

Grays Point Public School

Annual Report



2017

GRAYS POINT
PUBLIC SCHOOL



3914

Introduction

The Annual Report for **2017** is provided to the community of **Grays Point Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Narelle Betts Smith

Principal

School contact details

Grays Point Public School

109 Angle Rd

Grays Point, 2232

www.grayspoint-p.schools.nsw.edu.au

grayspoint-p.school@det.nsw.edu.au

9524 3096

School background

School vision statement

The Grays Point Public School learning community is committed to working together to develop each child to their true potential in all areas of a contemporary curriculum. Students are nurtured in a supportive, respectful and technology-rich environment and are encouraged to strive for excellence as a life-long learner. Each child is encouraged to grow academically, creatively and socially as a unique individual, proud to be themselves and respect and accept others for who they are.

School context

Grays Point Public School has an enrolment of 390 students in 15 classes and is located in a unique bush setting in the Royal National Park. The school features beautiful playgrounds with space for students to run and play as well as tend our flourishing vegetable garden. Staff are experienced, dedicated and well supported by the community. The school enjoys a strong reputation for academic, cultural and sporting excellence within its local community and beyond. Innovation in technology is a key feature of our academic programs focusing on high-quality literacy and numeracy programs. Our campus is Wi-Fi enabled in every learning space and our students have access to school iPads, interactive televisions and interactive tools in every classroom.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

In the domain of Learning our significant improvements were a result of the focus on quality explicit teaching across the school. In the element of Learning Culture, our school continues to build our collective responsibility for student learning. Feedback from the students and community in the annual surveys provides evidence of the positive and respectful relationships and increasingly students taking more responsibility for their learning.

Our school is sustaining and growing in Wellbeing through a strong focus on a whole school balanced curriculum, well supported by the community. Ongoing professional learning in the Kids Matter Framework underpins the school's approach to cognitive, emotional, social and spiritual wellbeing. Students demonstrate care for self and others in a highly successful buddy and peer tutoring program. The work our students do with Bates Drive SSP students is highly regarded by both school communities. In 2018 the school will look to synthesize wellbeing in a comprehensive school policy to sustain our current practices and ensure there is an ongoing strategic planned approach. The school has a broad range of extra-curricular opportunities that support student development in academic, creative arts and sport. These activities are strongly aligned with the school vision and values.

Our ongoing improvement in Curriculum and Learning will be enhanced by whole school practices in Assessment and Reporting to align K to 6 processes for collecting and analysing Student Performance. By improving our understanding of assessment for learning, success criteria and student learning goals our school will aim to be excelling in Assessment and Reporting in 2018. To address the Student Performance Measures our school will continue to build on the L3 reading program, introduced to Kindergarten this year, into year 1 and 2 next year and a whole school approach to explicit teaching in Numeracy.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Overall the school is sustaining and growing in the elements of Teaching, with Data Skills and Use, identified as an area for improvement. Through ongoing collaborative practices and a whole approach to using data to inform teaching and learning, our goal will be for all teachers to incorporate data analysis in their planning and have a central system for

collating and recording results on a regular basis. In 2018 all NSW teachers will be required to map their performance using the Professional Standards for teachers. Our school currently aligns all the PDP process and professional learning with the standards. A goal will be to ensure all teachers understand the maintenance of accreditation procedures and to support teachers seeking accreditation at higher levels or aspiring to leadership roles. The leadership team has combined with other schools in a Community of Practice for *growth coaching* professional learning to ensure the ongoing development of all staff.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

In the domain of Leading the school is sustaining and growing and our goal will be to excel in all elements of Leading. In the element of Leadership. The school leadership team supports a culture of high expectations and community engagement is very high across the school. The school actively seeks feedback to evaluate our progress via surveys of students, staff and parents. Increasingly the school social media page provides an accessible avenue for engagement. This year all staff have embraced leadership roles across the school. The shared responsibility for leading and learning has helped establish strong collegial bonds with teachers routinely mentoring others who have taken on new opportunities. The school currently has productive relationships with universities, communities and local business and the community and school have a shared vision for the future. The increasing support of local business is enabling the school to introduce new initiatives and further develop the innovative technology programs throughout the school. Our alliances with business and other agencies increases funds and brings specialist expertise to support student and teacher learning. As we move into the next school planning period the school will engage the community through collaboration sessions, evaluation feedback and "Friday focus group forums" to develop the new school plan.

