

Greenwell Point Public School

2019 Annual Report



3872

Introduction

The Annual Report for 2019 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.

School contact details

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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 107 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: School uses research based high quality Literacy and Numeracy pedagogies.

Staff demonstrate personal responsibility for maintaining and developing their professional standards and use these as reference points for reflection and improvement.

Staff use student progress and achievement data to identify strategic priorities, develop and implement plans for improvement and accurately provide information to stakeholders.

Collaborative practices are used.

Evaluation	Funds Expended (Resources)
<p>Spirals of Inquiry</p> <p>Spirals of Inquiry were investigated as a means for diving deep into data and practice to improve both teaching and learning and students results. Spirals of Inquiry will be adopted as a process in 2020 and will be embedded into whole school timetables.</p> <p>Instructional Leader/Professional Learning/Data Analysis. The IL worked elbow-to-elbow with teachers to improve student performance in literacy and numeracy through targeted practice and tiered intervention. There was a strong emphasis on differentiation in numeracy, delving deeper into the implementation of the learning progressions for student progress, and developing strong foundations in number.</p> <p>Teacher collaboration was a priority in 2019, with fortnightly collaboration time embedded for each stage within the Instructional Leader. High quality professional learning was provided to up-skill teachers in National Literacy and Numeracy Progressions, methods for engaging students in writing and spelling (Seven Steps to Writing/SMART spelling). The Instructional Leader supported teachers in their professional development and in developing and implementing high quality teaching and learning programs. they assisted with implementing research-based intervention programs and ensuring systematic and explicit teaching took place. An in depth review of current K-2 literacy programs was conducted and it was agreed after much consultation that the L3 Program (Learning and Literacy) would be replaced with Synthetic Phonics for 2020 (Data collected over 3 years was analysed and a gap analysis conducted). Seven Steps to Writing is proving to be successful in improving writing standards 3-6 and SMART Spelling has been well received by both staff and students, with early data revealing an improvement in spelling results and in confidence.</p>	<p>Casual Relief – QTR Rounds (QTSS)</p> <p>Subscriptions</p> <p>Professional Learning</p> <p>Robotics/Coding equipment</p> <p>EAfS Funding (\$63,000 p.a)</p> <p>Seven Steps Professional Learning – \$1500.00 inc. Casual relief</p> <p>MAPPEN – Subscription to integrated units of work (Science, History, Geography, CAPA, PDHPE \$1500.00</p> <p>Spirals of Inquiry – \$1200.00 (Professional Learning)</p> <p>SMART SPELLING – \$800.00</p> <p>Robotics/Coding TPL – \$500.00</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$1500.00)• Socio-economic background

Progress towards achieving improvement measures

Quality Teacher Rounds– Twice a year Quality Teacher rounds are conducted with teachers. This has had a demonstrated impact on quality of teaching, teacher morale and school culture. The approach applies across all subjects and year levels, and has built the confidence and capacity of teachers at all career stages.

(\$3000.00)

- Support for beginning teachers (\$1000.00)
- EAfS (IL) (\$63000.00)
- Flexible funding for resources (\$0.00)

Strategic Direction 2

Highly Engaged Self Directed Learners

Purpose

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

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Students are engaged in authentic learning experiences that foster creative communication and collaboration.

Visible learning intentions , success criteria and feedback is evident in all classrooms.

Students will use individualised learning goals to self monitor, evaluate and set future learning directions.

