

2021 Annual Report

Greenwell Point Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

VISION

Greenwell Point Public School is committed to ensuring a quality education in a caring environment is provided to each child. Our school vision statement is underpinned by the School Excellence Framework, and is inclusive of school-identified priorities which consider the Department of Education and Premier's Priorities.

Learning

Students are increasingly self-motivated learners who establish and articulate learning goals and their importance. Students strive to develop strong literacy and numeracy skills as well as the ability to learn, adapt and become responsible citizens as they progress through each stage of their academic, social, and emotional development.

Teaching

Teachers are committed to developing professional knowledge and practice to effectively support students in engaging, evidence-based learning opportunities. Teachers take shared responsibility for student improvement and work in partnership with families as active participants in their children's education.

Leading

The school works in partnership with students, parents, carers, and the wider school community to lead quality education and wellbeing programs that support all students in reaching their potential. The school fosters a shared responsibility for student engagement, learning, development and success.

School context

CONTEXT

Greenwell Point Public School has a long tradition of quality public education dating back 150 years. Our school is within the heart of the town, with views of the Shoalhaven River. Our current population consists of 116 students in five classes and 15 staff. Our students come from a variety of backgrounds and we experience high annual mobility. Our Family Occupation and Education Index (FOEI) is 115 and we receive equity funding for socio-economic background, Aboriginal background, English language proficiency and low-level adjustments for disability.

Our teaching staff are committed to delivering engaging and challenging learning opportunities based on evidence and best practice. We strive to provide our students with the knowledge, understanding, skills, and values to become active, informed and productive citizens.

Greenwell Point Public School provides an inclusive, supportive and caring environment that meets the needs of individual students. We work closely with a dedicated Parents and Citizens Association who are committed to improving the school for their children.

After a robust and rigorous analysis of data, reflection of our previous school plan, consultation with community and research into latest best practice, three focus areas have been identified for the 2021-2024 school planning period.

1. Student Growth and Attainment

The first area is in the achievement of school targets in literacy and numeracy. As staff continue to teach multiple grades and stages in each class, planning, programming, assessment and data use in teaching will continue as areas of attention. Continual monitoring of assessment data will determine areas of need and success at an individual and whole school level, particularly in reading and numeracy. Research informed practice, high impact teaching strategies and data analysis will be a focus. Professional learning will centre on the following areas: learning progression implementation; formative assessment to reinforce the learning intentions and success criteria; foundational and conceptual mathematics understandings; alignment of our internal assessment data to external data as well as Personalised Learning Plans for each child to promote growth and self-directed learning.

2. High Impact Teaching

Our teaching practices will provide a high expectations framework so all students develop their knowledge, understanding and skills and demonstrate consistent and ongoing academic growth. We will continue with existing practices for collaboration and programs including visible learning and formative assessment practices for consistency around goal setting, success criteria and learning intentions. Professional learning will centre on the following areas: differentiation; consistent teacher judgement; using *Centre for Education Statistics and Evaluation (CESE)* 'What Works Best' and Australian Institute for Teaching and School Leadership's effective feedback' to guide student-student, teacher-student, and teacher-teacher feedback; resources that support the Progressive Achievement Tests tests. Opportunities will be provided for staff to collaboratively design explicit and engaging learning sequences that embed formative and summative assessment practices as well as opportunities to deeply reflect on and evaluate the effectiveness of their teaching pedagogy through 'Spirals of Inquiry'.

3. Connect, Succeed, Thrive

Data from students 'Tell Them From Me' surveys and parent and community engagement surveys confirms there is significance in pursuing strong relationships with families and community to support high expectations of students. We will follow the family-school partnerships framework guide and self-assessment to focus on the communication, connecting, and building dimensions. We will work on strengthening home-school partnerships, the well-being, engagement and attendance of our students and ensure students have a voice in planning and decision making and planning. Innovative teaching practices and making use of our school setting through our Smiling Minds program and cultural programs will increase engagement, embed Aboriginal histories and cultures, and make learning relevant and contextual for students. A school-wide understanding of effective wellbeing practices and trauma-informed practice will support student belonging and create a culture of high expectations. School-wide procedures and policies will be revisited to reflect this. The Wellbeing Framework self-assessment tool will underpin our next steps.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise consistent growth for every child every year, in reading and numeracy, and to build strong foundations for academic success in all key learning areas, we will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Reading
- Numeracy