School resources are strategically manage to gain efficiencies and ensure all students and staff have equitable accessto resources and to improve student learning outcomes. This is evident is these of QTSS funds to improve teacher practice throughout the school.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Build a dynamic educational culture

Purpose

To improve student learning experiences and raise educational outcomes through a dynamic education culture built upon explicit teaching, high expectations and authentic technology integration.

Overall summary of progress

The progress toward building and sustaining dynamic educational culture is evident in the improved collaborative practices between staff and the whole school approach to assessment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of Year 5 students achieve at or above expected growth in NAPLAN writing from year 3 to 5 80% of Year 5 students achieve at or above expected growth in NAPLAN spelling from year 3 to 5 8% increase in numbers of students achieving the top two bands in reading and numeracy. Tell Them From Me and Australian Child Wellbeing Project data identify our students feeling optimistic about their future and nurtured at school maintaining 85% agree or above	Literacy / Numeracy • Quality Teaching, Successful Students (QTSS) (\$15 000.00)	NAPLAN analysis of year 5 students of students showed 74.1% achieved greater than or equal to expected growth in Writing and 63.8% achieved greater than or expected growth in spelling. The percentage of Year 3 and Year 5 students achieving the top 2 bands in Reading remains above state average and the percentage achieving the top 2 bands in Numeracy increased by 12% for Year 3 and 18% for Year 5.

Next Steps

The next steps will be to ensure new teachers are inducted into a culture of collaboration and high expectations. Collaborative planning of teaching programs will drive engaging and challenging pedagogy and enable teachers to share expertise and build capacity of all staff. The school focus will be to increase the proportion of students achieving the top two bands in reading and numeracy through teacher professional learning targeting systematic and explicit teaching of language and literacy.

A planned approach to well-being and engagement to ensure optimum conditions for student learning across the whole school to increase the proportion of students in year 4, 5 and 6 report in the Tell Them From Surveys they have; a strong sense of belonging, are interested and motivated to learn and have high level skills and high level challenges in learning.

Student focus groups will be able to communicate their ideas, participate in planning and initiate projects to promote student engagement and collaborative relationships.

Strategic Direction 2

Enhance teacher and leadership capacity

Purpose

To enhance the capacity of staff through professional learning and actively engage with the Australian Professional Teaching Standards and the NSW Performance and Development Framework resulting in improved outcomes for students.

Overall summary of progress

The school progress toward developing teacher and leadership capacity was evident in 2 teachers being accredited at Proficient and another maintaining their accreditation over 5 years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers participating in classroom observations to meet the performance and development framework and feedback notes provided to staff.	\$2000	100% of staff achieved their professional learning goals. All staff engaged in PL to further develop their understanding of the teaching standards. All future PI will be aligned with the teaching standards.
Tell Them From Me staff survey increase from 6.6/10 to 9/10 for leadership practice qualities.		Leadership practices across the school continues to require further development.
Tell Them From Me staff survey of engagement in professional learning to meet accreditation from 54% to 100%.		

Next Steps

Improving the effectiveness of all school members will create a culture of shared accountability and organisational best practice. A growth coaching model will be used to support all teaching and administration staff in developing Professional Development Plans that build capacity and a culture of high expectations of all staff. Feedback on performance will be sought from all sectors of the school community.

There will be explicit systems in place for feedback to sustain quality teaching practice and to report on whole school teaching effectiveness.

Strategic Direction 3

Promote community connections

Purpose

To build strong connections with our learning community including our parents, local schools, local and global partners to raise the outcomes for our students.

Overall summary of progress

A new School Principal and a new Stage 3 Assistant Principal were appointed in term 2 2017. At the end of 2017 another Assistant Principal retired alongside two other staff members. As a result there has been a significant change in staff. In 2018 the new leadership team will build upon the current high standards of the school and ensure new staff are well supported.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data on student reporting and homework to inform planning and future directions.	Online survey Class teacher records	Increase in the number of parents engaging in classroom and supporting school programs. Only 52 parents responded to the end of year survey from 82 the previous year. This is in line with less parents reading the newsletter.
Well-adjusted, resilient students as proven in the TTFM Wellbeing survey maintaining 97% of senior students having positive relationships in school and increase from 94% to 98% senior students reporting positive behaviour.	Tell Them From Me surveys	88% of students have positive relationships with peers, the NSW govt mean is 85%. TTFM student wellbeing survey shows maintenance 97% of senior students have positive school relationships.
Continuation and increase in the number of parents engaging in the classroom and supporting school programs by 15%.	Class teacher records Tell Them Me Survey	The number of volunteers supporting classroom lessons has remained steady however less parents and carers are offering to help out at large community events.

