

2022 Annual Report

Greenwell Point Public School



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Introduction

The Annual Report for 2022 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>

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

Socio-economic background: \$26,369.23

Early Action for Success (EaFS): \$63,000.00

QTSS release: \$21,517.99

English language proficiency: \$3,330.00

Location: \$3,418.00

AP Curriculum & Instruction: \$60,228.00

Professional learning: \$5,000.00

: \$0.00

Integration funding support: \$168,059.00

Literacy and numeracy intervention: \$5,000.00

Summary of progress

Throughout 2022 the school implemented various reading programs K-6 to enhance students skills in reading including vocabulary use and comprehension. Programs included Synthetic Phonics, Reciprocal Reading, Peer Assisted Reading Programs, Learning Support Reading Programs and student goal centered reading programs in order to meet lower bound targets. Student achievement was tracked and monitored using NAPLAN, PAT check in data, Check in Assessments, Plan 2 data and results indicated these programs were highly successful.

In Reading, the programs used were highly successful due to teacher engagement and commitment to ongoing reflection, teacher professional learning and the collaborative work undertaken with the Instructional Leader to support reading in the classroom. Collectively the staff explored resources to enhance both teacher and student understanding and how explicit teaching can be incorporated into classroom practice.

In Numeracy the school continued its implementation of the Relational Mathematics Program, and monitored student achievement using internal data, NAPLAN, and PAT check in assessment but experienced lower growth than anticipated. Key areas where students have experienced difficulty have been identified and further investigation into the root causes for low achievement are being investigated. These areas include teaching practices, professional learning and assessment techniques as well as external influences (COVID). Some barriers to accessing appropriate and identified professional learning for teachers existed however due to teacher shortages.

Whole school assessment tasks including the PAT online assessment tool, intervention teachers and stage planning days were all activities undertaken in 2022 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 however, had a significant impact on this during the year. The Relational Mathematics program is now under review, with plans to write a school based scope and sequence for learning, as part of the roll out of the new Mathematics syllabus.

A focus on the analysis of student data and reshaping teaching practices 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 2023 it is planned to build teacher capacity through continued and targetted professional learning, staff having access to additional release and planning opportunities, collegial and consistent teacher judgment opportunities, small schools network opportunities, additional time with the newly appointed Assistant Principal, Curriculum and Instruction, quality teaching rounds and immersion and implementation of the new syllabus documents and scope and sequences.

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
<p>The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading increases consistently with the school's annual lower and upper bound targets.</p> <p>% Students in Top 2 Bands Reading from a baseline of 40.7% (2019) to 45.2% (lower bound) by the completion of 2022.</p>	<p>In 2022 the school exceeded its upper bound targets in reading according to NAPLAN results.</p>
<p>The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy increases consistently with the school's annual lower and upper bound targets.</p> <p>% Students in Top 2 Bands Numeracy from a baseline 23.8% (2019) to 29.6% (lower bound) by the completion of 2022.</p>	<p>Whilst the school did not meet its lower bound target in numeracy NAPLAN 2022, results indicate a positive trend towards lower bound targets.</p>

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

Low level adjustment for disability: \$33,635.40

Integration funding support: \$50,000.00

Per capita: \$27,116.84

Summary of progress

All teachers undertook high impact professional learning in the CESE "What Works Best" documents with a focus on high expectations, explicit teaching and explicit feedback.

Consistent teacher judgement sessions planned with local smalls schools could not go ahead due to restrictions and will resume in 2023, as will collaboration on programming and resource use across the smalls school network. Learning Intentions and Success Criteria implementation was successful with every student in the school having visible goals in literacy and numeracy.