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$68,605.00

QTSS release: \$20,518.00

Socio-economic background: \$68,128.82

Literacy and numeracy: \$10,689.18

Aboriginal background: \$17,370.45

Summary of progress

In 2021, Data Driven practices were firmly embedded across the school context through fortnightly meetings with the instructional leader. All teachers were guided through the use of the 'Planning for Literacy and Numeracy Tool' Version 2 for effectively monitoring student progress. Additional Release from Face to Face (RFF) time was funded and utilised to work and plan for teaching and learning in a collaborative way. Whole school assessment tasks including the Progressive Achievement Tests online assessment tool, intervention teachers and stage planning days were all activities undertaken in 2021 to build teacher capacity around analysis of student data and the creation of assessment tasks consistent across stages. These activities led to teachers monitoring student growth and achievement across the school. Covid had a significant impact on this during the second half of the year however.

The Relational Mathematics program was implemented and will continue its second year of implementation in 2022 before being reviewed. A focus on the analysis of student data and reshaping teaching practice to match students need will continue to be a focus throughout the coming year. Teaching staff will continue the "Spirals of Inquiry" approach to all professional learning and to teaching practices.

In 2022 we will continue the same process of teachers being on release with the Assistant Principal Curriculum and Instruction teacher to ensure we are tracking student achievement and delivering instruction to students at point of need. We will continue to collect assessment data from a variety of sources and cross reference student assessment results to ensure accuracy and continuity of teaching and learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy increases from the baseline to lower-bound targets.	<p>The percentage of students achieving in the top 2 bands in Numeracy Year 3 was 21% and Year 5 was 12%.</p> <p>Total achievement in top 2 bands across the school in numeracy 16%. This is below our lower bound target for 2021.</p> <p>Teacher professional learning along with intensive and explicit teaching practices will remain a focus in this area. A review of the Relational Mathematics program will be undertaken in 2022 to ensure the program fits the school context and is targeting the focus areas.</p>

<p>The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Literacy increases from the baseline to lower-bound targets.</p>	<p>The percentage of students achieving in the top 2 bands in Reading in Year 3 was 42% and Year 5 was 21%.</p> <p>Total achievement in top 2 bands across the school in reading was 36%. This is above our lower bound targets.</p> <p>93% of Kindergarten students have achieved within Level 4 of Understanding texts sub-element of the Literacy Progressions. 7% were not assessed.</p>
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Strategic Direction 2: High Impact Teaching

Purpose

In order to achieve a culture of high expectations as the foundation for excellence, we will have continuous school improvement at the heart of what we do, what we teach, how we teach it, our school systems, and the implementation of the new curriculum.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High expectations and a culture of continuous growth

Resources allocated to this strategic direction

Socio-economic background: \$15,000.00

School support allocation (principal support): \$13,604.80

Professional learning: \$10,600.06

Location: \$3,179.58

Summary of progress

In 2021 every teacher used learning intentions/criteria across the school. Teachers report anecdotally there is an increase in expectations on student work and as a result an increased commitment to learning.

Teacher student conferences have developed and are valued by staff and students and occur termly.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All staff meet regularly with the Instructional Leader to build the capacity of teachers to deliver high-quality pedagogy through focused in-school professional learning.	<p>Learning Intentions and Success Criteria (LISC) are shared with students at the beginning of literacy and numeracy lessons.</p> <p>The LISC remain visible throughout lesson and are reflected on regularly.</p> <p>School wide processes and expectations for grading of students work against criteria and syllabus outcomes were developed and implemented.</p> <p>Students participant in conferencing opportunities to respond to teacher comments to modify and improve on their work.</p> <p>Every 5 weeks students achievement was updated on PLAN2 during conferencing sessions between the Classroom teacher (CT) and the Instructional Leader (IL). There has been a positive shift along the progressions for 100% of students in all focus areas for Numeracy, although growth is slower in some areas. These areas will remain a focus for 2022.</p> <p>Students now also participant in conferencing opportunities to respond to teacher comments to modify and improve on their work. It is planned to increase the formal conferencing sessions to 4 times per year for each student in 2022.</p>
By end of 2021 we will increase the percentage of students achieving at or above expected growth from a baseline in Reading.	<p>In 2021 the percentage of students achieving in the top 2 bands of NAPLAN increased to 36%. Our baseline target is 45.2%. This increase was due to explicit teaching practices and point of need targeted support. It is expected that the growth will continue into 2022, with the school becoming a Strategically Supported Target school.</p>

By end of 2021 we will increase the percentage of students achieving at or above expected growth from a baseline in Numeracy.