Next Steps

Our next steps will be to engage the community as Partners in Learning to build a culture of shared understanding of learning and high expectations. The focus includes improved communications, parent forums, responsiveness to feedback and community events. A series of open parent / carer forums to support parent and carer understanding of classroom practice, learning expectations and school improvement measures.

A broader, more inclusive approach to school communication. A more effective communication system will include contributions by more staff, students and community volunteer groups.

The leadership team will be responsible for building a professional learning community which is focused on continuous improvement with clear focus on student progress and high quality service delivery.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2619	The Aboriginal Students at Grays Point were supported by Individual Learning Plans. One student was recognized for achievements at school at the Deadly Kids Awards.
Low level adjustment for disability	\$60 000 A Learning and Support teacher is employed 3 days per week.	Assessments show growth in reading and writing for students with intervention support with the Learning and Support teacher
Quality Teaching, Successful Students (QTSS)	\$30 675 was used to employ a teacher 3 days per week to support classroom teachers in the Professional Development Plans and classroom observations.	QTSS funding enabled the school to focus on the professional development of teachers particularly in the area of Digital Technologies

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	187	200	202	202
Girls	196	194	201	197

Enrolments remain steady, the future forecast is for 15 classes in 2018 and 2019.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	96.8	95.3	96.6
1	96.1	95.2	95.5	95.3
2	97.3	96.3	94.1	96.2
3	96.7	95.7	95.2	95.3
4	95.3	96	95.1	95.4
5	95.7	95.2	96.5	95.4
6	95.1	96.2	95.3	94.8
All Years	96.1	95.9	95.3	95.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

The attendance rates at Grays Point continue to remain above state average. Families are asked to explain non –attendance within 24 hours. If a reason is not received within a week reminder letters are sent to families to explain absence

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.67
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.07
Other Positions	0

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	88
Postgraduate degree	12

Professional learning and teacher accreditation

During 2017 two graduate teachers were accredited at Proficient Teacher against the Australian Teaching Standards. A third teacher has recorded 100 hours of professional learning and submitted evidence to move into the second 5 year maintenance period. At the end of 2017 all teachers undertook Professional Learning to further enhance their understanding of the Professional standards for teachers, ready for the 2018 when teachers in the service before 2004 must also be accredited at Proficient and begin the 5 year maintenance of accreditation.

Professional Learning throughout the year supported implementation of the school plan. Staff engaged in collegiate learning circles to share strategies for formative feedback to students. While strategies vary from class to class there is a whole school commitment to the value formative feedback has in improving student learning outcomes. All teachers engaged in Professional Learning in the teaching of Writing. A whole approach based on teaching strategies from Big Write and stage based assessment tasks led to a measured improved in sentence structure and the use of descriptive language.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	121,204
Revenue	3,217,534
Appropriation	2,867,899
Sale of Goods and Services	2,815
Grants and Contributions	342,792
Gain and Loss	0
Other Revenue	0
Investment Income	4,028
Expenses	-3,181,972
Recurrent Expenses	-3,181,972
Employee Related	-2,712,982
Operating Expenses	-468,990
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	35,562
Balance Carried Forward	156,766

In 2017 the school moved to full use of LMBR finance. It is acknowledged that some process errors may have been made during this training period. At this point is it not possible to comment on any discrepancies until the end of the 2018 year.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,585,726
Base Per Capita	61,589
Base Location	0
Other Base	2,524,137
Equity Total	118,289
Equity Aboriginal	2,619
Equity Socio economic	7,095
Equity Language	20,620
Equity Disability	87,956
Targeted Total	57,459
Other Total	64,945
Grand Total	2,826,418

