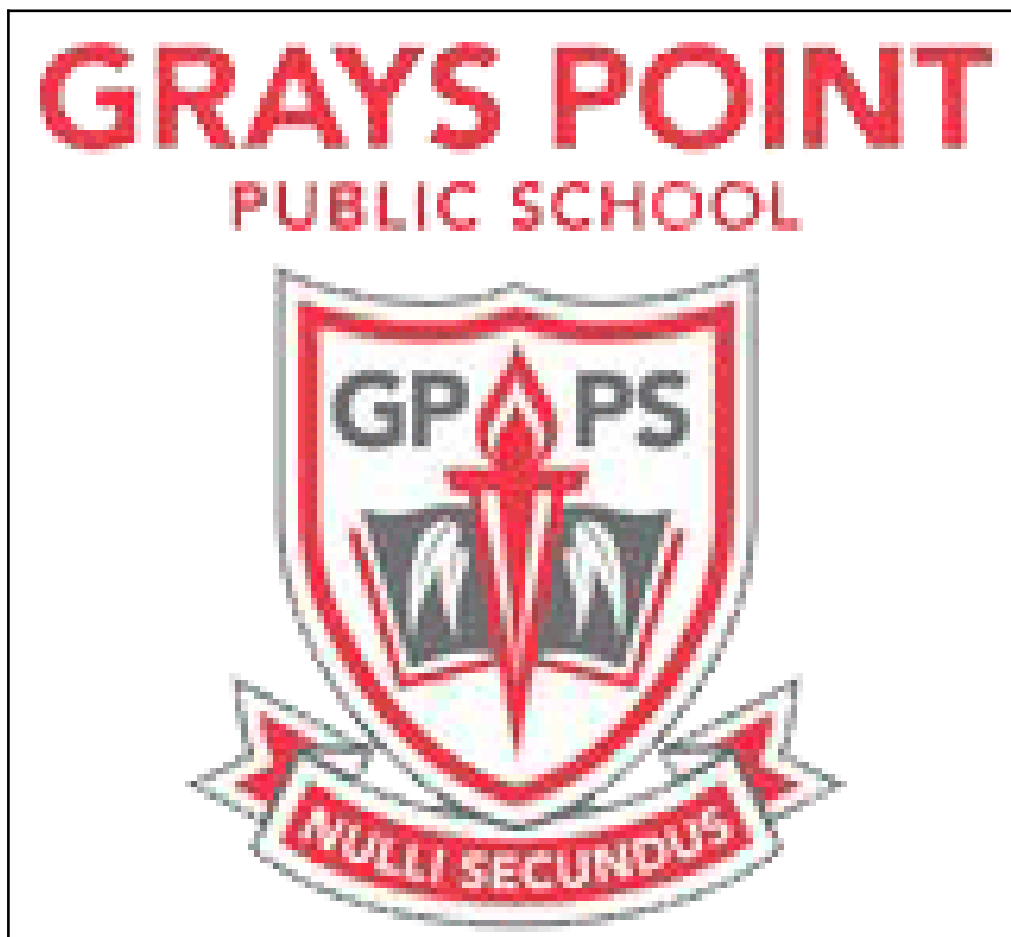


Grays Point Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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.

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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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment 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/school-excellence>

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.

Improvement Measures

An increase in the proportion of students achieving Kindergarten and Year 1 reading benchmarks at the end of the year.

An Increased proportion of students in the top two NAPLAN bands for reading and numeracy in both Year 3 and Year 5.

Increased proportion of students in year 4, 5 and 6 report in the Tell Them From Surveys they have:

- a sense of belonging,
- are interested and motivated to learn
- have high level skills and high level challenges in learning.

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

Progress towards achieving improvement measures

Process 1: Language, Learning and Literacy

L3 is a research-based Kindergarten and Year 1 classroom intervention program, targeting text reading and writing. It provides rich literacy experiences through systematic and explicit teaching aimed at addressing individual needs.

