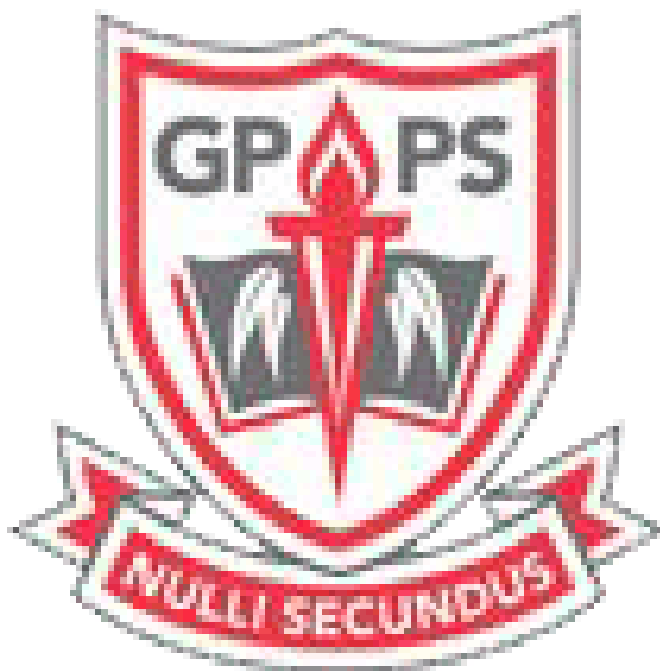


# 2020 Annual Report

Grays Point Public School

## GRAYS POINT PUBLIC SCHOOL



3914

## Introduction

The Annual Report for 2020 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.

### School contact details

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## School vision

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 both bushland and structured 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>

## 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.

#### Overall summary of progress

The proportion of students achieving Kindergarten and Year 1 reading benchmarks at the end of the year increased to 67% of kindergarten students achieving above expected benchmark results, 42% of Year one and 87% of Year 2 achieving above expected results. These excellent results are very pleasing as the school lifted our expected benchmark in 2019.

Naplan did not take place in 2020 due to Covid-19 however online Check-in assessments for Years 3 and 5 showed that the school performed above state results for Year 3 and 5 in reading and numeracy. In reading, Year 3 students were consistent with statistically similar schools and above state by 5.4%, they also performed 3.4% above statistically similar schools and 10.6% above state level. Year 5 also performed as well as statistically similar schools in reading and above state by 8.1%, these students performed above the state numeracy level by 4.5%.

Covid -19 and restrictions that followed Learning at Home lock down did impact on student wellbeing. 74 % of students reported a positive sense of belonging and 68% were interested and motivated. 43% of students in Year 4, 5 and 6 had scores that placed them in the desirable quadrant with high skills and high challenge.

The SRC and student leaders did not meet due to cross stage restrictions however they did continue to lead school assemblies via Zoom meetings, these assemblies were so successful the format will continue next year.

#### 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)
The percentage achieving reading benchmark at end of 2020 <b>K</b> 19% at expected benchmark 67% above <b>1</b> 26% at expected benchmark 42% above	QTSS funds to target early intervention for Kindergarten and Year one.  <b>Funding Sources:</b>

## Progress towards achieving improvement measures

**2** 8% at expected benchmark 87% above

The results indicate the strength of the professional learning in synthetic phonics and introduction of decodable readers into Kindergarten in 2020.

### Phonics Knowledge and Word Recognition K-2

K 88 % at expected benchmark 11 % above

**1 38 % at expected benchmark 13 % above**

2 50 at expected benchmark 29 % above

Results in K-2 indicate significant improvement in reading however Year one has been identified as a cohort that may have been impacted by the Learning At Home period more than other grades. The significant improvement in Kindergarten is a true indication of improved effective classroom practice as the school raised internal benchmark levels. Year one have a very high proportion of students above expected outcomes at 42% of students and 26% at expected level however this does mean 32% did not achieve expected outcomes. This is partially due to the Learning at Home period of Covid lockdown.