Staff developed consistent procedures for grading and marking of student work. Processes for giving feedback to students were trialed and conferencing days were established. This has had a strong and positive impact on student achievement and engagement with students verbalising their desire to continue conferencing with teachers on a regular basis in order to help steer and direct their 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
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. Teachers will achieve the 'Accomplished Practice level' as outlined in the Key practices for Instructional Collaboration Matrix in the domains of 'A narrative of collaborative expertise' and 'Expertise in diagnosis, intervention and evaluation'.	Regular meetings with the the Instructional Leader built the capacity of teachers to deliver high-quality pedagogy through focused in-school professional learning. Working alongside the APCI on a regular basis, and additional support from the Strategic Support team, increased teachers capacity to employ evidence based effective teaching strategies and employ the gradual release model to support individual student progress and achievement. Teachers regularly reflect on their practice and and have a clearer understanding of how to analyse their impact on student achievement. Teachers are now familiarised with the key Practices for 'Instructional Collaboration' using the matrix and have identified ways to move themselves from the domains of 'Commencing Practice' to 'Accomplished Practice'. This will be a focus area in 2023.
By end of 2022 we will increase the percentage of students achieving at or above expected growth from baseline system negotiated targets in Reading, increasing from 2021 levels and moving towards lower bound system negotiated	In 2022 the percentage of students achieving at or above the system negotiated targets in Reading was 50%. This was above the negotiated targets set.

targets.	
By end of 2022 we will increase the percentage of students achieving at or above expected growth from baseline system negotiated targets in Numeracy, increasing from 2021 levels and moving towards lower bound system negotiated targets.	In 2022 the percentage of students achieving at or above the system negotiated targets in Numeracy was 22.58%. Whilst the trend was positive, actuals were below the system negotiated targets.

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

Aboriginal background: \$26,284.00

Summary of progress

In 2021 the school embarked on setting the foundations of strong learning and support processes with an emphasis on Attendance and Wellbeing. Key initiatives in 2021 have been; Identifying a staff member that all students can turn to for advice and assistance (and who believes they will be a success). Weekly wellbeing programs - Smiling Minds.

All teachers participated in professional learning in roll-marking led by a highly-regarded, retired Home School Liaison Officer to ensure 100% roll completion, mandatory absence follow-up and explanation. An attendance strategy that was developed and adopted by the school. Next year in this initiative we will continue to implement whole-school attendance strategies, targeted whole-school programs to support student wellbeing and access to specialist support services through Our Mia Mia - the hub at Nowra East Public School.

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 to be at or above the lower bound system negotiated target of 91.1%	<p>Percentage of students attending > 90% of the time was 67%, this was the same as DoE Stage figures, above network percentages and above SSG percentages.</p> <p>The overall attendance rate was 91%, 0.02% above the state average.</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) was not available due to an inability to complete the surveys in 2021. It is envisioned this will take place in 2022.</p> <p>Expectations of learning and behaviour were continually reviewed and refined with all students, staff and community.</p> <p>Regular monitoring of behaviour exists, with lessons for explicit teaching developed. Behaviour and attendance plans continue to be refined.</p> <p>There was 1 recorded suspension for 2021.</p>
Decrease negative recorded behaviours and suspensions by a minimum of 5% determined by a two year baseline of incident reports as at year end 2021.	<p>Behaviour incidents continue to remain low at Greenwell Point Public School. Behaviour incidents increased however, there was an increase in incidents reported, being six more recorded incidents.</p>
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower	<p>Due to staff shortages the number of students and staff completing the survey did not yield sufficient data to determine if the school met their system negotiated targets.</p>

bound system-negotiated target of
89.6%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$218,059.00</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"> • High expectations and a culture of continuous growth • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around [course] • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All classes had additional support through the employment of an SLSO for every classroom. This allowed for targeted support at point of need to be administered to students. Teachers were given additional release to develop and write plans for students that had parental and caseworker input.</p> <p>After evaluation, the next steps to support our students will be: Continue with current practice in 2023.</p>
<p>Socio-economic background</p> <p>\$26,369.23</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"> • Data Driven Practices • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program name] to support student learning • employment of external providers to support students with additional learning needs • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level. • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Numeracy NAPLAN results achieving above state and statistically similar school groups (SSSG) Year 3 and 5 NAPLAN Reading above both state and SSSG Year 5 NAPLAN Numeracy above SSSG.</p> <p>After evaluation, the next steps to support our students will be: Utilise the newly appointed APC&I to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Greenwell Point Public School. Funds under</p>

<p>\$26,284.00</p>	<p>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>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"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: Continue to support Aboriginal families as per our activities due to the positive results we have achieved and maintained.</p>
<p>English language proficiency</p> <p>\$3,330.00</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"> • 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 delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$33,635.40</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>

<p>Low level adjustment for disability</p> <p>\$33,635.40</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 equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$3,418.00</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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Increased opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$5,000.00</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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$5,000.00	Personalised and targeted professional learning in the form of mentoring and co-teaching.
QTSS release \$21,517.99	<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>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 • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • 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 the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
COVID ILSP \$21,000.00	<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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals 86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p>

<p>COVID ILSP</p> <p>\$21,000.00</p>	<p>After evaluation, the next steps to support our students 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 involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</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"> • 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"> • Staff have been employed to relieve staff to promote collaboration in stage based groups <p>The allocation of this funding has resulted in the following impact: Funding has enabled further collaboration and through this collaboration staff have increased capacity and been able to ensure that consistent, high quality teaching and learning is leading to better outcomes for students in class.</p> <p>After evaluation, the next steps to support our students will be: Continue the use of per capita funding to improve teaching and learning.</p>
<p>AP Curriculum & Instruction</p> <p>\$60,228.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • As the recruitment process has been challenging, the funding was used to use current staff to ensure that curriculum implementation and quality instruction has been enhanced at Greenwell Point Public School <p>The allocation of this funding has resulted in the following impact: Improved collaboration, curriculum implementation, support for staff in teaching and learning so that improved learning can be enhanced</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure the Assistant Principal Curriculum & Instruction supports quality implementation of curriculum throughout the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	48	55	64	59
Girls	56	55	52	48

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	93.7	94.3	80.8
1	92.8	93.8	89.3	85.1
2	93.7	93.6	93.2	80.4
3	92.4	92.4	90.6	83.4
4	92.1	90.9	91.3	81.4
5	92.6	89.7	87.8	81.4
6	87.6	89.7	86.7	77.6
All Years	92.4	92.2	90.4	81.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Assistant Principal(s)	1.4
Classroom Teacher(s)	3.6
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	91,010
Revenue	1,614,741
Appropriation	1,585,757
Grants and contributions	28,257
Investment income	727
Expenses	-1,652,608
Employee related	-1,475,039
Operating expenses	-177,569
Surplus / deficit for the year	-37,867
Closing Balance	53,143

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.

	2022 SBAR Adjustments (\$)
Targeted Total	161,246
Equity Total	172,134
Equity - Aboriginal	26,284
Equity - Socio-economic	91,834
Equity - Language	3,330
Equity - Disability	50,686
Base Total	1,031,736
Base - Per Capita	29,311
Base - Location	3,418
Base - Other	999,007
Other Total	119,468
Grand Total	1,484,584

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

Teachers:

As a staff we achieved a lot in 2022. We worked together to build consistency across all stages by ensuring Learning Intentions and success criteria were present during all lessons with emphasis on reading comprehension. We ensured programming and pedagogy were effective and streamlined encompassing evidence based strategies as outlined by the what works best document and other well evidenced strategies such as, the gradual release of responsibility model.

Teachers were afforded opportunities to work shoulder to shoulder with the school's APCI to refine reading instruction in the early years to ensure early reading success across K-2.

Overall teachers were happy with the level of support, structures and systems in place for the smooth running of the school and development of collegiality between staff.

Parents:

There were many initiatives and programs provided for students to build school community such as, the colour fun run, sporting schools workshops, wonderful school assemblies and many mufti days and fundraisers. Our children thrived this year in a school where they felt valued, safe and heard. Parents indicated they love how seriously and timely staff sort out any issues as they arise.

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.