

# Grays Point Public School

## Annual Report



2018

GRAYS POINT  
PUBLIC SCHOOL



3914

## Introduction

The Annual Report for **2018** is provided to the community of Grays Point 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

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## School background

### School vision statement

At Grays Point Public School we are committed to working together to create a dynamic learning culture; where inspiring teachers facilitate meaningful and challenging learning experiences for all students. Our goal is for every student to grow as confident, creative, engaged citizens and leaders with the personal attributes for future success and wellbeing.

### School context

Grays Point Public School has an enrolment of 391 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 explore, play and develop life-long friendships. Staff are professional, committed and caring providing all students with a safe learning environment to grow and succeed.

The teachers and school are well supported by the community. Families are very welcome in the school with many parents willing to volunteer in classrooms. The community operated canteen has fully implemented the Healthy Schools Canteen policy and is recognised widely for outstanding service in providing freshly cooked healthy meals and snacks.

The school enjoys a strong reputation for academic, performing arts and sporting excellence within its local community and beyond. The extensive extra-curricula programs provide opportunities for students to develop talents and interests beyond the classroom.

Grays Point's focus on wellbeing frames the culture of high expectations, care and friendship the school is widely known for. The Buddy Program and Transition to School Great Start initiatives are the foundation of well established wellbeing practices leading to success for all students.

The on-site before and after school activity centre is a non-for-profit community run centre. The community raised the funds to build the centre and provides an outstanding service to the families of Grays Point.

# 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. 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.

In the domain of Learning in our school our significant improvements were the result of a focus on using data to inform teaching and learning. In the element of Learning Culture there is demonstrated commitment within the school that all students make learning progress. This is particularly evident in each teacher's use of both summative and formative feedback to drive new learning. The element of wellbeing the school moved to employ a Student Wellbeing officer as part of whole school strategic approach to wellbeing. A review of the school policy guidelines revealed adjustments were necessary in the recording of both positive and negative behaviours in a consistent manner across the school to ensure the accurate data analysis was possible. The learning and support team met weekly to plan and review the implementation of support programs and liaise with allied health professionals. The school counsellor led an evening program for families with children diagnosed or referred with anxiety. The Get Lost Mr Scary program received extremely positive feedback from families involved. At the end of 2018 three staff attended 2 days of introductory training to implement Positive Behaviour For Learning in 2019.

The L3 program resulted in 91% of students achieving the reading benchmark at the end of 2018. data was collected and analysed every 5 weeks to inform next steps in individual learning goals. Three staff have now been officially trained in the L3 pedagogy and will work shoulder to shoulder with incoming staff in 2019 to build the program throughout all classes K to year 2.

In the domain of Teaching the school self assessment is sustaining and growing except in the element of student performance measure and data skills and use. These elements will continue to be areas of improvement throughout 2019 as teachers become more familiar with online Scout services to analyse external data sources. Teachers engaged in a professional manner with the Professional Development Plans to reflect upon their practice using evidence to support their personal evaluations. All teachers began to use the learning progression to map the progress of five student in writing. The learning progression are very dense and the format has proved a hindrance for teachers to refer to a regular basis. In 2019 the whole school scope and sequence in mathematics will assist with tracking of student growth and performance.

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 collegiate bonds with teachers routinely mentoring others who have taken on new opportunities. The school currently has productive relationships with universities and local business within the community. The move to more streamline communications has resulted in less reliance of paper notices being sent home. The Szapp is used efficiently, notices are scheduled to be sent out well ahead of deadlines. The student media team wrote articles for each newsletter and reported on school events. The increase in opportunities for students to voice their opinions and share their thoughts resulted in a movement by student to maintain a cleaner playground to protect the National Park. The new website was launched with active links to school communication applications and social media provides a more comprehensive means of communication.

The school administration team have continued to evolve their skills and willingly attend Professional learning to learn new Department of Education systems.

In 2019 the new payroll system and budgeting tool will be rolled out. The administration staff will require support and professional learning to be able to implement these systems.

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

For more information about the School Excellence Framework:

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



## Strategic Direction 1

### Learning Together

#### Purpose

At Grays Point there is school wide responsibility for the success of all students.

Our purpose is to ensure quality planning, teaching and assessment promotes excellence and meets the learning and wellbeing needs of all students. At Grays Point we are committed to ensuring all students are engaged in learning that results in ongoing improvement where students are active participants in their education.