In 2021 the percentage of students achieving in the top 2 bands in NAPLAN was 16%. Our baseline target for end of 2022 is 29.6% . Intensive work will be required in 2022 and beyond to meet or exceed these targets. It is expected that growth will occur as the school will become a Strategically Supported Target school in 2022.

Strategic Direction 3: Connect, Succeed and Thrive

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole-school wellbeing processes that support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement

Resources allocated to this strategic direction

Low level adjustment for disability: \$46,378.57

Integration funding support: \$196,835.00

Per capita: \$27,116.84

English language proficiency: \$2,400.00

Summary of progress

A whole school approach to improving attendance and a more streamlined process of referring attendance issues to the Learning Support Team or supervisors has allowed for students falling behind 85% to be flagged and monitored by the school. A whole school attendance approach will continue in 2022 in consultation with the Home School Liaison officer.

Spirals of Inquiry professional learning undertaken by staff and initial data collected facilitated teachers to ensure that every student has two adults that they know they can trust as well as initiating a whole school approach to the wellbeing of all students K-6.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time from the baseline data for 2020.	Percentage of students attending greater than 90% steadily increased each term throughout 2021. Although targets were not met, actuals increased from 53.97% to 63.6% throughout 2021. Baseline targets will remain at 72.28% for 2022. It should be noted that target measures were negatively impacted by periods of home learning.
Decrease negative recorded behaviours and suspensions by a minimum of 10% from 2020 baseline data.	In 2020 the number of negative incidents recorded in Sentral wellbeing equated to a total of 40 incidents. There were zero suspensions. In 2021 there were 30 separate incidents recorded and 1 suspension.
Increase sense of belonging in students by 10%.	In 2021 we were unable to conduct the annual Tell Them From Me survey. This will be completed in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$196,835.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Greenwell Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: All identified students demonstrating progress towards their personalised learning and social goals. All plans were regularly updated and responsive to student learning needs and progress ensuring identified students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Regularly reviewing and monitoring the allocation of support to ensure funding is used to support student achievement against identified goals.</p>
<p>Socio-economic background</p> <p>\$83,128.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Greenwell Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • High expectations and a culture of continuous growth • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the Synthetic Phonics program implementation. • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Equitable support being available in all classrooms. Effective classroom practice - Data Skills and Use,</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise the funding resource to support executive release to co-implement the Covid Tutoring program and to provide Instructional leadership to all teachers K-6.</p>
<p>Aboriginal background</p> <p>\$17,370.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greenwell Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$17,370.45</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Increased achievement for Aboriginal students in Year 3 and 5 Literacy NAPLAN results.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current activities and incorporate Mathematics as a second focus area.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Greenwell Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: Additional support for students from an ESL background in Literacy and Numeracy.</p> <p>within each profile.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current approach.</p>
<p>Low level adjustment for disability</p> <p>\$46,378.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Greenwell Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: All classes having a SLSO to work with individual students and in a case management role within the classroom.</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention writing and reading program to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$46,378.57</p>	<p>After evaluation, the next steps to support our students with this funding will be: Continue with current practice.</p>
<p>Location</p> <p>\$3,179.58</p>	<p>The location funding allocation is provided to Greenwell Point Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations and a culture of continuous growth <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in: Additional support being made available to all classes via the employment of an additional Learning and Support Teacher..</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current practice.</p>
<p>Professional learning</p> <p>\$10,600.06</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Greenwell Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations and a culture of continuous growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release for collaborative practice. <p>TPL Synthetic Phonics</p> <p>The allocation of this funding has resulted in: Teachers planning with the Instructional Leader and all teachers K-2 being trained in Synthetic Phonics</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue releasing teachers to work with IL. Ensuring any new teachers are trained in Synthetic Phonics.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Greenwell Point Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations and a culture of continuous growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Releasing principal to work with classroom teachers by employing additional SASS to relieve administrative burden., <p>The allocation of this funding has resulted in: Principal being able to work alongside CT's as an additional Instructional Leader.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>Continue current practice.</p>
<p>Literacy and numeracy</p> <p>\$10,689.18</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Greenwell Point Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Classrooms being better resourced, additional support for teachers and students, additional release for data analysis.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this current practice into 2022.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Greenwell Point Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: IL being available to support all student and teachers K-6. Implementation of targeted professional learning around curriculum expertise and implementation of targeted programs to differentiate teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue this practice into 2022 and expand the focus areas into the teaching of numeracy.</p>
<p>QTSS release</p> <p>\$20,518.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Greenwell Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices

<p>QTSS release</p> <p>\$20,518.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: All teachers have differentiated programs with students having individual literacy and numeracy goals to support whole-class literacy and numeracy goals; Internal structures are in place to support regular instructional rounds, data collation and analysis and program planning for literacy and numeracy based on student need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current implementation plan</p>
<p>COVID ILSP</p> <p>\$80,630.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: The majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now include regular monitoring of students for COVID ILSP next year.</p>
<p>Per capita</p> <p>\$27,116.84</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Greenwell Point Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional support for students and teachers through employment of SLSO's. <p>The allocation of this funding has resulted in: Continued and point of need support for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue current practices into 2022.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	47	48	55	64
Girls	44	56	55	52

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.3	94.9	93.7	94.3
1	88.3	92.8	93.8	89.3
2	92.3	93.7	93.6	93.2
3	91.3	92.4	92.4	90.6
4	93	92.1	90.9	91.3
5	92.1	92.6	89.7	87.8
6	94.6	87.6	89.7	86.7
All Years	92.2	92.4	92.2	90.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	116,240
Revenue	1,643,133
Appropriation	1,630,922
Sale of Goods and Services	25
Grants and contributions	9,701
Investment income	82
Other revenue	2,404
Expenses	-1,615,735
Employee related	-1,478,154
Operating expenses	-137,581
Surplus / deficit for the year	27,399
Closing Balance	143,639

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.

	2021 SBAR Adjustments (\$)
Targeted Total	196,835
Equity Total	149,278
Equity - Aboriginal	17,370
Equity - Socio-economic	83,129
Equity - Language	2,400
Equity - Disability	46,379
Base Total	984,323
Base - Per Capita	27,117
Base - Location	3,180
Base - Other	954,027
Other Total	152,223
Grand Total	1,482,660

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.

Parent/caregiver, student, teacher satisfaction

Excerpts from parent surveys indicating the school has a high level of satisfaction among the wider community:

1. As a parent, it is hard to choose which school to entrust with your child's education. When Greenwell Point Public School became an option, I knew it was the right choice for us. Since then, the staff at GPPS have exceeded my already high expectations. Not only have my child's teacher and the support staff been approachable with outstanding communication, but they listened to my concerns when he was struggling to read. His teacher was great in helping me support him at home as well as encourage him at school. He has improved greatly with his reading and enjoys coming to school every day. I am very grateful to all the staff at Greenwell Point Public School for ensuring my child feels part of the school community and has a place to come where he feels safe, valued and known.
2. Greenwell Point Public School provides a small school environment with high quality educational outcomes for my two sons. The teachers are focused on ensuring children achieve their personal best and always engage in conversations about academic outcomes and well-being. The school strives to provide opportunities for students in many sporting and extra-curricular activities. There is a strong sense of community in the school and I always feel valued and welcomed at parental events.
3. My experience with Greenwell Point Public School as a parent has been nothing but exceptional. I have always felt welcomed and supported. My daughter is deaf and the trepidation I felt when she started her schooling was put at ease as she was supported beyond my expectations. Through regular meetings with staff her needs and support were implemented in the classroom and the staff were all trained about hearing loss and technologies which led to a total understanding of her needs in the classroom and socially. I was also required to discuss a social situation that involved my daughters, and this was dealt with openly, professionally and with support offered to myself and my daughters. In current years I have seen an outstanding change in the schools' direction of learning and the increase of community involvement. I have observed the change in attitude from the community towards the school to one where Greenwell Point Public School now being the desired school for in zone and out of zone enrollment. My satisfaction of Greenwell Point Public School is outstanding, and I cannot praise the staff enough for all that they do for my family. I feel very grateful that my daughters get to experience an educational setting that is student centered, holistic, supportive, and fun. Keep up the magnificent work.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.