance against a range of measures using the Tell Them From Me survey.

The school will endeavor to increase levels of participation from all students at all events and aim to bring student attendance rates in line with state averages. It is hoped teachers, parents and the community will work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The school will continue to collaborate with the local community where appropriate on decisions and will build on the newly established relationship with the local Jerringa community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$17 955.00	<p>The School is proudly meeting it's milestones in this area.</p> <p>The majority of funding is expended on supporting Aboriginal students in targeted Literacy and Numeracy programs. A small amount was expended on releasing teachers to meet with parents and students to ensure that 100% of Aboriginal students had an affective PLP with input from a parent or carer.</p> <p>The money was also used for teaching resources to allow vertical grouping activities to regularly occur across the school with senior Aboriginal students having the opportunities to lead small groups of students through cultural activities, celebrating and sharing their culture with all students.</p> <p>In addition funds were used to engage wider community members and Aboriginal Elders to attend celebrations where they had opportunities to share stories of local cultural significance.</p>
Low level adjustment for disability	\$3 338.00	Low level adjustment for disability funds were used to support students who were newly enrolled and requiring additional support in the classroom and playground or those not qualifying for Integration Funding Support.
Socio-economic background	\$85 044.00	Low Socio economic funds were utilised to employ a School Learning and Support Officer to work with students in years 3–6 five days per week.
Support for beginning teachers	\$8 951.00	Beginning Teachers Funding was used to support teachers at the early career phase through access to additional professional learning opportunities, additional release from face to face teaching time and for beginning teachers to engage in collaborative professional practices. Beginning teachers also had access to mentors that provided specific training and supported them through observations of their practice.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	30	44	39	47
Girls	36	42	47	44

The school has maintained a steady enrolment of just under 100 students throughout the year. Enrolment projections are set to increase in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	93.4	91.9	93.3
1	93.4	93.7	94.7	88.3
2	88	94.5	92.1	92.3
3	91.6	89.6	93.7	91.3
4	92.5	95.1	87.2	93
5	84.1	92.1	86.5	92.1
6	81.6	88.6	87.2	94.6
All Years	90.2	92.8	90.7	92.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In 2018 our school attendance percentage was just under the Department of Education average of 93.40%.

Year 6 had the highest average (above DOE averages), followed by Kindergarten and Year 4.

It should be noted that 4 out of the 6 year cohorts had an increase of percentages from 2017 to 2018.

Non-attendance is consistently followed up by

teachers after 3 days of absence. Most non attendance is managed directly between the home and the classroom teacher, the home and the Principal.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*Full Time Equivalent

Greenwell Point Public School has one member on staff who identifies as being Aboriginal or Torres Strait Islander.

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	0

Professional learning and teacher accreditation

In 2018, all pre-2004 service teachers received formal recognition by the NSW Education Standards Authority at the proficient level, placing these experienced teachers on the same professional pathway of accreditation maintenance as post-2004 graduates. There were no new teacher accreditation at proficient level in 2018.

Areas of professional learning for staff in 2018 were:

- Mandatory anaphylaxis and first aid face-to-face training for all staff.
- Early Action for Success: Professional Learning for Instructional Leaders and Principals
- Six Effective Practices in High Growth Schools
- OPL- Language Literacy and Learning
- BroSpeak Facilitator Training
- Google Apps for Education
- Embedding formative assessment across the curriculum
- Assessing and Programming for Students with

- Significant Reading Difficulties
- Scout training
- STEMShare Communities experience

per week to enhance STEM programs K–6

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	50,377
Revenue	1,108,573
Appropriation	1,067,469
Sale of Goods and Services	900
Grants and Contributions	39,484
Gain and Loss	0
Other Revenue	0
Investment Income	719
Expenses	-1,118,910
Recurrent Expenses	-1,118,910
Employee Related	-971,033
Operating Expenses	-147,876
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-10,337
Balance Carried Forward	40,040

The school sets its annual budget based on analysis of historical and reoccurring spending patterns and commitments as well as funding the school's 3 Key Strategic Directions and special programs. The school budget is tracked on a monthly basis by the Principal and adjustments made as required.