#### Overall summary of progress

The progress toward building and sustaining a dynamic educational culture is evident in the improved collaborative practices between staff and the whole school approach to assessment. The L3 Language, Learning and Literacy intervention program was fully implemented in two kindergarten classes and one Year One class. In kindergarten, 91% students achieved the expected reading benchmark.

The Tell Them from Me survey revealed 71% of students feel accepted and valued by their peers and by others at the school. The smallest representation of positive response was with Year 5 girls. As a result the Student Wellbeing employed late 2018 was implementing a positive self-image and relationship program with Stage 3 girls. 58% of students surveyed indicated they interested and motivated in their learning.

The Student Representative council led the Bullying No Way campaign and initiated the sustainable garden project and assisted the Student well-being officer establish a HQ club at lunch time for students to join in both creative and structured play to develop social skills. We are still Sustaining and Growing in Wellbeing, beginning the journey of focusing on a whole school balanced curriculum, through the newly appointed Student Wellbeing Officer, in Term 4, 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the proportion of students achieving Kindergarten and Year 1 reading benchmarks at the end of the year.	Two teachers attended fortnightly half day training and one teacher one day per term.  \$22 000  Resources for classrooms  \$5000	At the end of 2018, 91% of Kindergarten students achieved the reading benchmark. To support students' reading, vocabulary scores and hearing sounds in words assessments were completed every five weeks. Data was collected and analysed, assisting teachers in learning goals for individual students for where to next. Reading groups were fluid, changing rapidly throughout the year to assist students learning needs at that current time. Students participated in a range of differentiated activities that has supported their reading development. Three teachers have been officially L3 trained, and the remaining K-2 staff have been exposed to L3 processes during stage meetings. Next year, teachers who are on their first year of L3 training will continue to consolidate their learning and share their L3 knowledge with others. L3 will also continue to be a focus in stage meetings throughout the year.
An Increased proportion of students in the top two NAPLAN bands for reading and numeracy in both Year 3 and Year 5	Literacy Numeracy funds expended  \$ 11 200  Learning support funds \$29 000 and English Proficiency EAL/D \$11 00	The Premier's Priority of increasing the number of students in the top 2 bands for reading and numeracy was achieved in Year 2 reading and Year 3 Numeracy. The Year 5 results in reading showed at static proportion of 45% of students achieving in the top 2 bands however only 32% of Year 5 students achieved in the top 2 bands.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in year 4, 5 and 6 report in the Tell Them From Surveys they have: <ul style="list-style-type: none"> <li>a sense of belonging,</li> <li>are interested and motivated to learn</li> <li>have high level skills and high level challenges in learning.</li> </ul>	Tell Them From Me Survey	<ul style="list-style-type: none"> <li>The school mean of 71% of students with a positive sense of belonging was impacted by only 56% of Year 5 students reporting a strong sense of belonging.</li> <li>An average 58% of students report they are interested and motivated to learn compared to 78% as the NSW Government norm</li> <li>41% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Government norm for this category is 53%.</li> </ul>
Student focus groups communicate their ideas, participate in planning and initiate projects to promote student engagement and collaborative relationships.	<p>The SRC garden project \$2500</p> <p>The Student well being officer role is supported by the P and C at \$7000. and school contribution of \$7000</p> <p>Leaders team project of fast and frequent instant Possum Point rewards \$3000</p>	The SRC, media team and school leaders team all participated in planning effective programs to promote student engagement.

## Next Steps

The priority in 2019 will be to increase the student sense of belonging through strong wellbeing programs, the Bullying No way, Harmony day initiatives and promoting change through student voice and an active SRC. Positive Behaviour for Learning will be implemented across the school over the next three years to bring consistency of expectation to the school and enable students to bring about change through student focus groups to increase the proportion of students feeling valued, interested and motivated to learn.

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.

Teacher professional learning through shared practice will be a focus to improve teacher feedback to students and students to teachers, with students willing and able to self assess using explicit success criteria.

## Strategic Direction 2

### Teaching Together

#### Purpose

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Our purpose is to ensure learning opportunities are engaging and teachers evaluate the effectiveness of their teaching practices, share the responsibility for improvement and contribute to a transparent learning culture.