Evaluation	Funds Expended (Resources)
<p>This year we increased the reading levels from previous years across K–1. In 2019, 85% of Kindergarten students achieved Levels 9–12 (benchmark) or greater, with 29% of these students working beyond Level 12. In Year 1, students have also developed their literacy knowledge, positively impacting their results. 76% of Year 1 students have achieved Levels 16–20 (benchmark) or greater, with 57% of these students working beyond Level 20. Teachers have reflected positively upon their literacy teaching this year and have plans in place to implement similar L3 style programs next year due to its effectiveness in these classrooms. There are also plans to increase the implementation of L3 style teaching more into Year 2 as a trained L3 staff member moves onto teaching Year 2 in 2020.</p> <p>Synthetic phonics will also continue to be a focus as we move into next year for K–3. We have seen a positive trend in the SCOUT data, positively improving over the last few years, demonstrating its success. We will be extending our Synthetic phonics online training into 2020 for teachers to continue to reinforce and further develop their phonics knowledge.</p>	<p>L3 training for two staff</p> <p>All K–2 staff fully trained in synthetic phonics. This includes the full day training, ongoing online learning using the 24/7 modules.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$12800.00)

Process 2: Positive wellbeing and engagement

A planned approach to well-being and engagement to ensure optimum conditions for student learning across the whole school.

Supporting students through the employment of a Student Wellbeing Officer.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>In 2019 students reporting a positive sense of belonging increased to 75 % from 71% in 2018. significantly the greatest change was reported by Year 4 girls with 88% reporting a positive sense of belonging in 2019. Additionally, Year 4 in 2018 to 71% of girls felt valued and accepted by others, 81% of the same group in Year 5 in 2019 indicated a positive sense of belonging. This 10% increase for the cohort is significant as in the three previous years the proportion of girls with positive outlook decreased after year 4 , yet the proportion of boys feeling accepted and valued by their peers remained consistent from Year 4 to Year 5 to Year 6. The positive results are attributed to an active student voice through Student Representative Council, the Student Well-being Officer programs for Year 5 and 6 students and staff awareness from analysis trend data from student surveys.</p> <p>Student voice through the School Leaders and SRC along side the introduction of Positive Behaviour for learning attributed to an increase in self-confidence of students and willingness to engage in more challenging learning. The Tell Them From Me survey reported that 50% of students now felt that had high skills and experienced a high level of learning challenge. The 9% increase is evidence of students responding to feedback and having a more positive attitude to learning through the Positive Behaviour for learning initiative. (PBL)</p> <p>The employment of the Student Wellbeing Officer for 10 hours each week was partly funded by the P & C. The program targeted younger students experiencing anxiety at school and self confidence for students in Year 5 and 6. Through small group intervention , social stories and a lunchtime activity club for more vulnerable students the focus on wellbeing resulted in overall school improvement. The whole school planned approach to Well being will continue to be a focus to ensure all students are able thrive in a culture of collective responsibility for wellbeing.</p>	<p>Tell From Me survey</p> <p>Student well being officer self evaluation.</p> <p>SRC minutes, surveys, student articles in newsletter</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$35000.00)

Next Steps

In 2020 we aim to improve the sense of belonging and motivation to learn for Year 5 and Year 6 girls and develop ongoing programs for staff wellbeing . Week 8 each term will be set as Wellbeing week for all staff and students to engage in activities that develop self confidence, positive relationships and mental health. Smiling Minds will be used throughout the school to develop mindfulness and the language of growth mindset to support self confidence in student and staff.

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.

Improvement Measures

All teachers collaborate to develop learning programs and use common assessment strategies to ensure high expectations and consistent teacher judgment across classes.

All teachers use the NSW literacy and numeracy progressions to plan and monitor student learning progress.

Teacher use a range of assessment strategies and provide feedback to students about progress toward learning goals; reported in the the Tell Them From me survey.

An increased proportion of Year 5 students meet expected growth in Naplan Reading and Numeracy.

An increased proportion of K–2 students achieve expected numeracy targets and above.

Progress towards achieving improvement measures

Process 1: *Learning Sprints*–

The foundation of this project is the research of Dr Simon Breakspeare. An action research team will engage in Professional Learning and plan a coordinated program to use data analysis and formative assessment to reflect on student progress and develop plans and strategies for improvement focusing on cycles of impact.