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

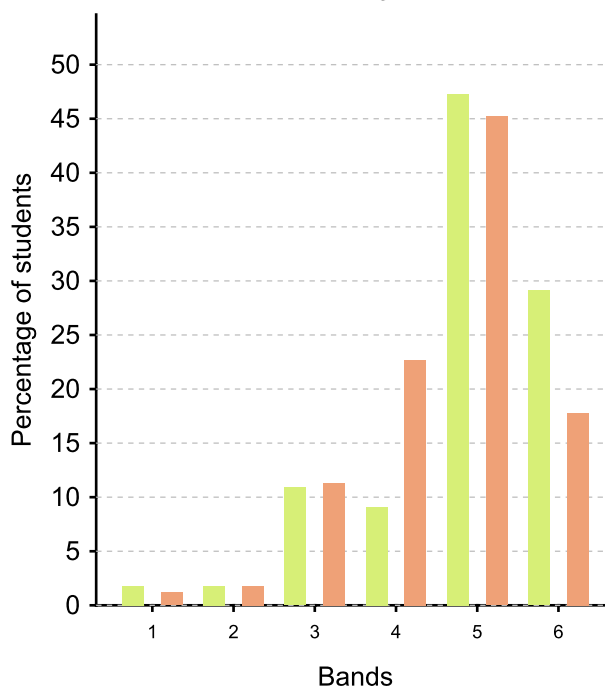
NAPLAN

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.

Naplan – Literacy results for students in both year 3 and year 5 show the school performance above state average in all areas. Significantly 76% of year 3 students achieved the top 2 bands in Writing compared to 53% State average and 33% of Year 5 compared to 18% state average. Another significant strength was performance in Grammar and Punctuation with 75% of year 3 and 49% of year 5 achieving the top 2 bands both year levels were 13% above state average.

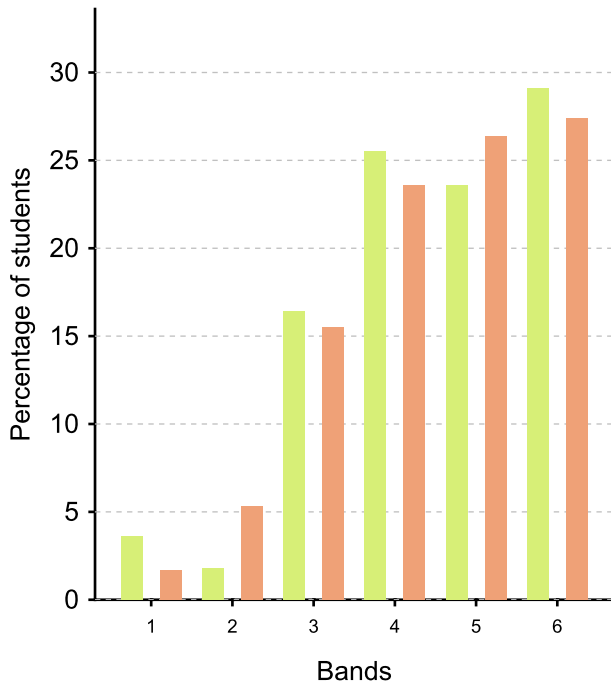
Percentage in bands:

Year 3 Writing

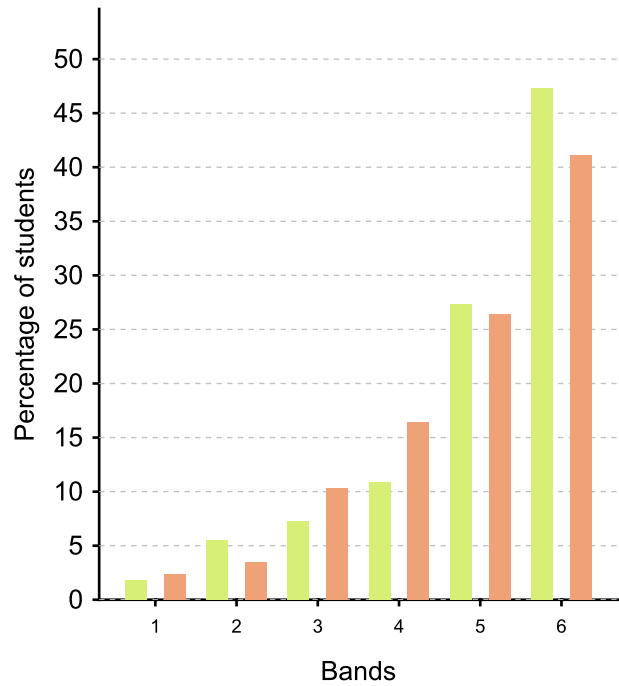


- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 3 Spelling



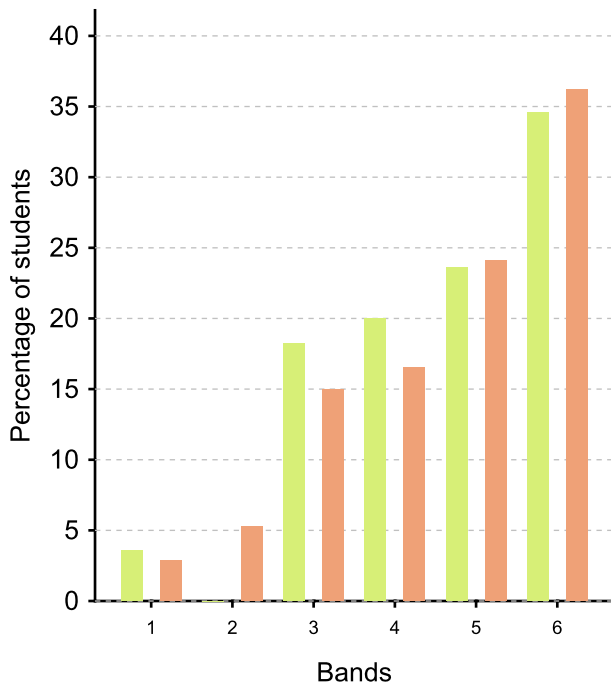
Percentage in bands:
Year 3 Grammar & Punctuation



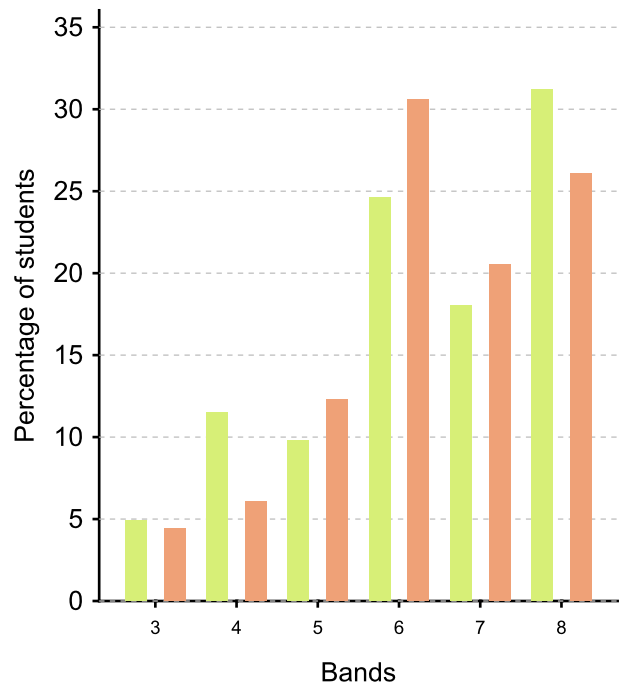
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



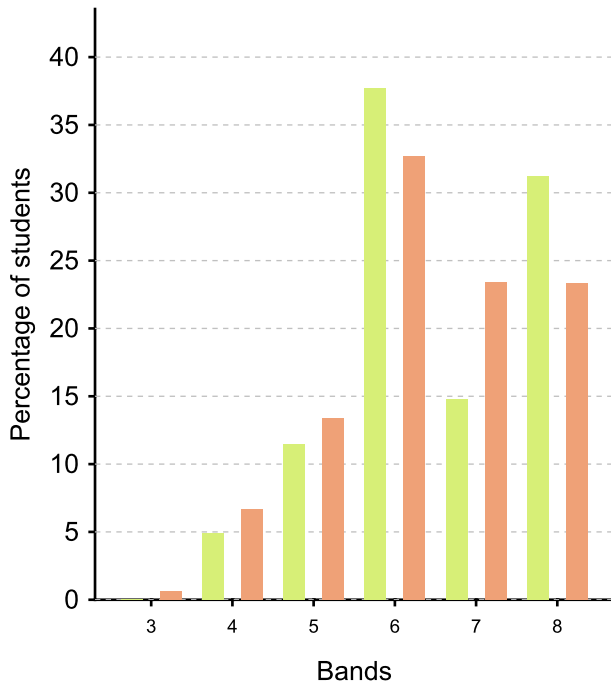
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