#### Overall summary of progress

There has been an increased willingness of all staff to participate in collegial planning and assessment. Teachers are moving toward a shared responsibility for whole school improvement. Throughout 2018, staff led the majority of professional learning opportunities and shared their expertise. Staff with expertise in teaching writing led demonstration lessons enabling early career teachers to observe highly effective practices. The introduction of learning sprints led by Year 6 staff created a cross stage team and facilitated quality conversation and reflections of practice based on student learning data. The use of the learning progressions to monitor student growth across the school was impacted by delays in the delivery of the progressions and Plan 2.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers collaborate to develop learning programs and use common assessment strategies to ensure high expectations and consistent teacher judgment across classes.	Year group stage teams were allocated planning and assessment time each term.  \$10 000	Teachers across the school have shared programming and assessment strategies using google team drives. Teachers used specific criteria to inform moderation of assessment tasks.
All teachers use the NSW literacy and numeracy progressions to plan and monitor student learning progress.	Professional learning for 4 staff at 2 days each. \$4000  School implementation., team collaboration & planning each term.  \$ 22 500	A small team engaged in professional learning focused on an introduction to learning progressions. The team trialed using the progression to inform their planning and to map learning growth of a targeted group in Writing.
Teacher use a range of assessment strategies and provide feedback to students about progress toward learning goals; reported in the Tell Them From me survey.	Student Tell Them From Me  Class observations	Across the school teachers frame learning intentions and feedback to students in a variety of ways.
An increased proportion of Year 5 students meet expected growth in Naplan Reading and Numeracy.	Targeted support \$20 000	In 2018 the proportion of Year 5 students performing at or expected growth in Reading was 71% and Numeracy was 69%. These were significant increases from the 2017 proportions of 63% and 50% of students achieving expected growth.

#### Next Steps

Due to high transition of staff due to retirement, the continued implementation has not progressed as initially intended.

As an executive, it has been decided that the Learning Sprints will be aligned to the Numeracy Progression and the new

Maths Scope and Sequence to provide teachers will a realistic purpose for using the progressions to inform their future teaching points and enable both teachers and students to set learning goals for growth.

A Model of targeted support of leadership team as instructional leaders to support reading and numeracy programs across the school will be implemented to assist all teachers to engage openly with the numeracy progressions and deepen teacher understanding and practice with Learning Sprints to increase the proportion of students achieving the top 2 Naplan bands in reading and numeracy. All K–2 staff will undergo Taking off with Numeracy (TEN) training or refresh their understanding and share strategies to improve student outcomes in K–2. A school facilitator will lead the school-based training throughout the year.

In 2019, systems and time to enhance staff collaboration during planning and moderating assessments will be prioritised in the school budget.



## Strategic Direction 3

### Leading Together

#### Purpose

The school leadership team supports a culture of high expectations. Distributed leadership ensures a culture of growth throughout the school and enables community engagement that supports a shared vision and drives ongoing improvement and success for all members of the school community. Teachers collaborate to build expertise within the school and with other schools to improve practice. There are explicit growth coaching systems for staff and students enabling staff and students to take responsibility for their own learning and development.

#### Overall summary of progress

In the domain of leading the leadership team has changed and to include a relieving Assistant Principal and a newly appointed Assistant Principal. The changing team was an opportunity to develop processes to collaboratively review teaching practices and challenge performance. Growth coaching has resulted in more positive relationships between staff and a move toward more collaborative planning and distributed leadership. This will continue to be a focus in 2019 as the staffing changes once again.

The move to a more comprehensive communication plan in collaboration with the P & C resulted in a more active, purposeful social media team, a new online newsletter and school app. The app enables parents to send attendance notices and queries directly to the school email and more timely responses by administration.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of parents reporting they are informed adequately about their child's progress at school.	Survey	The survey to parents indicated that parents and carers wanted more information regarding their child's academic strengths and area of improvement to help better support them at home.
Increased proportion of parents reporting the school communicates effectively.	Introduction of the SZapp and online newsletter. \$3 000	<p>The move toward a more comprehensive communication system resulted in more regular updates to parents, less paper notes being sent home and less inquiry phone calls to the school about events. The administration team and P and C worked together to deliver a format that is effective and more manageable. The improved use of social media by at team provides timely updates to the community.</p> <p>The new school website is updated each fortnight and parents and carers are able to sync the school gmail calendar with personal electronic calendars. The result has been a more informed and engaged community.</p>
Feedback responses from <i>Parents as Partners in Learning workshops</i> .		100% of participants at 3 workshops responded that the workshop helped them understand more about learning at school and gave parents strategies to be able to assist their child at home.
All teachers reflect on their growth and effectiveness in the PDP cycle. based on evidence, coaching self-reflection and feedback.	Growth Coaching \$2 000	All teachers reflected on their PDP goals and their growth and effectiveness as teachers. The PDP cycle was valued by all staff however only 50% of staff reported that coaching had feedback had impacted on their growth.