Evaluation	Funds Expended (Resources)
There is school wide evidence that learning goals for students are informed by analysis of student work and achievement data. Progress towards goals is monitored through quality and valid data and is analysed and as stage teams. All teachers K– 6 are now regularly using " Sprints " to assess and plan for learning. Collaborative planning and assessment has led to more consistent teacher judgment across classes.	Three collaborative planning days for year and stage teams @ 45 days \$22 500 Sprint Conference fees and relief for 5 teachers \$ 5 000
The Teaching Sprints professional learning for a team of 5 in 2019 built upon 2018 team and now 57% of teachers have participated in "Teaching Sprints" Professional Learning enabling them to lead colleagues across the school in using data analysis to improve student learning outcomes.	Sprint team collaboration, planning and observation. \$8000 Funding Sources: • (\$37500.00)

Process 2: *Assessing for growth – A whole school view.*

The development of whole school practices in assessment to monitor, plan and report on student learning and use literacy and numeracy progressions to plan and monitor learning growth.

Evaluation	Funds Expended (Resources)
Teachers K–2 use the literacy and numeracy progressions to assess student growth and plan for future learning. Teachers throughout the school collaborate to plan learning sequences and use both formative and summative assessment to inform on going planning. Explicit feedback to students has been the a key change agent in student growth. The PLAN software is used to assist on monitoring and informing planning for explicit	Literacy and numeracy progressions professional learning. Collegial planning Plan2 professional learning.

Progress towards achieving improvement measures

teaching and teachers use the the software to address relevant learning criteria.

Funding Sources:

- (\$6000.00)

Next Steps

In 2020 teachers will continue to build their understanding of the Literacy and Numeracy progressions to plan for future learning. The need for consistent approach to assessment K–6 is evident. Teachers will be supported with additional time for individual and small group assessments and to develop consistent teacher judgement when analysing data. Professional learning using Scout data, using numeracy and reading assessments effectively are planned for 2020.

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.

Improvement Measures

Increased proportion of parents reporting they are informed adequately about their child's progress at school.

Increased proportion of parents reporting the school communicates effectively.

Feedback responses from *Parents as Partners in Learning* workshops.

All teachers reflect on their growth and effectiveness in the PDP cycle. based on evidence, coaching self-reflection and feedback.

Progress towards achieving improvement measures

Process 1: Community, Communications and Media

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.

Evaluation	Funds Expended (Resources)
<p>Staff understand the importance of effective communication and are contributing to more varied communication methods. Through our most recent bushfire school closure, parents were grateful for the effective communication. They felt well informed through the whole process as shown through their Facebook responses. To gain this information, our school had to be in contact with community bodies such as the RFS, DET and various other schools. Our school aims to communicate to relevant parties, and involve the community as much as possible, through effective surveys, reflection of data and implementation of suggestions. Staff training in social media and a dedicated team, led by the IT coordinator for communication has improved consistency of messages and format across all platforms. There are now clear procedures and expectations across all forms of communication. The P & C Communication goals have been aligned with school procedures and a committee member supports parents across Year group Facebook pages.</p> <p>The 2019 Tell Them From Me Survey was completed by 10% of families. The relatively small number of responses was attributed to high level of communication throughout the year and the regular informal meetings. 74% of parents highly valued the informal meetings alongside the 78% valuing formal meetings.</p> <p>The proportion of parents reporting they are informed adequately about their child's progress at school scored 6.7 on the Likert 10 point scale for written reports in 2019. 50% of parents found reports very useful however 78% found formal interviews very useful. These are both significant improvements over the past 2 years with only 33% of parents finding written report useful and 52% reporting formal interviews were very useful prior to the 2018–2020 school plan.</p> <p>A survey to parents of students starting school in 2019 about the orientation</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$20000.00)

Progress towards achieving improvement measures

procedures and how the school could improve was overwhelming positive with no recommendations for future changes.

Process 2: Growth Coaching for Improved Learning, Management and Practice.

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

Evaluation	Funds Expended (Resources)
<p>Growth Coaching by Assistant Principals led to a more valued and realistic Professional Development Plans (PDP) for staff. Coaching of goal setting and personal reflections resulted in all staff setting more aspirational goals and being able to demonstrate a more thorough understanding of the evidence of practice that results in student growth.</p> <p>Staff reflections on personal growth was positive with the majority of teachers valuing the process.</p> <p>The Growth Coaching professional learning with a community of schools has enabled the leadership team to engage with leaders from other schools to share experiences and establish a network of colleagues to consult with.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$5000.00)

