School context statement
Greenwell Point Public School is situated in a small village on the south coast. Tourism is the main attraction to the area. The school consists of children from the immediate village and others travel from neighbouring communities. The Community Socio-Educational Advantage Index is below the average and means the school attracts additional funding.

A supportive group of parents and community members provide the additional support to complete such jobs as the running of the school canteen, classroom support and library maintenance. These highly valued people also regularly raise funds for the school and are very positive in their praise of the children.

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43</td>
<td>36</td>
<td>36</td>
<td>29</td>
<td>26</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>22</td>
<td>24</td>
<td>25</td>
<td>28</td>
<td>30</td>
<td>32</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>96.0</td>
<td>94.0</td>
<td>92.1</td>
<td>88.8</td>
<td>94.3</td>
<td>95.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>96.0</td>
<td>94.3</td>
<td>90.9</td>
<td>91.7</td>
<td>88.7</td>
<td>91.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>93.9</td>
<td>97.2</td>
<td>96.8</td>
<td>85.1</td>
<td>90.7</td>
<td>91.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>94.8</td>
<td>94.3</td>
<td>96.7</td>
<td>90.2</td>
<td>87.6</td>
<td>95.2</td>
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</tr>
<tr>
<td>2013</td>
<td>89.5</td>
<td>95.4</td>
<td>91.6</td>
<td>na</td>
<td>91.6</td>
<td>88.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>91.0</td>
<td>91.2</td>
<td>88.9</td>
<td>90.8</td>
<td>91.0</td>
<td>86.6</td>
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<td></td>
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</table>

Total: 93.8, 93.8, 92.2, 88.7, 90.5, 91.8

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>94.7</td>
<td>94.7</td>
<td>93.4</td>
<td>95.0</td>
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<td>93.9</td>
<td>94.5</td>
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</tr>
<tr>
<td>2</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>3</td>
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<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>95.0</td>
</tr>
<tr>
<td>4</td>
<td>94</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
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<tr>
<td>5</td>
<td>94</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Total: 92.1, 94.4, 94.3, 94.2, 94.7, 94.8

Although there has been a slight improvement attendance is still of concern. Positive steps have been taken to encourage daily attendance and to avoid taking family holidays during term.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>4.768</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Aboriginal composition of the school workforce is nil.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All teaching staff has participated in professional learning this year. Mrs Bowman and Mrs Spelta have regularly attended L3 training and school based curriculum and mandatory training. Mrs Bowman has been trained in the use of Best Start assessment. Mr Wilkinson has attended training in the use of technology specialising in Ipads. Mrs Murphy attended leadership and administration training. Mrs Spelta and Mrs Murphy have completed the training for planning the strategic directions for the next 3 years. Mrs Miller and Mrs Murphy have attended a Strategic Financial management course to explain the Resource Allocation Model (RAM). Mrs Baker has completed training as a Reading Recovery teacher. School staff has participated in No Gaps No Excuses and Anaphylaxis e-learning training during the year.

There are no permanent beginning teachers at the school.
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2014
Income $205,079.74
Balance brought forward 53,523.70
Global funds 65,390.42
Tied funds 67,548.25
School & community sources 15,105.25
Interest 1,982.92
Trust receipts 1529.20
Canteen 0.00
Total income 205,079.74

Expenditure
Teaching & learning
Key learning areas 11,989.59
Excursions 4,701.00
Extracurricular dissections 7,011.81
Library 1,431.75
Training & development 8,234.62
Tied funds 59,840.52
Casual relief teachers 20,186.24
Administration & office 22,831.22
School-operated canteen 0.00
Utilities 12,741.10
Maintenance 7,272.58
Trust accounts 1,529.20
Capital programs 0.00
Total expenditure 157,769.63
Balance carried forward 47,310.11

The school retains funds to pay casual wages and expenses for the completion of the school year.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance

Creative Arts

A successful art show and performance by the students was held in conjunction with the Oyster Festival. The art work, singing and dance display was well received by parents and visitors alike.