#### Next Steps

In 2019 Growth coaching strategies by executive staff with all team members will help every teacher set more realistic and relevant goals personalised to meet individual needs. Teacher will be coached to write their own goals to address the directions of the school. and personal aspirations. During the mid – year observations the school teachers and executive staff will give effective feedback to colleagues that enables teachers to reflect on their growth and effectiveness informed by student growth and constructive, effective feedback in terms of individual goals.

The administration team, led by the administration manager will use the Excellence in School Administration Framework to set goals and develop aspects practice and relationships that underpin school improvement and professional effectiveness of all school members.

In 2019 the leadership team will model instructions leadership and support a culture of high expectations and community engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2 686	The whole school NAIDOC day resulted in a collective art work by each child. The artwork was intended to reflect the students understanding of the stories of Aboriginal art and the relationship with the land.
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$91 585.00)</li> </ul>	A learning and support teacher was employed 4 days per week to deliver targeted support for students identified as working below expected outcomes and provide both resources and strategies to classroom teachers. The Learning support teacher was instrumental in ensuring more students are supported by delivering professional learning to support officers, leading the LST team and building positive relationships with families.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	200	202	202	199
Girls	194	201	197	190

School enrolments have remained consistent with expectations.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.8	95.3	96.6	94
1	95.2	95.5	95.3	94
2	96.3	94.1	96.2	94.3
3	95.7	95.2	95.3	94.7
4	96	95.1	95.4	90.8
5	95.2	96.5	95.4	94.6
6	96.2	95.3	94.8	91.9
All Years	95.9	95.3	95.5	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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. Parents are able to provide immediate absence details via the school app. It is suggested that family holidays are taken within the school holiday periods in the newsletter each year. Extended Family holiday absence data impacts the overall school data.

A 100% attendance award was introduced in 2018 to

recognise the value of maximising attendance at school and the impact on learning.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.91
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.87

\*Full Time Equivalent

A number of retirements in 2018 resulted in vacant positions. The Assistant Principal role was filled through Merit Selection, a service transfer position was filled and Mrs Spence will begin at Grays Point in 2019 and a merit selection teacher position was filled. The successful candidate, Mr Alimbakis will begin at Grays Point in 2019. Miss Wymer, a graduate teacher was also appointed to start 2019.

### 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

Professional learning in 2018 focused on using data and evidence to inform the teaching and learning cycle. Five staff members attended a full day forum with school leaders from throughout NSW, Vic and Canada to share their experience and school improvement when implementing the Sprints model presented by Simon Breakspear. These staff were able to lead colleagues in reviewing student data to inform the teaching and learning cycle. Throughout the year lead team members modelled class practice for colleagues and led collaborative planning to implement the Sprints model throughout in years 4 to 6.

All staff engaged in Digital Technologies Professional



learning at with Apple, to build their capacity using Ipad's for learning and the school Bring Your Own Device program for Year 5 and 6. The whole school robotics and coding program was led by the IT co-coordinator. During team teaching and stage meetings he assisted teachers to develop confidence in planning lessons, solving technical programs and embedding digital technology across the curriculum.

All staff continued to develop their understanding of the Big Write teaching strategies to improve writing across the school. Teachers shared expertise and successful strategies and willingly demonstrated lessons for early career teachers.

During 2018, one teacher completed accreditation at Proficient and a further two teachers successfully presented evidence to maintain Proficient accreditation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	156,766
<b>Revenue</b>	3,204,033
Appropriation	2,935,584
Sale of Goods and Services	430
Grants and Contributions	263,860
Gain and Loss	0
Other Revenue	0
Investment Income	4,159
<b>Expenses</b>	-2,965,914
Recurrent Expenses	-2,965,914
Employee Related	-2,517,968
Operating Expenses	-447,947
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	238,118
<b>Balance Carried Forward</b>	394,884

until a more accurate understanding of the school's finance situation was evident.

- The move to school responsibility for paid sick leave and the long delay in reimbursements to the school was also a factor in staffing budgets
- In 2019 the new budgeting tool will enable a more accurate expenditure plan to be developed.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,553,901
Base Per Capita	77,154
Base Location	0
Other Base	2,476,747
<b>Equity Total</b>	114,138
Equity Aboriginal	2,686
Equity Socio economic	8,065
Equity Language	11,801
Equity Disability	91,586
<b>Targeted Total</b>	39,538
<b>Other Total</b>	105,522
<b>Grand Total</b>	2,813,099

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.

- In 2018 the school administration staff and Principal undertook further professional learning to fully implement SAP finance. The evolution of the finance and reporting system led to a conservative approach to budgeting and spending

# 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.

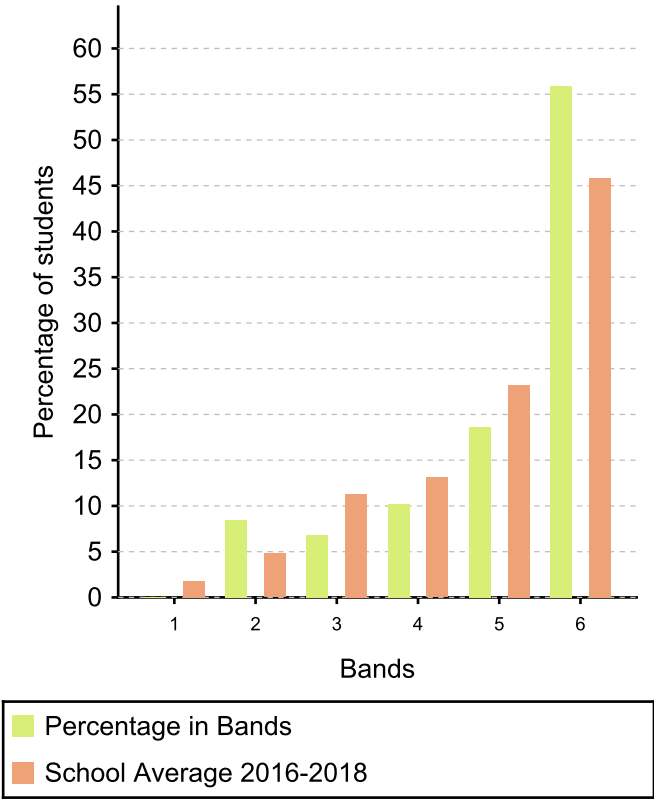
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

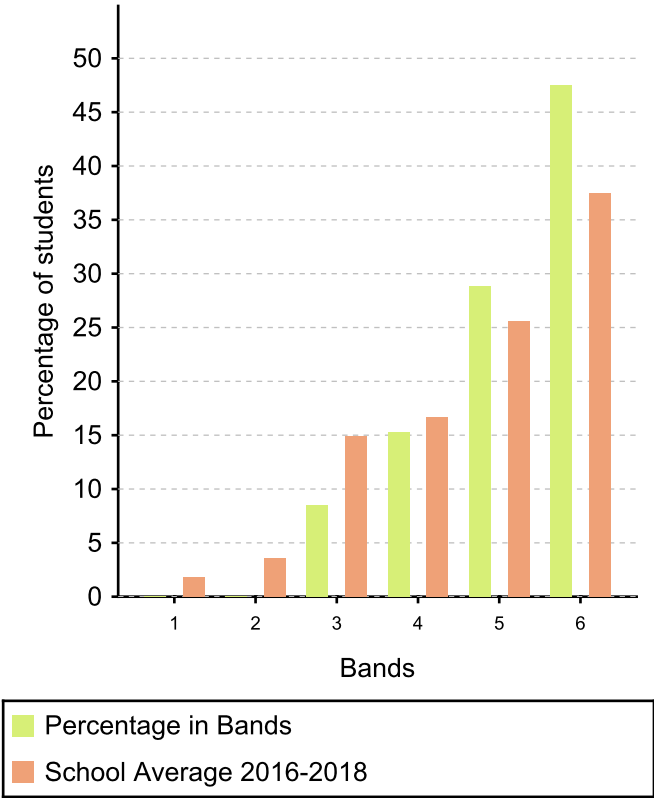
In 2018 , 45.3 % of Year 5 students achieved the top 2 bands in Reading, 33% in Spelling, 47% in Writing and 75. 4% in grammar. 76.3 % of Year 3 students achieved the top 2 bands in Reading . Similar strong results for writing , spelling and grammar for the Year 3 students. The strong results in year 3 suggest the culmination of school improvement projects over the past 3 years. These results revealed above average growth compared to state and statistically similar schools.

Year 5 students at Grays Point scored better than at above expected growth in all areas of literacy when compared to statistically similar schools and NSW State.