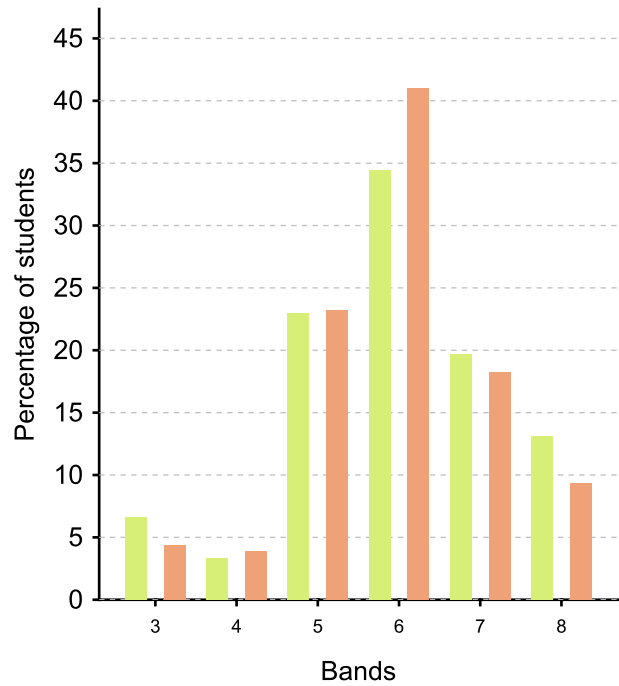
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



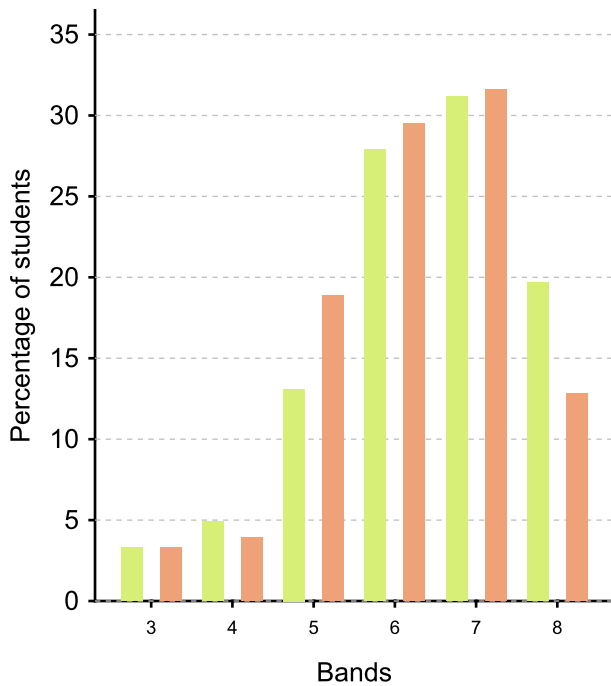
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

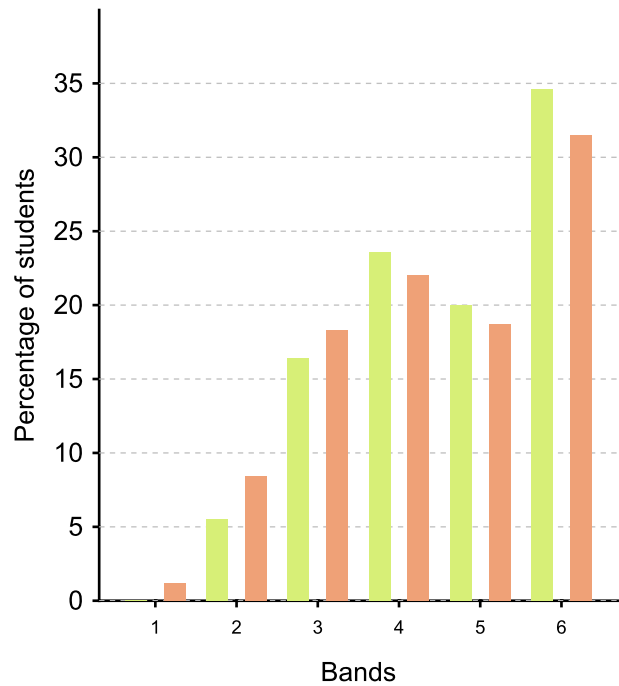
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