The children were inspired by the visit of the Illawarra South East Regional musical ensemble. A first hand opportunity for the students to see, hear and interact with a band was gained through an excellent performance.

Sports

Students in Years 2-6 attended an intensive swimming scheme with improved results for every child over the 2 week period. Swimming continued to be the chosen sport for the Years 3-6, after the scheme had been completed.

Students participated in the Small Schools Athletic, Cross Country and Swimming Carnival with pleasing results for individuals. Results for these events are always pleasing because we only have a small cohort of children. We have a few students who represented the school at the District Carnivals.
The Active After Schools Program provided a significant after school activity in association with Greenwell Point Bowling Club. Students were invited to attend one afternoon a week to be given instructions on how to bowl using specially purchased smaller bowling balls. Attendance was high each week and the children gained valuable hand eye coordination skills.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

**Year 3 NAPLAN Writing**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>393.1</td>
<td>366.5</td>
<td>416.3</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>0</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>10.0</td>
<td>10.0</td>
<td>0.0</td>
<td>50.0</td>
<td>10.0</td>
<td>20.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>7.7</td>
<td>3.1</td>
<td>7.7</td>
<td>35.9</td>
<td>18.0</td>
<td>7.7</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>13.8</td>
<td>18.1</td>
<td>20.4</td>
<td>23.6</td>
<td>13.1</td>
<td>11.0</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.1</td>
<td>9.9</td>
<td>15.3</td>
<td>22.6</td>
<td>18.5</td>
<td>27.6</td>
</tr>
</tbody>
</table>

**Year 3 NAPLAN Spelling**

<table>
<thead>
<tr>
<th>Average score, 2014</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>391.3</td>
<td>371.2</td>
<td>418.8</td>
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**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>20.0</td>
<td>20.0</td>
<td>30.0</td>
<td>20.0</td>
<td>10.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>12.5</td>
<td>12.5</td>
<td>17.5</td>
<td>27.5</td>
<td>17.5</td>
<td>12.5</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>9.7</td>
<td>22.6</td>
<td>17.7</td>
<td>22.1</td>
<td>17.1</td>
<td>10.7</td>
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<td>State DEC % in Bands 2014</td>
<td>4.2</td>
<td>12.6</td>
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<td>22.5</td>
<td>23.4</td>
<td>25.2</td>
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**Year 3 NAPLAN Grammar and Punctuation**

<table>
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<th>Average score, 2014</th>
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<th>SSG</th>
<th>State DEC</th>
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<tbody>
<tr>
<td></td>
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<td>366.0</td>
<td>427.1</td>
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**Skill Band Distribution**

<table>
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<tr>
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<th>6</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
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<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>10.0</td>
<td>30.0</td>
<td>30.0</td>
<td>20.0</td>
<td>10.0</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>12.5</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
<td>22.5</td>
<td>5.0</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>11.2</td>
<td>14.7</td>
<td>25.9</td>
<td>22.3</td>
<td>15.7</td>
<td>10.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.7</td>
<td>8.3</td>
<td>15.3</td>
<td>21.1</td>
<td>20.9</td>
<td>29.7</td>
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**NAPLAN Year 3 - Numeracy**

**Year 3 NAPLAN Numeracy**

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<th>State DEC</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>404.8</td>
<td>356.7</td>
<td>401.6</td>
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**Skill Band Distribution**

<table>
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<th>Band</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>20.0</td>
<td>0.0</td>
<td>60.0</td>
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<td>School Average 2010-2014</td>
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<td>11.1</td>
<td>13.9</td>
<td>41.7</td>
<td>22.2</td>
<td>5.6</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>9.1</td>
<td>23.5</td>
<td>25.5</td>
<td>24.2</td>
<td>12.3</td>
<td>5.3</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>4.1</td>
<td>12.6</td>
<td>20.7</td>
<td>23.2</td>
<td>23.0</td>
<td>16.4</td>
</tr>
</tbody>
</table>
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 NAPLAN Reading