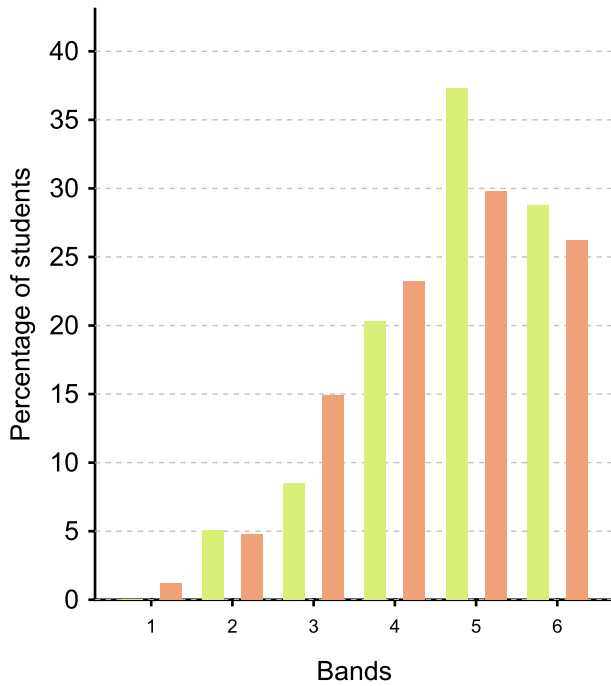
Percentage in bands:  
Year 3 Grammar & Punctuation



Percentage in bands:  
Year 3 Reading

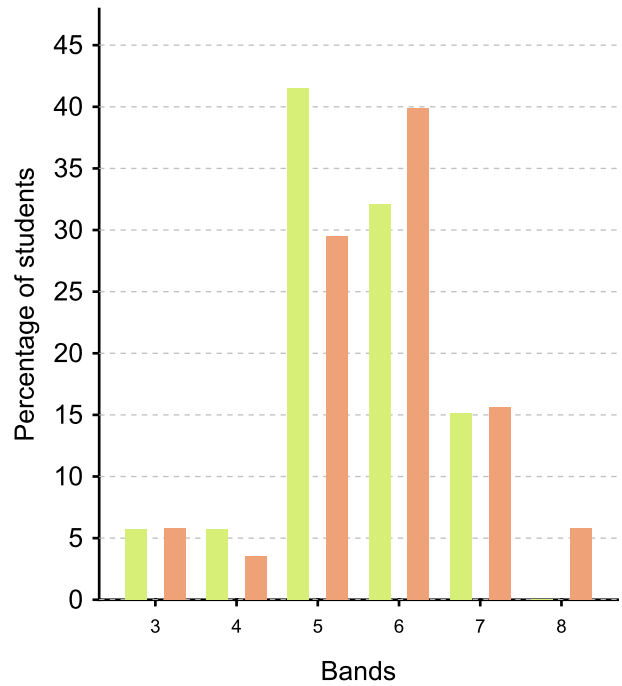


**Percentage in bands:**  
Year 3 Spelling



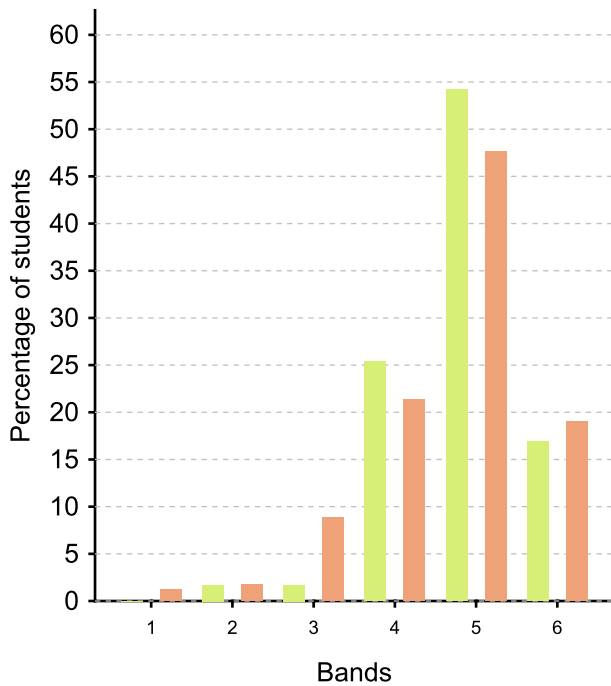
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