The balance carried over is committed in the school's 2019 budget to the following:

- Additional teacher release to work with Instructional Leader
- Extra School Learning and Support Officer (SLSO) time to all classes funded from the school's funds to enhance funding provided at State level for students requiring extra support with their learning;
- Increase School Administrative Officer time from 1 to 2 days per week.
- Employing an additional RFF teacher one day

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	744,245
Base Per Capita	16,630
Base Location	2,263
Other Base	725,352
Equity Total	145,860
Equity Aboriginal	17,955
Equity Socio economic	85,044
Equity Language	0
Equity Disability	42,861
Targeted Total	73,300
Other Total	79,762
Grand Total	1,043,167

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and

are discouraged during these transition years.

In Reading, 64% of Year 3 students achieved in the top 2 bands, with an additional 36% achieving proficiency. In Year 5, 31% achieved in the top 2 bands with an additional 46% achieving proficiency.

In Writing, 43% of Year 3 students achieved in the top 2 bands with an additional 57% achieving proficiency. In Year 5, 7.7% of students achieved in the top 2 bands with 69% achieving proficiency.

In Spelling, 64% of Year 3 students achieved in the top 2 bands, with an additional 28% achieving proficiency. In Year 5, 31% achieved in the top 2 bands with an additional 53% achieving proficiency.

In Grammar and Punctuation, 29% of Year 3 students achieved in the top 2 bands, with an additional 71% achieving proficiency. In Year 5, 8% achieved in the top 2 bands with an additional 62% achieving proficiency.

In Numeracy, 31% of Year 3 students achieved in the top 2 bands, with an additional 54% achieving proficiency. In Year 5, 17% achieved in the top 2 bands with an additional 53% achieving proficiency.

Reading is significantly the most improved of all of the aspects of NAPLAN with trend data indicating the school has continued to make strong growth in this area. The school will now focus its efforts on ensuring growth occurs in Writing, Grammar and Punctuation and Numeracy through additional Teacher Professional Learning, effective use of assessment data, continuing evaluations of teaching methods in Literacy and Numeracy and through developing goals for all students through rigorous monitoring of student progress.

In Numeracy, 31% of Year 3 students achieved in the top 2 bands, with an additional 54% achieving proficiency. In Year 5, 17% achieved in the top 2 bands with an additional 53% achieving proficiency.

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.

Improving education results and State Priorities:

Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

In 2018, 100% of students in Year 3, that identified as Aboriginal, achieved as either proficient or in the top 2 bands in all areas of NAPLAN.

Parent/caregiver, student, teacher satisfaction

Students participate actively and enthusiastically in all aspects of the curriculum offered at Greenwell Point Public School. They believe that there is plenty of opportunities for them to try new things and to choose activities which interest them. The Music program receives many accolades from all the students and from community members and will continue into 2019.

Parents have been appreciative of the new direction established in the 2018–2020 school plan and the opportunity to contribute. Overall, community feedback is extremely positive. The Parents and Citizens group have been extremely supportive of the school and continue to be one of its best advocates.

Teacher satisfaction is also high. Moral can sometimes be low when faced with the busyness of each week and term. Increased administrative requirements have had added to teacher workloads but systems are being developed to streamline and reduce documentation.

Policy requirements

Aboriginal education

Aboriginal Education continues to be a key area for continued growth and improvement at Greenwell Point Public School. Funds for Aboriginal Background Equity loading have been used in 2018 to support the continued employment of extra School Learning and Support Officer time dedicated to Indigenous students who require extra learning and support and who do not qualify for state funding.

Highlights for 2018 in the area of Aboriginal Education are as follows; Overall improvement in Indigenous academic performance in both literacy and numeracy as evidenced by 2018 NAPLAN results; Staff training in BroSpeak; re-establishing relationships with the Jerrinja AECG.; Hosting high-quality NAIDOC Week activities through consultation with, and support of, members of the local Jerrinja community; Continued embedding of local Aboriginal culture and history into key learning areas through consultation and support of the local Aboriginal community; Regular Acknowledgement of Country by students at whole-school assemblies and key events; The successful representation of Indigenous students in the formal leadership positions of prefect in 2019.

Multicultural and anti-racism education

The school supports a whole-school culture of respect and inclusivity. Issues of racism are managed by the school's student Welfare and Discipline Policy and the Department of Education's Code of Conduct for departmental employees. Multi-cultural education is embedded in key learning areas, specifically units of work in English literature as well as History, Geography and PDHPE units of work.