Average score, 2014
School  SSG  State DEC
421.4  448.8  497.3

Skill Band Distribution
Band  3  4  5  6  7  8
Number in Bands 1  1  1  0  0  0
Percentage in Bands 33.3  33.3  0.0  33.3  0.0  0.0
School Average 2010-2014 25.9  25.9  25.9  7.4  11.1  3.7
SSG % in Bands 2014 16.5  23.2  27.6  20.0  8.0  4.7
State DEC % in Bands 2014 6.8  14.3  22.1  24.7  16.7  15.4

Year 5 NAPLAN Spelling

Average score, 2014
School  SSG  State DEC
425.8  457.6  502.7

Skill Band Distribution
Band  3  4  5  6  7  8
Number in Bands 1  0  1  1  0  0
Percentage in Bands 33.3  0.0  33.3  0.0  0.0  0.0
School Average 2010-2014 10.7  17.9  25.0  25.0  7.1  14.3
SSG % in Bands 2014 13.8  17.2  25.5  23.9  16.0  3.6
State DEC % in Bands 2014 6.3  9.0  19.0  24.6  26.5  14.5

Year 5 NAPLAN Writing

Average score, 2014
School  SSG  State DEC
398.8  422.0  467.1

Skill Band Distribution
Band  3  4  5  6  7  8
Number in Bands 1  1  1  0  0  0
Percentage in Bands 33.3  33.3  33.3  0.0  0.0  0.0
School Average 2011-2014 14.3  28.6  38.1  9.5  9.5  0.0
SSG % in Bands 2014 23.2  18.7  38.7  15.3  9.5  0.0
State DEC % in Bands 2014 9.8  11.2  37.2  26.1  10.7  4.9

Year 5 NAPLAN Spelling

Average score, 2014
School  SSG  State DEC
425.8  457.6  502.7

Skill Band Distribution
Band  3  4  5  6  7  8
Number in Bands 1  0  1  1  0  0
Percentage in Bands 33.3  0.0  33.3  33.3  0.0  0.0
School Average 2010-2014 10.7  17.9  25.0  25.0  7.1  14.3
SSG % in Bands 2014 13.8  17.2  25.5  23.9  16.0  3.6
State DEC % in Bands 2014 6.3  9.0  19.0  24.6  26.5  14.5

Year 5 NAPLAN Grammar and Punctuation

Average score, 2014
School  SSG  State DEC
420.6  447.5  504.7

Skill Band Distribution
Band  3  4  5  6  7  8
Number in Bands 1  1  0  1  0  0
Percentage in Bands 33.3  33.3  0.0  33.3  0.0  0.0
School Average 2010-2014 17.9  39.3  14.3  10.7  17.9  0.0
SSG % in Bands 2014 16.9  23.3  23.7  19.3  11.0  5.9
State DEC % in Bands 2014 7.1  12.5  18.4  20.8  20.2  21.0

NAPLAN Year 5 – Numeracy

Year 5 NAPLAN Numeracy

Average score, 2014
School  SSG  State DEC
451.4  441.2  488.5

Skill Band Distribution
Band  3  4  5  6  7  8
Number in Bands 0  2  0  0  1  0
Percentage in Bands 0.0  66.7  0.0  0.0  33.3  0.0
School Average 2010-2014 7.4  33.3  29.6  22.2  7.4  0.0
SSG % in Bands 2014 15.3  26.4  30.3  20.4  5.2  2.4
State DEC % in Bands 2014 6.4  15.7  23.5  27.8  13.5  13.0
Other achievements

L3 has continued to be a priority in the school supporting reading and grammar. As indicated by the results 50% of children were reading at or above level 14. The graphs show the progression throughout the year.