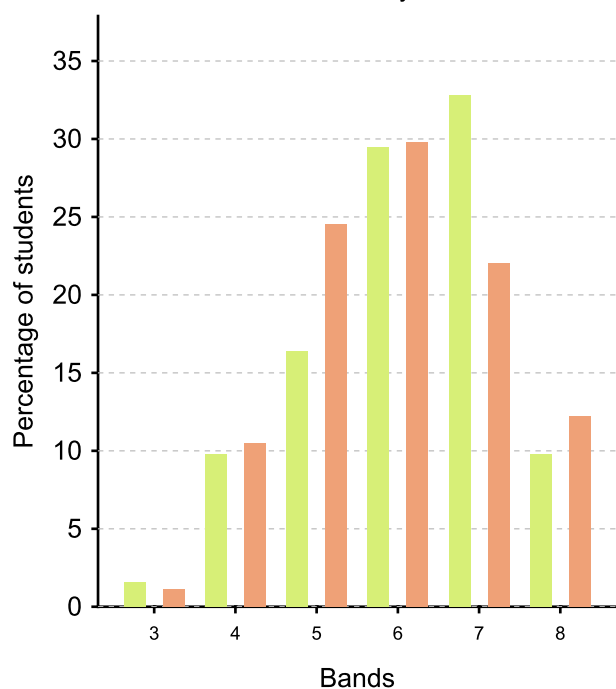
The school performed more than 10% above state average in Numeracy for both Year 3 and Year 5 cohorts., with 55% of year 3 students and 43% of year 5 students achieving in the top 2 bands.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. The Reading and Numeracy results for both Year 3 and Year 5 students achieving in the top 2 bands increased significantly.

Parent/caregiver, student, teacher satisfaction

52 parents responded to the Tell Them From Me survey. On the 10 point Likert-format a 10 is strongly agree and 0 indicates strong disagreement. School priorities include, Parents Feel Welcome, Communication, High Expectations and Parents as Partners in learning.

In the Parents Feel Welcome domain; *I can speak easily with my child teacher* scored 8.2, *I feel welcome* scored 7.6. In the Parents are Informed domain; 80% of parents talked with a teacher two or more times about their child's learning. In the domain of School Supports Learning; *Teacher have high expectations* scored 7.3., *Teachers show an interest in my child's learning.* scored 7.5. and *Teachers show an interest in my child's learning.* scored 7.8. All results were above NSW Govt norm. An area to improve is Parents as Partners in Learning; In this area the responses to *Does someone in your family...? . Discuss how well*

your child is doing in his or her classes., scored 4.8 . *Talk about how important schoolwork is,* scored 4.7. *Ask about any challenges your child might have at school.* scored 5.1 These responses were below the NSW Govt norm.

The teacher satisfaction survey indicated the school priorities of collaboration, positive learning culture, data informs practice and the innovative use of technology all scored well above the NSW govt norm. The results are indicative of the strong collaboration between teachers and the priority to improving student learning outcomes.

Student survey responses also indicated strong levels of satisfaction. Significantly 88% of students indicated they have *positive relationships* and 96% *value schooling*, however only 52% had a *positive attitude toward homework*. The school prioritises well-being and the social-emotional outcomes reflected this. 92% of students have a *positive behaviour at school*, well above the government norm of 83%.

Information in the 2017 surveys will inform the School Plan for 2018–2020.

Policy requirements

Aboriginal education

The study of Aboriginal Education is integrated into all year levels primarily through the Key learning Areas of English, History, Geography, Music and Art. All school assemblies and special events begin with the Acknowledgement of Country. Our school is fortunate to be on the boundary of the Royal National Park, home to the Dharawal people, our students sing a verse of the National Anthem in Dharawal language to pay our respects to Aboriginal people. In 2017 Grays Point students established a Indigenous garden, with plants native to the local area, a dedicated Acknowledgement of Country sign and a permanent home to raise the Aboriginal flag each day.

Multicultural and anti-racism education

Gray Point school has an Anti –racism officer who leads teaching and learning in multi-cultural education. Our school is proud to be an inclusive school. Through the study of Human Society and Its Environment in classes the students develop their understanding of other cultures.

Early Stage 1 and Stage 1 classes studied another country – their customs and languages, as well as special days and costumes. Stage 2 students looked at what being an Australian means learning about tolerance and acceptance for others' beliefs. All classes learnt about different types of celebrations and customs around the world through their studies this year.