Next Steps

In 2020 the school will continue to use the Growth model for all staff to set more personal Professional Development Goals. School leaders will use the Growth Coaching strategies in regular meetings throughout the year and support staff in reflecting on their growth with evidence of change.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 300.00) 	<p>In 2019 all teachers engaged in Professional Learning to deepen their understanding of Aboriginal history and culture. The Principal participated in a full day of Professional learning with Aboriginal leaders to deepen her understanding of local history Aboriginal culture today. During NAiDOC week the school partnered with the Royal National Park Environment Education Centre to learn more about local Dharawal culture and build understanding of Aboriginal peoples' connection to Country. All students and teachers participated in programs within the Royal National Park.</p> <p>Aboriginal students participated in One Mob day hosted at Endeavour High school. This was an important day for students from a range of schools to connect as One Mob.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$90 000.00) 	<p>The Learning Support teacher directly supports 50 students over 3 days per week. Intervention for Tier one students is in small withdrawal groups. The Learning and Support teacher monitors the mini lit and multi lit program throughout the school. Tier 2 students are supported with Individual learning plans developed in consultation with families and Learning Support teacher.</p> <p>Th learning Support teacher also supervises the School Learning and Support Officers assisting classroom teachers.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$26 000.00) 	<p>Two beginning teachers have been supported by mentors. The mentoring initiative is design to develop early career teachers in classroom management, planning and assessing. Feedback from newly appointed teachers is the extra time and mentor has assisted them greatly and they have felt well supported and guided.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	202	202	199	196
Girls	201	197	190	185

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	96.6	94	96.2
1	95.5	95.3	94	93.1
2	94.1	96.2	94.3	93.9
3	95.2	95.3	94.7	93.4
4	95.1	95.4	90.8	95.8
5	96.5	95.4	94.6	93
6	95.3	94.8	91.9	93.3
All Years	95.3	95.5	93.5	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.88
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	394,884
Revenue	3,263,313
Appropriation	2,966,982
Sale of Goods and Services	-1,110
Grants and contributions	293,161
Investment income	4,180
Other revenue	100
Expenses	-3,109,796
Employee related	-2,649,287
Operating expenses	-460,508
Surplus / deficit for the year	153,518

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	121,581
Equity - Aboriginal	3,487
Equity - Socio-economic	7,894
Equity - Language	15,404
Equity - Disability	94,795
Base Total	2,596,727
Base - Per Capita	91,274
Base - Location	0
Base - Other	2,505,453
Other Total	193,338
Grand Total	2,911,645

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In the annual Tell Them From Me parent survey 10% of families responded, a decline in numbers from previous years. This was attributed to improved communication throughout the year by teachers, administration and the Principal over a broader range of platforms. On the Likert– format scale of 0 to 10 with a score of 10 meaning strong agreement; I can easily speak with my child's teacher scored 8.4 and the school administration staff are helpful scored 8.1, these results have improved significantly since communication became a whole school plan focus in response to a score of 6.7 in 2017. Areas identified for future growth are safety at school where the school scored 7.3 compared to NSW Govt norm of 7.4. The Positive Behaviour for learning strategy is aimed at addressing this issue. The school is held in high regard by families and 92% of respondents would recommend the school to others.

Students in Year 4 , 5 and 6 had the opportunity to complete the Tell Them From Me survey, areas of significance relating to School Plan initiatives were; *Students with Positive Behaviour at School*, the school mean was 94% of students did not get into trouble for disruptive or inappropriate behaviour. This figure compared with the NSW Govt norm of 83% of students, the response to clear rules and expectations for classroom behaviour was 7.0 on the Likert–10 point scale indicating the need for the Positive Behaviour for initiative to be more comprehensively communicated throughout the school and community so that all students, teachers, visitors and parents and cares are fully ware of the behaviour expectations. An area identified for growth is the engagement and motivation of girls in Year 5. 75% of girls in Year 4 are interested and motivated in their learning yet only 51% of girls in year 5 are interested and motivated compared to 78% of boys in the same year group.

Teachers at Grays Point have high degree of satisfaction with their role and school directions. Grays Point teachers scored higher than the NSW Govt Norm in all four dimension of Classroom and School Practices. Planned Learning Opportunities, Quality feedback, Overcoming Obstacles to Learning and Set Challenge and Visible goals all scored significantly higher than Govt norms. An area for identified for improvement by the schools to sue technology more interactively to provide feedback to students toward learning goals and engage with parents.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.