• Quality Teaching, Successful Students (QTSS) (\$69021.00)

## 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 (Resources)
<p>On the Tell Them From Me survey to parents 87% of students were able to explain the Positive Behavior for Learning expectations to parents.</p> <p>100% of classes use the Traffic light system in class- resulting in consistency across the school. Casual staff report that they are able to understand and use the system in each classroom.</p> <p>The weekly behaviour expectation is embedded in Monday morning assembly presented by school captains. The assembly remains on Zoom, staff and students were surveyed for the assembly format preference once restrictions on assemblies were lifted and all staff agreed that students were able to listen, student messages were more effective and less time was spent moving from assembly to class when assembly was delivered on Zoom. The decision was made to hold whole school assemblies for special occasions and significant events and K-2 and 3-6 assembly twice each term for significant achievement awards.</p> <p>The new wellbeing officer started in October 2020. His role is to support social skill development in the playground and assist students in classrooms as requested by the learning support team. There has been a disrupted wellbeing officer service from the provider and Covid-19 severely impacted the program in 2020. Since term 4 2020 the wellbeing officer has been an integral member of the Learning Support team, he has directly supported students referred by the LST and parents. The Wellbeing officer assists teachers implement individual education plans for student with personal development and social skill goals.</p>	<p><b>Funding Sources:</b></p> <p>• Community (\$6000.00)</p>

## Next Steps

Covid- 19 impacted student learning outcomes and the professional learning for teachers quite dramatically. The

restrictions prevented many growth opportunities for teachers as they could not meet in teams or cross stage meetings.

Our next steps will be developed from the intensive situational analysis needed to plan for school improvement 2021-2024.

Targeted high impact professional learning in response to teacher identified areas of practice will be planned with the Literacy and Numeracy Strategy Advisor. The LNSA will deliver specific professional learning and ongoing explicit teaching practices in numeracy will be led by the numeracy team. Teachers have identified observing each other teach as one professional learning pathway for improving practice.

Teacher confidence providing effective feedback was less than other areas of What Works Best survey. Explicit learning intentions and success criteria will enable students and teachers to address errors and misunderstandings so that students are confident and mastery of skills is demonstrated. This will be an area for growth for teachers.

## 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.

#### Overall summary of progress

Continued funding of planning time to enable collaborative practices and use of shared documents to facilitate planning has led to more collaboration. All teachers collaborate to plan and assess student learning. 100 % Teachers used Plan2 to track targeted element of Numeracy.

Covid-19 meant no Naplan in 2020, however the school elected to participate in the online assessment for Year 3 and 5. In both reading and numeracy the school performed above state average. The online assessment results were received by school within the same month and teachers were able to use the data to implement effective teaching programs targeted at individual learning needs.

In K-2, 93.9% of Kindergarten students were at or beyond expected end of year target for additive strategies, 92.9% of year one were at or beyond expected end of year target and 37.5% for Year 2 achieved at or beyond expected end of year target. the implications are that the staff professional learning has resulted in significant improvement and focus must be sustained to continue growth.

#### 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)
100% of staff implemented "Sprint " groups to improve student outcomes. All staff used either external or internal data to identify students not meeting expected outcomes. All staff reported student identified Sprint groups improved and were able to sustain new learning.  Teachers of year 3 and 5 external data from NSW Check-ins in literacy and numeracy to plan Sprints to improve outcomes for identified students. All teachers routinely use Plan 2 to plan for assess student progress.	PLan2 - The literacy and numeracy progressions.  Three collaborative planning days for year and stage teams @ 45 days \$22 500

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



## Progress towards achieving improvement measures

### Process 2:

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)
<p>Assessment data was analysed by all teachers and comprehensive student profiles were able to be shared with new year teachers. The use of Plan2 for specified target areas enables a whole school view of progress. The end of year data analysis will mean less time assessing student access points at beginning of new year.</p> <p>Consistent teacher judgment both when implementing and evaluating student learning progress with colleagues presented more realistic reporting. Teachers do not feel pressured to continually progress students in Plan2, they use the indicators to plan for student for student learning and assess progress.</p>	<p>Literacy and numeracy progressions professional learning.</p> <p>Collegial planning</p> <p>Plan2 professional learning</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$18584.00)</li></ul>

### Next Steps

In 2021 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 and effective whole school analysis of numeracy and reading assessment data are planned for 2021.

## 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.

#### Overall summary of progress

The school did not achieve the improvement measures this year as parent were not able to enter the school and meet with teachers it was expected that parents felt less informed and that communication was less effective. Tell Them From Me survey 2020 indicated that although the community is supportive of the school, parents scored the school 5.7 on the likert scale for "parents are informed", compared to 6.6 for the NSW norm. This is an area of improvement for the school. It is hoped the school community will be able to be more involved in the school 2021 when our school is able to invite the community back into the school and parent and carer are able to assist teachers with class programs.