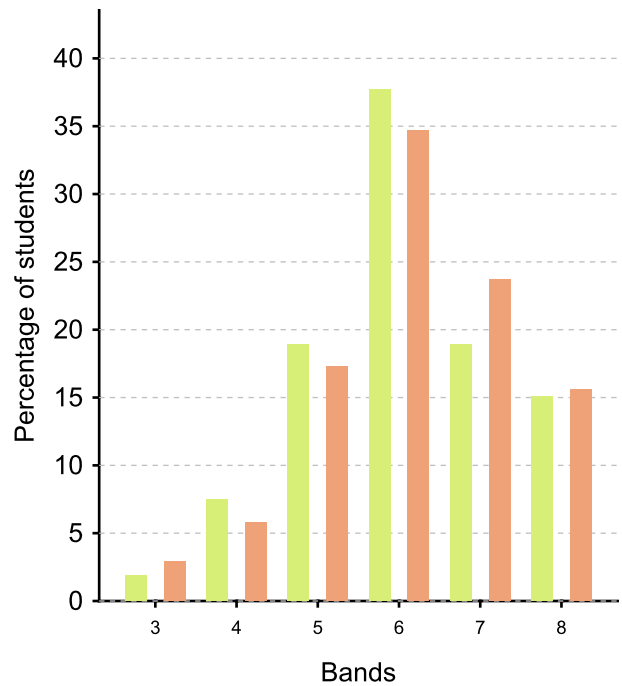
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



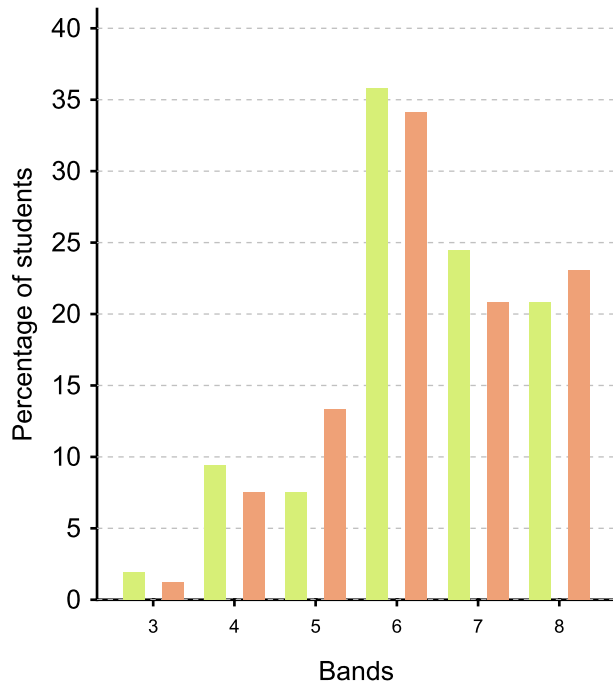
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



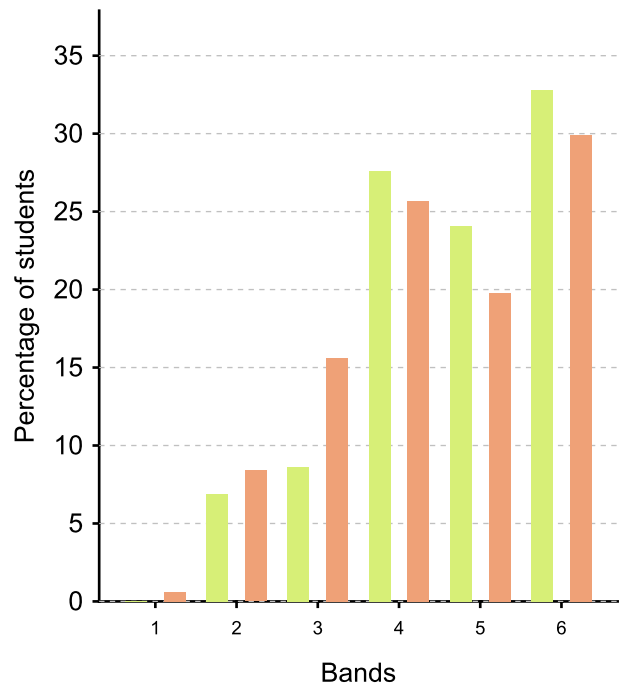
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