Evaluation	Funds Expended (Resources)
<p>Learning Intentions/Success Criteria – Baseline data on students was collected throughout the year and regularly analysed to forward plan, set learning goals and success criteria for students. Teachers related syllabus requirements to student achievement to co–design with students next steps in learning. Students were able to articulate their individual learning targets and describe their future directions in learning. Students learning intentions were regularly reviewed and success criteria were used to monitor students progress and achievement.</p> <p>Teachers discussed learning intentions with students before each lesson and used the individual learning goals as opportunities for growth and development. Regular opportunities were provided for students to decide and to discuss where they needed to go next. Teachers tailored instruction to what students needed to know to be able to achieve their goals. Staff regularly meet with students to discuss 'goals' based on student analysis of assessments and set specific 5 weeks practices to address areas of low performance. When learning goals were achieved they were celebrated publicly.</p> <p>Student Leadership– A new leadership model for students was introduced with 4 leadership areas established and all student in years 5 and 6 taking on a leadership role. This increased the percentages of students attending all activities and being involved in all aspects of school life.</p> <p>The Student Representative Council was re–established with 2 students from each year representing their peers at regular meetings and forums with the aim of improving school culture and increasing student voice.</p> <p>Engaging Programs:</p>	<p>Collaborative Planning Time</p> <p>Musical resources/Music tutor</p> <p>Robotics Kits</p> <p>Teacher Professional Learning</p> <p>Home School Liaison Officer</p> <p>SENTRAL Reporting</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio–economic background (Music tutor/teacher) (\$12000.00)• Professional Learning (\$2000.00)• RAM(instruments and Robotics Kits) (\$5000.00)• RAM (SENTRAL) (\$3000.00)• EAfS (IL) (\$63000.00)

Progress towards achieving improvement measures

The Music Program was again conducted over 3 terms with a specialist music teacher providing highly engaging music and ensemble lessons to students. Students played a variety of instruments (guitars, drums, keyboard, percussion instruments, recorders and tin whistles) sang and danced. This encouraged and fostered the participation in the performing arts with all students K–6 participating. Students in all classes performed publicly over the year and a major performance was held at the end of the school year with Years 3–4 performing in a stick ensemble and Years 5/6 performing in small rock bands. The culture created is generating its own momentum with many students now pursuing music instruction external to the school.

Robotics– Robotics lessons K–6 were introduced and conducted regularly. STEM kits were utilised (3D printing, Dash Robotics, Sphero's, Lego Robotics). These highly engaging kits and lessons encouraged creative and critical thinking opportunities for students. The school went on to purchase their own base sets of equipment and establish a coding club run by student who had a particular passion in this area.

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.

Improvement Measures

- 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.

Progress towards achieving improvement measures

Process 1: Promote school activities and increase community engagement through Newsletters, Facebook.

Promote the school to the wider community using FilmPond.

Evaluation	Funds Expended (Resources)
<p>In 2019 the school continued with 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 at the beginning of the school year, with approximately 40% of parents attending. These sessions supplied parents with information regarding the schools Student Wellbeing and Attendance policies, expectations for the school year, the year ahead for their child and how they could assist their child at home. Those not in attendance had information sent home via their child.</p> <p>By the end of Term 1, 100% of students who required an Individual Learning Plan or Personalised Learning Plan had them completed with consultation from parents. These were regularly updated and used as a means for establishing learning goals for the child.</p> <p>The school again proudly lead the Dawn Service on ANZAC day with over 25 students attending the march. Students also had the opportunity to participate in multiple interschool sporting activities and all students attended multiple excursion. Stage 3 were fortunate enough to participate in a combined schools overnight excursion to Sydney, taking in The Rocks, Sydney Harbour, The Botanical Gardens, The Opera House and Taronga Zoo.</p> <p>A highly successful Sorry Day Walk, attended by over 600 students and community members took place in early 2019. Students from 3 schools attended along with Jerringa Elders, special guests, community members and the Director of Education, South Coast. This further strengthened the numbers of community members attending out NAIDOC week assembly and cultural activities day.</p> <p>Education Week activities were also successful with the school showcasing its Creative Arts programs. A very successful fundraising activity occurred during this time, with over \$2000.00 in book sales generated, with the proceeds going back into purchasing publications for the library.</p> <p>The school was externally validated in Term 3 of 2019 against the Department of Educations School Excellence Framework (SEF) with the school being externally validated higher than its own internal validation suggested. The staff were extremely pleased with this result, sharing the news with the community. The school will now use this information to further strengthen its position against the SEF, aspiring for the domain of 'Excelling'</p>	<p>RAM Funding _ Aboriginal Equity</p> <p>RAM – Equity</p> <p>P&C fundraising</p> <p>Scholastic Fundraising</p> <p>Facebook</p> <p>Community Newsletter</p> <p>Jerringa AECG</p> <p>Sentral Education</p>

Progress towards achieving improvement measures

in all areas.