#### 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>Covid- 19 severely impacted the school's' ability to hold parent forums and community events. The school did use Zoom and teachers K-3 used See Saw to communicate more regularly with parents. The Kindergarten orientation information webinar were very well received. Survey responses showed a preference for webinars in future as this gave families more flexibility to access the information.</p> <p>P and C meetings were held via Zoom, initially this did enable more parents access to the meeting however the numbers attending did not remain at high levels, the preference is to move back to face to face meetings when able.</p>	<p>Additional IT resources including headphones and mics for learning at home and online conferencing.</p> <p>\$2500</p> <p>Conference smart board in staff room for community Zoom meetings and group online PL \$ 7000</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Operational funding (\$9500.00)</li></ul>

##### 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
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The face to face professional learning in coaching and mentoring for the executive team did not take place in 2020 due to Covid and the excessive workload for teachers. However, coaching is used by all executive when discussing the Professional Development goals of staff. There has been an obvious improvement in staff reflections and understanding of their own responsibility for personal growth. 100% of staff provided relevant and meaningful evidence of progress or achievement of their professional development goals.</p> <p>Professional learning with developing lessons and using digital learning applications including google classroom and Microsoft Teams was prioritised in 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$12000.00)</li></ul>

## Next Steps

The school will build on the growth coaching model in 2021 to develop improved management practices and performance of all staff both teaching and non-teaching.

The strategic use of resourcing in 2021 will include:

QTSS funds for collaboration with colleagues.

Covid tutoring funds to target specific literacy skills for Year One students who have not achieved expected outcomes

Allocating funds to deliver an instructional leader model across the school. The Assistant Principals will lead data analysis to inform teaching practices across the school. continual monitoring of student progress will inform the use of school resourcing and targeted intervention.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$2 626.00)</li> </ul>	<p>All Aboriginal students have engaged positively in developing meaningful Personalised learning pathways.</p> <p>Covid - 19 restrictions meant Naidoc week celebrations were cancelled.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$93 845.00)</li> <li>• Socio-economic background (\$28 214.00)</li> </ul>	<p>The Learning Support teacher directly supports 80 students over 4 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. The learning support teacher also supervises the School Learning and Support officers (SLSO) staff. Two SLSO staff assist in K-2 classrooms and implementing mini-lit literacy programs.</p>
<b>Support for beginning teachers</b>		<p>One teacher received early career teacher funds. The teacher meet weekly with a mentor to plan lessons. The mentor gave feedback on agreed goals. The teacher was successful in completing all requirements of accreditation and submitted evidence to NESA.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	202	199	196	192
Girls	197	190	185	187

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	94	96.2	95.7
1	95.3	94	93.1	93.9
2	96.2	94.3	93.9	94.8
3	95.3	94.7	93.4	95.9
4	95.4	90.8	95.8	93.7
5	95.4	94.6	93	94.4
6	94.8	91.9	93.3	93.7
All Years	95.5	93.5	94.1	94.5
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	13.86
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	548,401
<b>Revenue</b>	3,154,098
Appropriation	3,022,595
Sale of Goods and Services	8,000
Grants and contributions	121,879
Investment income	1,424
Other revenue	200
<b>Expenses</b>	-3,234,063
Employee related	-2,808,358
Operating expenses	-425,705
<b>Surplus / deficit for the year</b>	-79,965
<b>Closing Balance</b>	468,437

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	117,322
Equity - Aboriginal	2,616
Equity - Socio-economic	8,852
Equity - Language	12,010
Equity - Disability	93,845
<b>Base Total</b>	2,679,140
Base - Per Capita	91,632
Base - Location	0
Base - Other	2,587,508
<b>Other Total</b>	173,919
<b>Grand Total</b>	2,970,381

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

In the annual Tell Them From Me parent survey 17% of families responded, an increase 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. However parents did score the school's communication at 6.6 on the 0-10 likert scale. 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 7.6, reports on my child's progress are written in terms I understand scored 7.3. An area identified for future growth is parent support learning at home, this will be addressed by improved communication about school programs and students clearly being able to articulate their learning goals. The school is held in high regard by families and 95% of respondents reported their child enrolled at their first choice public school.

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 carers are fully aware 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 dimensions 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 government norms. An area identified for improvement by the school is for school leaders to help staff improve their teaching.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.