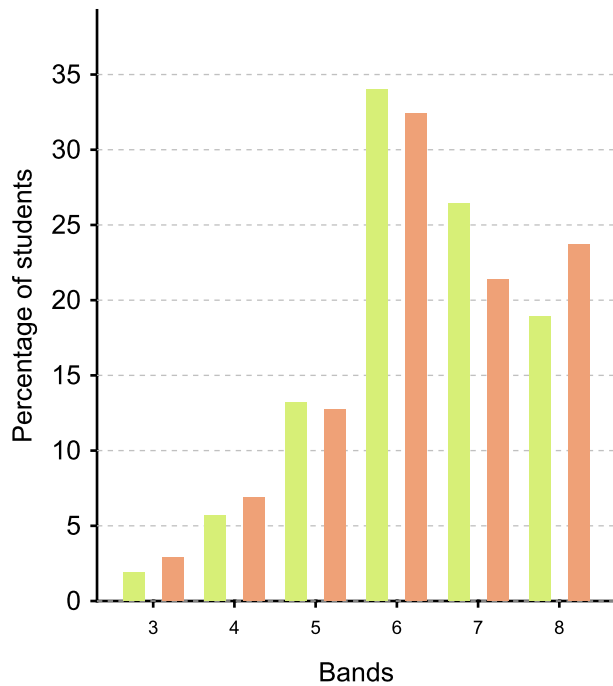
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Numeracy



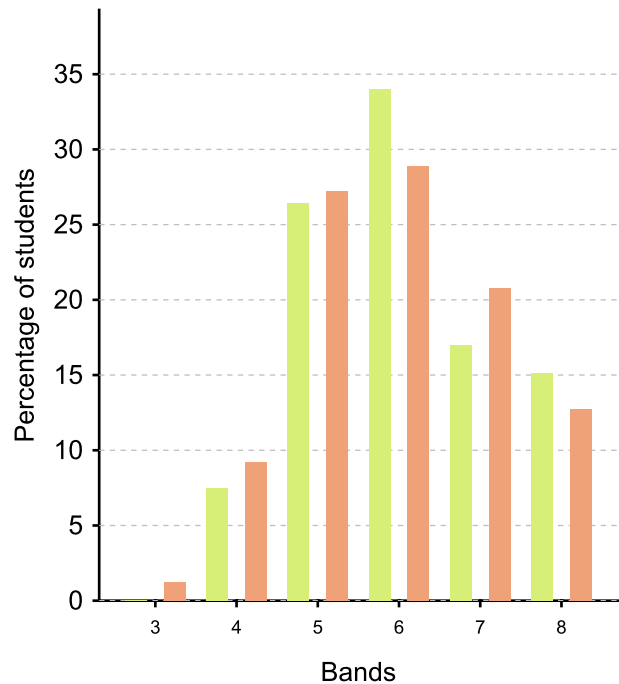
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

32 % of Year 5 achieved top 2 bands in Numeracy and 57.4% of Year 3 students achieved the top 2 bands in Numeracy. Once again the whole school focus on school improvement and early intervention programs suggests these improved results for year 3.

At Grays Point in 2018 only one aboriginal student was in either Year 3 or Year 5. The student was in Year 3 and achieved band 4 in all areas of literacy and band 3 in numeracy. Numeracy will be a focus of the student's PLP in 2019.



## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought parent and carer feedback via parent forums and survey and the Tell Them From Me survey. Parents were asked about their satisfaction in terms of school reporting format. Overall Grays Point parents and carers felt they were well informed and valued face to face interviews over reports. This accounts for the 98% attendance at term one interviews with class teachers. Parents did indicate they valued what their child needs to improve on more than what they have already achieved. Parents and carers openly engaged with class communication apps trialed in some classes and reported the regular communication and updates on class programs and lessons meant they were more connected and able to support their child at home. Being able to communicate directly with teacher when necessary was valued by parents.

Parents and carers attended workshops on supporting their child in early reading and numeracy workshops. The Parent Assisted reading program for kindergarten parents forum was very well received, with 45 families represented.

Parents gave feedback about the importance of the Meet The Teacher evening in the second week of school year and valued the opportunity to meet teachers and be informed about expectations for the upcoming year.

The student Tell Them From Me survey showed mixed results from different year levels and between girls and boys. The results showed Year 4 and Year 6 boys and girls were more engaged than Year 5 and felt a stronger sense of belonging.

## 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 2018 Grays Point students studied aboriginal education and participated in hands on learning activities, through song and dance during a whole day Naidoc week celebration with Koomurri school educators. The Naidic celebrations provided relevance and contextual information to enable students to further develop their knowledge and understanding of Aboriginal history and culture.

### 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.