Regular social media communications were used to promote the school and the school was successful in obtaining a total of \$30,000.00 in grants which will go towards the construction of a hard playing surface at the school in 2020.

A new reporting format was adopted and was well received by the community. This will again be refined in 2020 after feedback was elicited and scope and sequences for all KLA's were finalised.

Record numbers of parents attended the end of year presentation and year 6 farewell assemblies. Performances from students featured rock bands and a musical stick ensemble with students playing wooden instruments. These were well received by the school community. A donation of a buddy bench was also given post the presentation to thank the school for all it had done in improving the wellbeing of students at the school.

Due to the hard work and diligence by staff, relationships between the community and the school continue to be strengthened.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	RAM– Aboriginal Equity	<p>The School is proudly exceeding it's milestones in this area. 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, NAIDOC Celebrations and the Sorry Day March.</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		<p>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.</p>
Socio–economic background	RAM	<p>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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	44	39	47	48
Girls	42	47	44	56

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.4	91.9	93.3	94.9
1	93.7	94.7	88.3	92.8
2	94.5	92.1	92.3	93.7
3	89.6	93.7	91.3	92.4
4	95.1	87.2	93	92.1
5	92.1	86.5	92.1	92.6
6	88.6	87.2	94.6	87.6
All Years	92.8	90.7	92.2	92.4
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	4.57
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	40,040
Revenue	1,362,314
Appropriation	1,307,033
Sale of Goods and Services	30
Grants and contributions	54,741
Investment income	511
Expenses	-1,275,314
Employee related	-1,106,456
Operating expenses	-168,858
Surplus / deficit for the year	87,000

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	31,191
Equity Total	141,751
Equity - Aboriginal	14,606
Equity - Socio-economic	78,218
Equity - Language	5,284
Equity - Disability	43,642
Base Total	923,313
Base - Per Capita	21,352
Base - Location	2,551
Base - Other	899,410
Other Total	141,847
Grand Total	1,238,101

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.

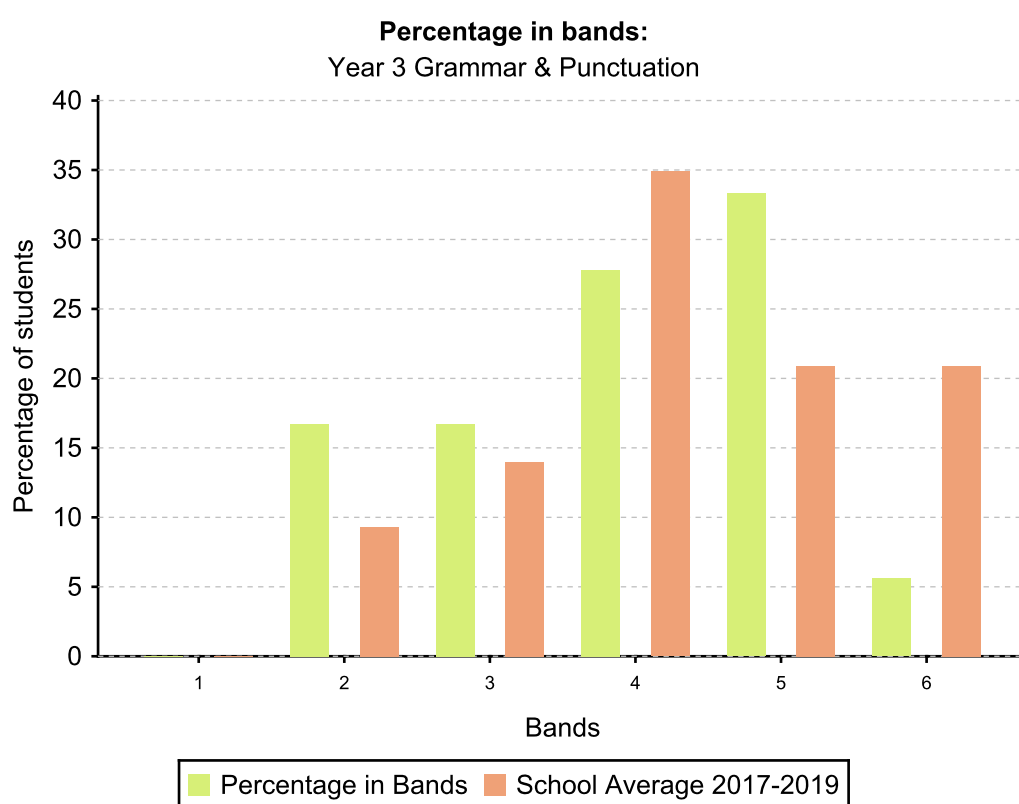
School performance - NAPLAN

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

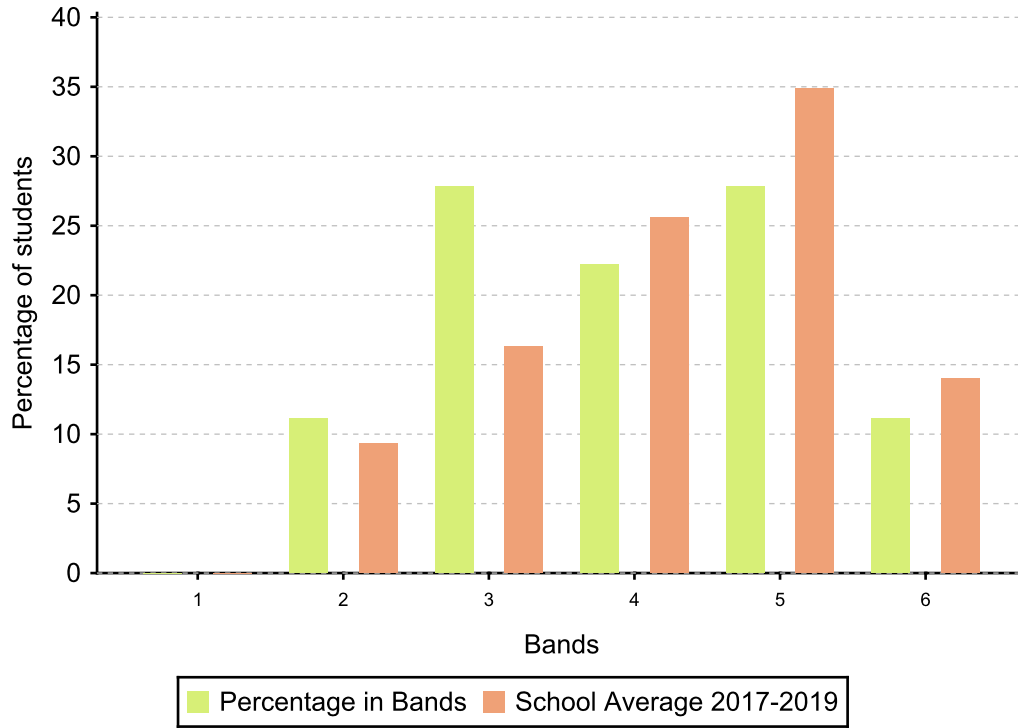
Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



Band	1	2	3	4	5	6
Percentage of students	0.0	16.7	16.7	27.8	33.3	5.6
School avg 2017-2019	0	9.3	14	34.9	20.9	20.9

Percentage in bands:

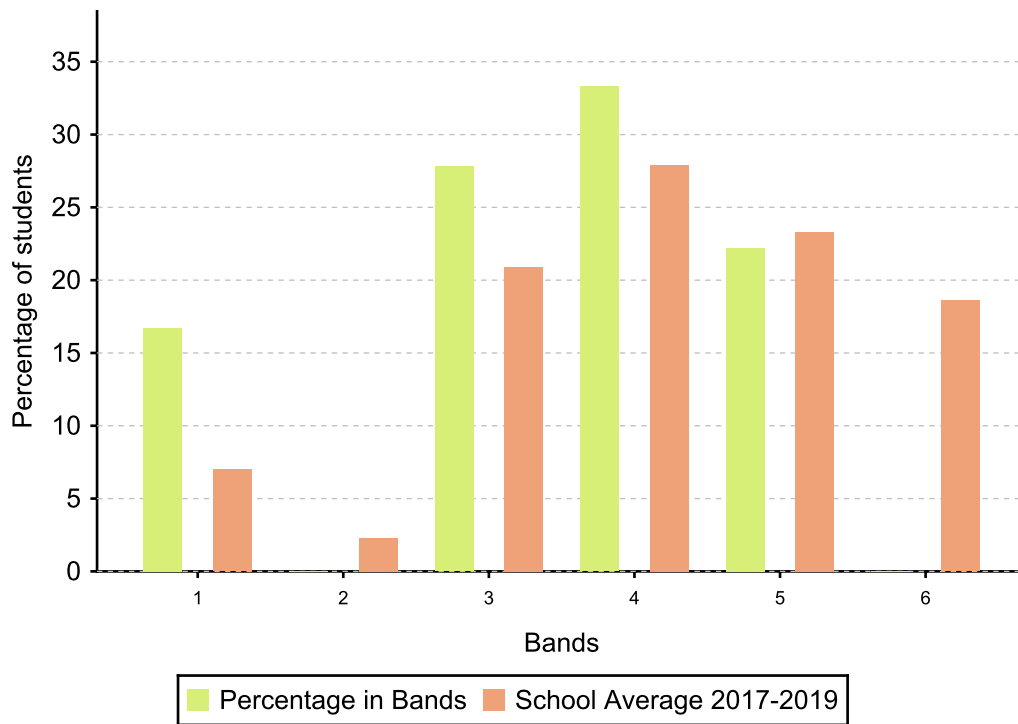
Year 3 Reading



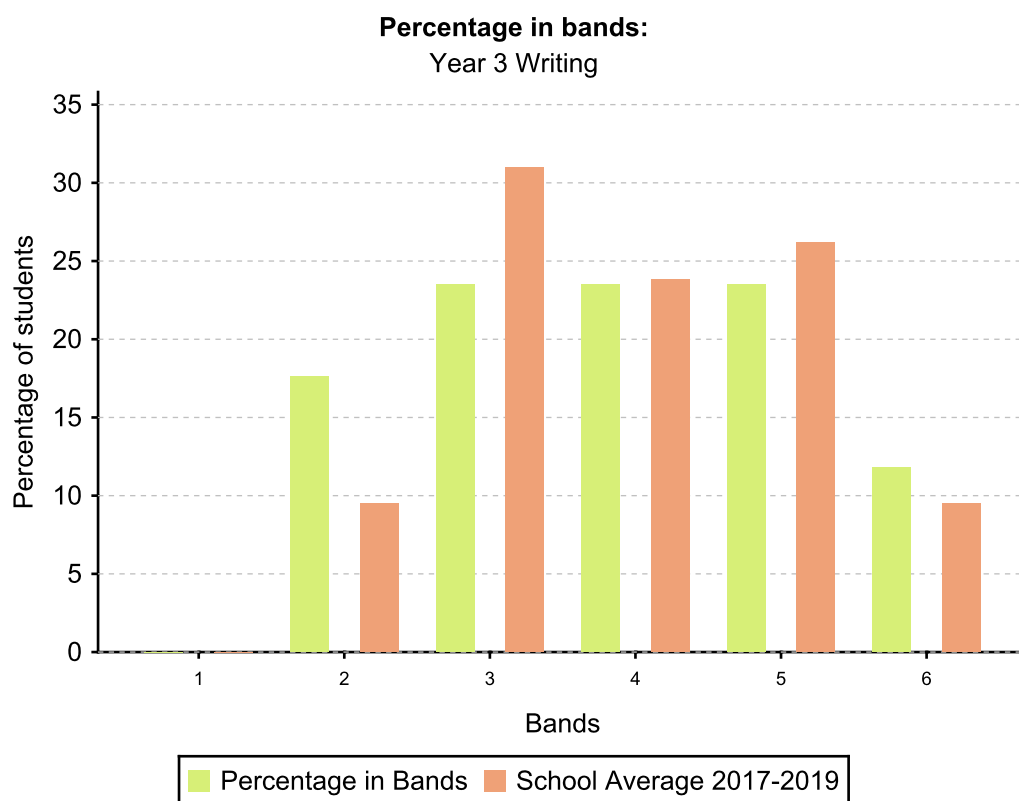
Band	1	2	3	4	5	6
Percentage of students	0.0	11.1	27.8	22.2	27.8	11.1
School avg 2017-2019	0	9.3	16.3	25.6	34.9	14

Percentage in bands:

Year 3 Spelling

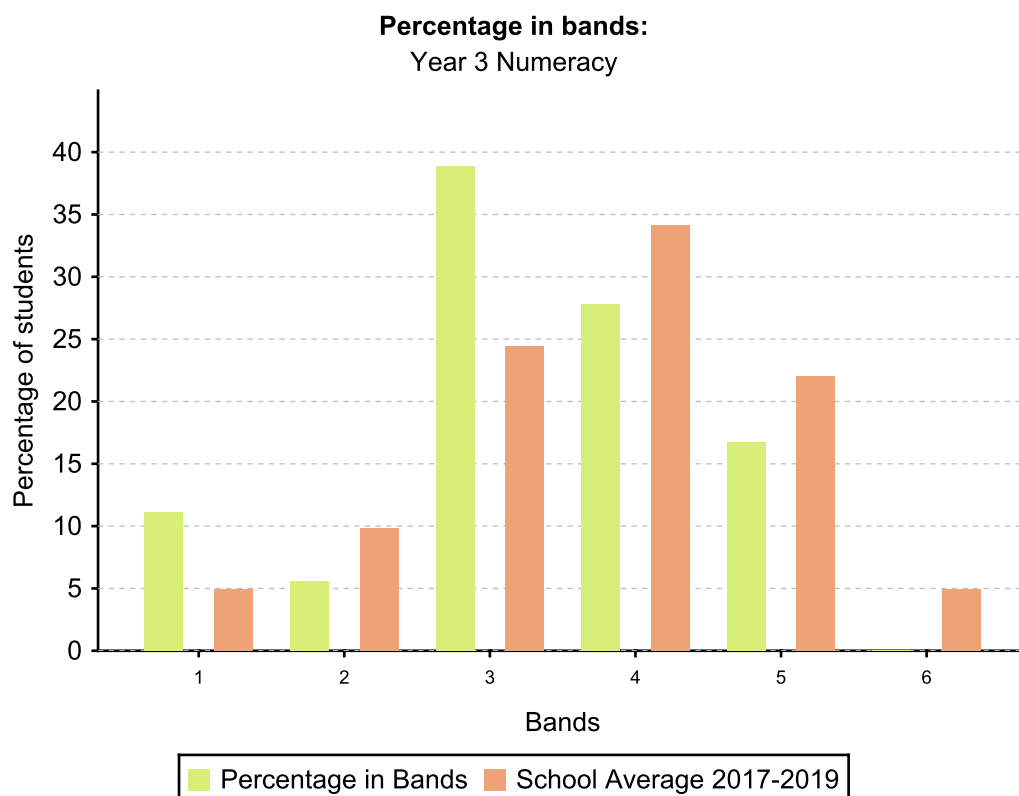


Band	1	2	3	4	5	6
Percentage of students	16.7	0.0	27.8	33.3	22.2	0.0
School avg 2017-2019	7	2.3	20.9	27.9	23.3	18.6



Band	1	2	3	4	5	6
Percentage of students	0.0	17.6	23.5	23.5	23.5	11.8
School avg 2017-2019	0	9.5	31	23.8	26.2	9.5

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available.



Band	1	2	3	4	5	6
Percentage of students	11.1	5.6	38.9	27.8	16.7	0.0
School avg 2017-2019	4.9	9.8	24.4	34.1	22	4.9

Parent/caregiver, student, teacher satisfaction

Through surveys conducted through the Tell Them From Me program, students were asked if they feel accepted and valued by their peers and by others at their school. 90% of students in this school had a high sense of belonging. Students are interested and motivated in their learning at our school and it was recorded that 90% of students in this school were interested and motivated and that 95% tried hard to succeed. Students indicated that the teachers are responsive to their needs and encourage independence. Statistics show that 90% of students felt the school held positive Teacher–Student relationships. Parents indicated they felt welcome at the school and could speak easily to their child's teacher. Parents felt that all students in the school were clear on school expectations and 90% of students felt safe at school.

100% of staff felt that data informed practice at the school and 100% indicated there was a collaborative culture at the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.