L3 has had a significant impact on our students reading results over the year. Stage 1 (Year 1) results have not been displayed because every student commenced at level 21 plus. This excellent result can be attributed to the cohort of students, teacher and the program for 2013. Year 2 students had not previously been involved in the program until 2014 and the results below for semester 1 2014 show how quickly their reading results improved. The benchmark is to have 80% of Year 1 students reading level 18 and Year 2 reading level 22 by the end of the year.
Significant programs and initiatives – Policy and equity funding

Aboriginal education

There were 10 Aboriginal students at our school during 2014. We acknowledged their place in our community’s history through the Aboriginal perspectives in all Key Learning Areas.

The school is a member of the Dare to Lead project, which highlights aspects of Aboriginal Education.

The school has fostered very positive relationships with the parents of these children and maintains constant contact leading to positive outcomes.

During the year we had a visiting Aboriginal National Parks and Wildlife Ranger which enhanced the education all students receive about Aboriginal history, culture and the environment.

There has been significant improvement for school attendance through the supply of school lunches when other food was not available from home.

Although there have been improved outcomes for Aboriginal students at the school, the cohort is not big enough to report directly.

Multicultural education and anti-racism

Our school has an inclusive philosophy and believe, its student are fortunate to be educated in an environment that embraces students from all sectors of society.

Greenwell Point Public School addresses multicultural education by providing programs, activities and perspectives which develop the knowledge, skills and attitudes that value diversity and tolerance. Units such as Global Connections, Gold, Identity and Values contribute to greater understanding and appreciation of culture and diversity.

Community activities such as the Art Show, school celebrations, Festival dinner and Oyster Festival provided community harmony.

The school does not have any parents who are from culturally and linguistically diverse backgrounds.
Learning and Support

The school has received additional Equity funding in line with the Local Schools, Local Decisions education reform. This funding has enabled the school to employ a teacher’s aide for 4 days a week. Additional funding was used to employ a speech pathologist to test students and to provide a program of work to be taught by the School Learning Support Officer.

The impact of this initiative was significant for the children and benefitted their ability to communicate and to express themselves.

Other significant initiatives

Technology

All classes have interactive whiteboards and the stage 1 and 2 class, is a connected classroom. The new technology that allows the staff and students to connect to anywhere in the world through video conferencing.

Laptops in the classroom make technology easier to share and to focus on teacher instructions. Classes used a combination of word processing, digital images and clip art to publish pieces of their writing to share across the school.

The school has wireless facilities making it easier for the children use the laptops and move away from a central point.

The school website is now a point of contact for all parents and a positive promotion of the school. Parents can readily access information pertaining to the school through the website, improving communication between home and school.

Leadership and Young Leaders Day

The Year 6 students travelled to Sydney to participate in the Young Leaders Day. The day is designed to give valuable knowledge about what it means to be a leader. The purpose is to enable the students to be more effective in their school, community and academic studies. The speakers talk about how the children need to plan their own lives and have aspirations for the future. They encouraged the students to set goals and to work towards achieving them.

At the commencement of the year there is also a leadership day organised with the local small schools. This day is organised in conjunction with Illawarra Educational Environmental Centre and provides a broader opportunity for the students to demonstrate leadership skills than in their normal setting.

Healthy Eating

During term 2 the students participated in the Jamie Oliver’s Food Revolution Day. They were divided into groups and then set about constructing healthy wraps. They were attempting to set a world record for healthy eating but instead enjoyed the outcome of producing a healthy product to eat.

The school canteen provides the children with a meal deal once a week based on healthy eating to encourage the children to eat sensibly and to make healthy choices.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Data analysis
- School self-evaluation
- Observation

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Increase levels of literacy achievement for all students in line with school targets. Innovative technology usage enhances learning in every classroom. Increased competency level will be demonstrated by students and staff. Strengthen teacher capacity to improve learning outcomes in reading and comprehension.

