

2020 Annual Report

Greenwell Point Public School



3872

Introduction

The Annual Report for 2020 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.

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School vision

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. 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.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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>In 2020 GPPS staff developed and embedded high-quality teaching pedagogies based on the differentiated learning needs of every student. Spirals of Inquiry was used as a model to investigate 'what is happening' for our students and as a framework for transforming teaching practice..</p> <p>Language, Learning and Literacy (L3) implementation continued in Kindergarten and Year 1 classrooms during 2020.</p> <p>By the end of 2020 90% of kindergarten students exited with a reading level above school set benchmarks (levels 6-8PM reader)) and 90% of Yr 1 students exited with a reading level above 16-18.</p> <p>Students in years 2-6 conferenced with teachers once per term to reflect on current writing achievement and to set personal goals for learning and improvement. Teachers concentrated their efforts on providing timely growth-oriented feedback to students.</p> <p>Numeracy training continued across K-2 classrooms. Lesson observations and follow up coaching sessions were completed. The Early Action for Success teacher continued to work shoulder to shoulder with staff developing and refining teaching practice.</p> <p>By the end of 2020, the new PD/H/PE Syllabus was implemented K-6. Teachers worked collaboratively in stage teams to develop a scope and sequence that could sit alongside our current integrated units of work.</p>	<p>EAFS Funding (\$63,000)</p> <p>Casual release _ Student conferencing, stage planning</p> <p>Quality Teaching Successful Students (1500.00)</p>

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- The leadership model introduced in 2019 continued and all students in years 5 and 6 undertook 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 continued 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>Casual teachers - teachers release for conferencing</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (Music tutor) (\$12000.00)• (\$0.00)

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. Covid prevented students in all classes from performing publicly over the year but a major performance was held at the end of the school year with 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 continued. STEM kits were utilised (3D printing, Robotics, Sphero's, Lego Robotics, and filming). These highly engaging kits and lessons encouraged creative and critical thinking opportunities for students. 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 2020 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 school's 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>COVID-19 caused significant disruption to overall student well being and forced the change of communication methods between home and school.</p> <p>It required teachers, parents, and students to rapidly adjust to new modes of learning. In a matter of weeks, the school found and implemented viable alternatives to the traditional model of teaching in a physical classroom. This was a considerable achievement in itself.</p> <p>The school did however manage to maintain community relationships and in some ways strengthened and improved them.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal Equity (\$11297.00)• RAM (\$76344.00)• (\$0.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		The COVID-19 pandemic disrupted almost every element of our school plan. However, funds were used to support students through an SLSO in classrooms and the playground. Resources were purchased for the library. PLP processes were refined and all students completed their PLP goals.
Low level adjustment for disability		The COVID-19 pandemic disrupted almost every element of our school plan. However, funds were flexibly utilised to support students through this time. Staffing allocation provided a Learning and Support Teacher 0.2 FTE. The teacher provided support in classrooms, assessments for behaviour and learning, liaised with outside agencies and DOE support and successfully wrote Access Requests to support students in the classroom and on the playground.
Socio-economic background		The COVID-19 pandemic disrupted almost every element of our school plan. However, funds were flexibly utilised to support students through this time. Students from low socio-economic backgrounds were supported with the supply of materials that provided equitable access to the curriculum. Every child attended incursions which were funded through the school. Additional online resources/programs were purchased to support home learning which were continued through the year. Additional technology was purchased to support teachers and students with home learning and provide equitable access at school. Additional literacy and numeracy were purchased to support learning in all classrooms.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	39	47	48	55
Girls	47	44	56	55

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.9	93.3	94.9	93.7
1	94.7	88.3	92.8	93.8
2	92.1	92.3	93.7	93.6
3	93.7	91.3	92.4	92.4
4	87.2	93	92.1	90.9
5	86.5	92.1	92.6	89.7
6	87.2	94.6	87.6	89.7
All Years	90.7	92.2	92.4	92.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4.59
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	127,040
Revenue	1,488,363
Appropriation	1,436,985
Grants and contributions	40,580
Investment income	168
Other revenue	10,631
Expenses	-1,499,163
Employee related	-1,244,078
Operating expenses	-255,084
Surplus / deficit for the year	-10,800
Closing Balance	116,240

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.

	2020 Approved SBA (\$)
Targeted Total	75,880
Equity Total	134,568
Equity - Aboriginal	11,297
Equity - Socio-economic	76,344
Equity - Language	1,368
Equity - Disability	45,559
Base Total	963,335
Base - Per Capita	25,012
Base - Location	2,953
Base - Other	935,369
Other Total	147,951
Grand Total	1,321,734

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 also indicated that the teachers were responsive to their needs and encourage independence. Data from the survey showed 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 and administrative staff. Parents felt that all students in the school were clear on school expectations and as a result 90% of students felt safe at school.

100% of staff felt that the deep analysis of 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.