Evidence of achievement of outcomes in 2014:

- Literacy has become a priority area in all Key learning Areas,
- Teachers implement supportive strategies into the classroom practice for all students and
- Teachers use SMART to access teaching strategies to support low achieving students.

Strategies to achieve these outcomes in 2014:

- Implement programs to support teaching in line with DET initiatives in literacy including:
  * Best Start entry data,
  * Reading Recovery continuation and
  * L3 training continuation.
- SMART Data analysis to identify areas of weakness in Years 3 and 5, specific children at risk and teachers to analyse SMART data at staff meetings with principal.
- Reviewing comprehension K-6 using strategies in Focus On Reading.

School priority 2

Numeracy

Outcomes from 2012–2014

School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Numeracy. Teachers utilise Quality teaching Framework as key instrument to improve student outcomes. Innovative Technology usage enhances learning in every classroom. Increased competency levels will be demonstrated by staff and students.

Evidence of achievement of outcomes in 2014:

- Targeted groups show growth commensurate with school population,
- Teachers have implemented the new curriculum and
- Assessment practices are supporting learner diversity and engaging students in rich learning tasks and positive behavior.

Strategies to achieve these outcomes in 2014:

- Utilise the number continuum to assist in formulating learning plans and strategies to move students along the continuum
- Use EMSAD online testing in numeracy. Tests to be completed twice a year to determine need and to measure growth.
- Provide information afternoons for interested parents in ways to help their children mathematically at home.

School priority 3
Aboriginal Education

Outcomes from 2012–2014

All students and staff will understand, acknowledge and promote Aboriginal culture within the school and community through increased knowledge and awareness of cultural heritage and language.

Evidence of achievement of outcomes in 2014:

- Fostered relationships with Aboriginal families to support Aboriginal students,
- Improved understanding of Aboriginal culture,
- All students have personalised learning and show growth in literacy and numeracy.

Strategies to achieve these outcomes in 2014:

- Involvement of Aboriginal Elders in school programs.
- Facilitate Aboriginal students by identifying and contacting indigenous role models and networking with Aboriginal students from surrounding schools.
- Implement Regional Aboriginal Education and training strategy—Aboriginal Education is ‘Everyone’s Business.’
- Provide ongoing teacher professional learning to enhance literacy and numeracy best practice; provide every student with a Personalised Learning Plan; and to provide a focus on Aboriginal student engagement through professional learning using Quality teaching framework.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents/caregivers felt with the combination of home and school life, their children were succeeding. Others expressed that the school was doing a fantastic job, while others were content because their children were happy at the school. Using School Map Best Practice Statements parents also reported that they believed that the school was happy to have their child as a student; encouraged them to do their best; catered for their learning needs and continually found ways to improve what the school was doing for their child.

Students surveyed reported that school was a place they like to attend each day; 100% agreed that their teacher was fair to them; 82% felt that the things they learnt were important to them; most felt that they were proud of their work and that school was a place where they had a lot of fun; 79% strongly agreed that their teacher took an interest in helping them with their work while the remaining students mostly agreed.
Teachers expressed their pleasure with the increased positive behaviour of the students and the leadership of the older students towards the younger students. The school recorded no suspensions during the year compared to 18 the previous year. Teachers also reported the positive activities that the students participated in gave them the opportunity to display character building virtues we have been teaching throughout the school.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

The plan focuses on the longer-term priorities of Greenwell Point Public School, makes links to the NSW Department of Education and Communities and with national commitments. It is based on evidence and research and builds on analysis of what works at the local, state, national and international levels.

Greenwell Point Public School aims to provide the best possible start to the formal years of education for our learners. The approach takes into account the connected global environment, and the significance of family and community in a child’s education. It also recognises that we need to understand and adapt the ways in which we teach, guide, encourage and relate to our students within the context of our growing knowledge about how they develop, think and learn.

At Greenwell Point Public School we aim to provide more opportunities, greater choice and more personalised learning with the view to creating students that are better equipped with the skills and values to be life-long learners.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: