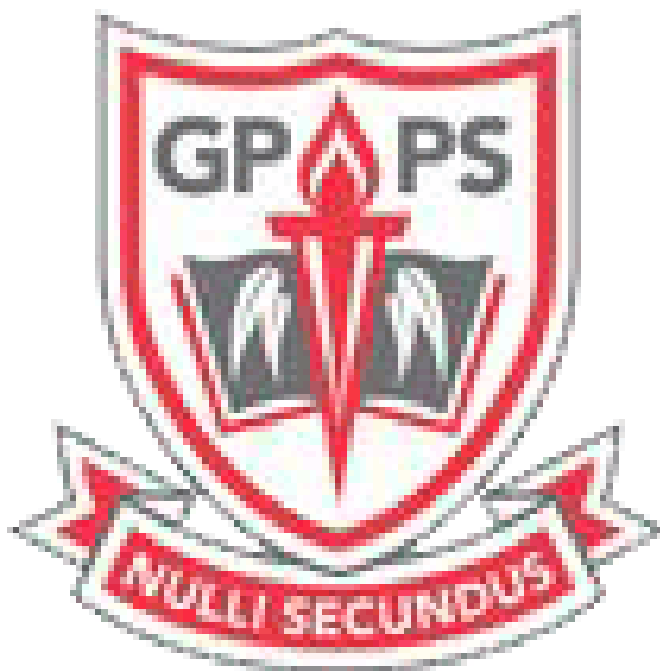


2021 Annual Report

Grays Point Public School

GRAYS POINT PUBLIC SCHOOL



3914

Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Message from the principal

The challenges of 2021, at times, seemed overwhelming and I am enormously proud of our school community. 2021 stretched us like never before and we grew to embrace the privilege of local government area, the land of the Gweigal clan.

For 14 weeks students learned from home, they developed to be independent problem solvers, innovators and critical thinkers but they were separated from friends and the social benefits of school and once we returned our school was different as social distancing altered our daily routines.

The teachers, students and community of Grays Point were exceptional during this time and the academic results are evidence of the commitment to ongoing education.

The 2021 Naplan results reflect this commitment:

- 80% of Year 3 achieved in the top 2 bands in Naplan reading with 17% achieving bands 8, 9 and 10. This is 11% above schools statically similar to Grays Point.
- 63% of Year 3 are in top 2 bands in numeracy and likewise in Year 5 with 65% in reading and 57% in numeracy in the top two bands.
- This means overall in Year 3 and Year 5 in numeracy and reading 66% of all students are achieving in the top two bands of Naplan, compared to 56% in statistically similar schools and 39 % across the state.

The wellbeing of all students was a focus of term 4 as the social and emotional impact of Covid-19 social distancing regulations increased the levels of anxiety in the school community. Grays Point teachers prioritised re- establishing friendships, learning through play, positive mental health and fitness and technology free classrooms.

In 2022 we look forward to returning with all extra-curricula programs, creative arts concerts, sport competitions and carnivals on our calendar of special events, community open days and programs.

Message from the school community

My goal from the P&C was to get support from the community - Grays Point is such a beautiful place and the P&C is fundamentally about giving back to the community. There have been limited options for fundraising and connection over the last two years. We had to be proactive and there has been some amazing work done by volunteers.

The canteen has had a big upgrade assisted by Maria Bowen and Gwawr. Maria secured a grant which made this possible. I am excited we are coming out of lockdown and looking forward to building the community. It takes a village and the more hands the better, in any capacity and the P&C will have so much access to support and engage people. We welcome one and all along for your input, and are always grateful for the ability to support our school staff.

Glenn McKay

P&C President

School vision

At Grays Point Public School we work collaboratively to engage students through differentiated programs that promote high expectations. We create safe, respectful and inclusive learning environments, working in partnership with the whole school community so that all students are successful.

School context

Grays Point Public School is located on the boundary of the Royal National Park in the Sutherland Shire and has a student population of 373 students from the local area. The school is recognised as a "small" community school by families, many of whom have had a long association with the school and local area over generations. The school is strongly supported by families as part of a community working together.

The community operates the school uniform store and canteen with volunteers. The before and after school service is a not-for-profit community operated centre. The community users have fully funded a purpose built centre for students enrolled at Grays Point Public School. The P & C is an active supporter of all school programs; funding both specialist staff including the well being officer, climbing equipment and facility upgrades that provide a welcoming and supportive learning environment. Grays Point Public School has long standing positive relationships with the wider community, parents and carers are regular volunteers in classrooms and run the Ethics program each week. Our school values parents and carers as partners in learning.

The school offers a broad range of extra-curricula programs and offers a wide variety of opportunities for students at different stages in creative arts, dance, band, chess, sport and technology.

The school undertook a situational analysis, looking inward at community feedback, school data and performance, looking outward at external data. school targets and research and looking forward on how to adapt and improve in order to excel. The gap analysis identified areas for improvement in student performance in NAPLAN numeracy to meet the system - negotiated targets. Our teachers will participate in professional learning and collaboratively develop differentiated teaching programs that meet the needs of all learners. Professional learning in the teaching and assessing of numeracy by the School Services team will be utilised to meet teacher needs.

Strategic use of school funding and resourcing to enable teachers to collaborate to improve curriculum planning and assessment is essential to building teacher capacity across the school.

An area of improvement in using consistent data K-6 was identified and staff have begun professional learning using literacy and numeracy progressions to both plan for, and assess student learning.

Student engagement in a differentiated, innovative curriculum is a priority, all staff will engage in High Performing and Gifted Education professional learning and transformative pedagogy to improve collaboration, communication, creativity and critical reflection for staff and students.

Continual monitoring of student performance data will determine areas of need and success at class and school level and the involvement of the whole school community in the process will be essential for success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to improve student outcomes in reading and numeracy. We will implement the most effective classroom practices informed by student assessment data and evidence-based teaching strategies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching and Feedback
- Effective Use of Data for Teaching and Learning

Resources allocated to this strategic direction

QTSS release: \$71,370.00

Literacy and numeracy: \$18,584.36

Professional learning: \$16,820.70

Summary of progress

During 2021 there was a strong focus on collaborative practices at Grays Point Public School. Our staff co-wrote a new school vision for Mathematics and developed a comprehensive K-6 Scope and Sequence providing teachers with clear direction for teaching and learning programs.

Professional learning provided on co-planning, co-teaching and co-reflection in two-week cycles led to stage teams collaborating to evaluate data and ensure differentiated teaching programs were consistent in all classrooms. Internal and External data showed an improvement in student performance as a result. Student improvement was also tracked on the learning progressions to inform teaching programs. Teachers used this to identify areas for both cohort and individual growth.

In 2022 we will strengthen our focus on the co-planning cycle and incorporate classroom observations to facilitate professional dialogue on the feedback processes. Effective methods will be identified and modelled to optimise learning progress for all students. Further professional learning will be delivered on the language of Mathematics, incorporating Number Talks and classroom observations.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An uplift, from the system negotiated baseline, by 6.84% of students in Year 3 and 5 achieving the top two bands in Naplan Numeracy toward the 2022 system negotiated lower bound target.	• NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy exceeding the lower bound target by 9.26%.
The percentage of Year 3 and Year 5 students achieving the top two bands is at the lower bound system target of 63.3% of students.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased to 72.48%, exceeding lower bound target.
An upward trend from system negotiated 2018 baseline of Year 5 students meeting expected growth in NAPLAN numeracy.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased to 62% from 46.6%.
Increase in the proportion of Year 5 students meeting expected growth in NAPLAN reading at the lower bound	The proportion of Year 5 students achieving expected growth in NAPLAN reading remains constant at 68%.

system negotiated target.	
School self assesses at Sustaining and Growing in the targeted themes of Explicit teaching, Data Use and Skills and Collaborative Practice and Feedback.	Self-assessment against the School Excellence framework shows the school currently performing at element of Explicit teaching at excelling and sustaining and growing in the elements of Data Use and Skills and Collaborative Practice and Feedback.

Strategic Direction 2: High expectations in differentiated teaching programs

Purpose

Our purpose is to improve student engagement for all students by differentiating the curriculum through a collaborative approach to curriculum planning, delivery and assessment.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Differentiation
- Student engagement through collaboration, communication, critical reflection and creativity.

Resources allocated to this strategic direction

Professional learning: \$28,000.00

Summary of progress

During 2021 high expectations and differentiated assessment tasks were a focus for Grays Point Public School. Our staff engaged in Professional Learning on the new High Performing and Gifted Education Policy to identify students. Assessments were redesigned to allow students to demonstrate their knowledge and understanding across multiple areas of the curriculum. Teachers displayed a deeper understanding of how to recognise High Performing students as analysis of report data showed allocation of higher grades in Science, History and Geography in semester one.

Tracking students using the learning progressions across K-6 allowed for informed transition to 2022 classes. This meant consistent student learning from one year to the next and teaching program differentiation from the beginning of the year.

Moving forward and planning for Professional Learning opportunities in 2022 we will focus on improving teacher skill and confidence in curriculum differentiation and how best to further develop student potential into performance.

Student engagement through collaboration, communication, critical reflection and creativity was partially successful but due to social distancing regulations and interruptions to: face to face teaching, teacher professional learning, student initiatives and community involvement the initiative was paused and will be an area of priority in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in SEF element Curriculum by building teacher capacity to differentiate for students who are identified as High Potential and Gifted.	Self-assessment against the School Excellence framework shows the element of curriculum to be sustaining and growing.
Improvement in SEF element Assessment: All teachers use a range of formative assessment to inform teaching and meet the learning needs of students.	Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.
Uplift in Wellbeing, "sense of belonging", to at or above 80.38% and tracking toward the lower bound system target.	The percentage of students Year 4, 5 and 6 reporting a Sense of belonging on the Tell Them From Me survey is not yet meeting target.
Internal school measures continuing an upward trend for high and outstanding reported student achievement.	The end of year reporting process to parents did not include achievement bands for students in 2021.

Strategic Direction 3: Continuous improvement across the school.

Purpose

To ensure that student learning and success is a school wide collective responsibility which is shared by teachers, parents and students. There will be a planned approach to developing whole school processes that support high levels of wellbeing and community engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Individual learning needs
- Community Engagement
- Aboriginal History, culture and curriculum

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$35,317.00

Socio-economic background: \$7,570.00

English language proficiency: \$9,026.00

Aboriginal background: \$2,900.00

Low level adjustment for disability: \$95,485.00

Integration funding support: \$16,343.00

Summary of progress

The professional learning delivered by the Learning and Support teacher on SMART goals for students with individual education programs resulted in 100% of learning goals being SMART goals that were evaluated each term. These goals, developed in consultation with parents and students have enabled students to take ownership of their learning and are demonstrating higher levels of engagement and success in learning.

Positive behaviour for learning(PBL) is consistent throughout the school. The merit award system now reflects the Safe, Respectful, Learner expectations and is clearly communicated throughout the school with new signage and posters in each classroom. The students designed and voted on the : "Kookie" card; fast and frequent rewards. Each term an event is held to recognise all students achieving 30 cards in a term. This is in addition to the class merit awards each fortnight and shared with the community in the newsletter. These expectations are also reflected on the student learning reports each semester.

In 2021 32 students were supported in the Mini lit program delivered by the Learning and Support teacher in small groups four times per week. A further five Year 2 students developed stronger literacy skills in the Multi lit program. Resources allocated to School learning and support officers focused on early intervention in Kindergarten and Year 1 classroom support.

Students identified in Term 4 2021 for support in 2022 will start on the Mini lit program from the beginning of the year. At the end of 2021, Kindergarten and Year 1 assessments reflected the extended Learning at Home period and flexible resources will target phonics and reading skills for Year 1 and Year 2 in 2022. The LaST will provide further teacher professional learning personalised for staff on SMART goals and implementing Individual Education Plans. In 2022 all staff will participate in Aboriginal History and culture professional learning and the school will work with the local AECG to improve curriculum implementation.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An improvement in SEF themes of Attendance and Transitions and Continuity of Learning toward excelling as measured on the School Excellence framework.	The school has self assessed at excelling in the themes of attendance and continuity of learning as even though face to face teaching onsite transitions were severely impacted, attendance rates were at 94.8 %, above state, network and statically similar schools.

An improvement in the Educational Leadership theme, Instructional leadership to the level of excelling to that every student makes measurable learning progress and gaps in student achievement decrease.	Self-assessment against the School Excellence framework shows the theme of Educational leadership to be excelling.
A lift from Sustaining and Growing to Excelling in the SEF theme, A planned approach to wellbeing.	Self-assessment against the School Excellence framework shows the theme of well-being to be sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$16,343.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Grays Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual learning needs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • access to all areas of the curriculum. • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All IEP's were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEP's reviews to ensure funding is used to specifically address each student's support needs</p>
<p>Socio-economic background</p> <p>\$7,570.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Grays Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual learning needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Student Wellbeing Officer to support identified students with additional needs <p>The allocation of this funding has resulted in: Year 3 NAPLAN Reading and Numeracy above both state and SSSG and Year 5 demonstrating a major lift numeracy to be well above state.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to focus on lifting results across the school. Data shows that reading for students in the first and second quarter of SES remains an area for improvement. In 2022 Year 1 and 2 students identified not meeting expected targets will participate in a decodable reader program.</p>
<p>Aboriginal background</p> <p>\$2,900.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Grays Point Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$2,900.00</p>	<ul style="list-style-type: none"> • Individual learning needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency for two students identifying as Aboriginal. <p>The allocation of this funding has resulted in: Personalised learning plans to engage students. Both students achieved learning goals and indicated that Aboriginal culture is valued at the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: increased consultation with the local AECG to improve teacher cultural understanding.</p>
<p>English language proficiency</p> <p>\$9,026.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Grays Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual learning needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional SLSO staffing to support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: differentiated teaching programs supported by SLSO staff to meet the needs of EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design differentiated teaching programs that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$95,485.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Grays Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual learning needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention, Mini Lit and Multi Lit to increase learning outcomes <p>The allocation of this funding has resulted in: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Case meetings with all families and allied health professionals resulted in more cohesive programs and greater impact for students. The small group Mini and Multi programs are now supporting more students as teacher expertise improves.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of</p>

Low level adjustment for disability \$95,485.00	trained SLSOs. School Learning Support Officers will engage in professional learning to support individual; education SMART goals.
Professional learning \$44,820.70	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Grays Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback • Differentiation • Student engagement through collaboration, communication, critical reflection and creativity. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Overview of activities partially with this initiative funding include: engaging a specialist professional learning to improve implementation of the school improvement plan. <p>The allocation of this funding has resulted in: improved leadership capabilities of the Executive team to successfully drive school improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: implement learning walks and collaborative classroom visits to build the expertise of all staff.</p>
Literacy and numeracy \$18,584.36	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Grays Point Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: a numeracy action team developing a vision for teaching mathematics at Grays Point and a comprehensive scope and sequence.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to co-plan, co-teach, co-evaluate teaching and learning programs.</p>
QTSS release \$71,370.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Grays Point Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic

<p>QTSS release</p> <p>\$71,370.00</p>	<p>Improvement Plan and develop the capacity of staff</p> <p>The allocation of this funding has resulted in: teachers demonstrating greater consistent approach in programs, assessment and consistent teacher judgement. Learning Intentions and Success Criteria are more consistent across all stages in Mathematics. 100% of teachers in K-2 program include learning intentions and success criteria on a daily basis and 50% of years 3-6 teachers display Learning Intentions and Success Criteria to students.</p> <p>After evaluation, the next steps to support our students with this funding will be: for executive staff to lead all teachers to co-plan, co-teach and co-evaluate so that explicit teaching of numeracy results in improved student outcomes.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Grays Point Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual learning needs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST one day per week to address the identified needs for students who require additional support in literacy. <p>The allocation of this funding has resulted in: more comprehensive four day per week learning and support intervention in the early years and class teachers being more confident in implementing targeted program for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$4,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in numeracy - additive strategies in year 3 and 4 <p>The allocation of this funding has resulted in: 94% of students in the focus group achieved the expected level as assessed on Plan2, learning progressions sub-element additive strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student learning needs. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

<p>Covid ILSP</p> <p>\$23,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy in mini lit and multi lit intervention. <p>The allocation of this funding has resulted in:</p> <p>75% of students successfully completed the Mini lit program. Students not successfully completing the program will receive on going support in 2022. This was largely to the interruption to face to face learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>continue the implementation of literacy small group tuition using data sources to identify specific student need and monitor progress in class programs.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	199	196	192	193
Girls	190	185	187	183

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	96.2	95.7	97
1	94	93.1	93.9	95.3
2	94.3	93.9	94.8	95.2
3	94.7	93.4	95.9	95.9
4	90.8	95.8	93.7	94.2
5	94.6	93	94.4	94.4
6	91.9	93.3	93.7	95.2
All Years	93.5	94.1	94.5	95.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	13.87
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	468,437
Revenue	3,291,944
Appropriation	3,108,121
Sale of Goods and Services	186
Grants and contributions	183,018
Investment income	619
Expenses	-3,191,497
Employee related	-2,866,520
Operating expenses	-324,976
Surplus / deficit for the year	100,448
Closing Balance	568,884

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.

	2021 SBAR Adjustments (\$)
Targeted Total	16,343
Equity Total	114,980
Equity - Aboriginal	2,900
Equity - Socio-economic	7,570
Equity - Language	9,026
Equity - Disability	95,485
Base Total	2,697,913
Base - Per Capita	93,430
Base - Location	0
Base - Other	2,604,483
Other Total	200,730
Grand Total	3,029,966

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

The 2021 Tell Them From Me parent survey showed an upward trend in: parents feel welcome, parents are informed, parents support learning at home, school supports positive behavior and the school is inclusive. Another positive result was during Learning At home, 113 parents responded to a survey. 95% of families were able to access teacher produced Mathematics and English lessons at their child's level and 79% of Year 2-6 students were able to access google classroom independently at home. Overall responses were very complementary of teachers and how they delivered online lessons. However we acknowledge the enormous challenge for parents of younger students who were working from home and also assisting their children.

The November Tell Them From Me student survey showed a 10% increase in students Interested and motivated in their learning, a 4% increase in students feeling accepted by their peers and others at school.

Student engagement levels were also positive: Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success. The average scores on a ten-point scale for each factor for Grays Point Public School was above NSW Govt norms for students at the year 4, 5 and 6.

- quality instruction 8.4
- teacher-student relations 8.9
- classroom learning climate 7.2
- teacher expectations for success. 8.6

The area of least satisfaction is students with positive behaviours for homework. On the 10 point scale the Grays Point is 4.5 compared with 6.3 for the NSW Govt Norm. This will be an area of review and community consultation in 2022.

The 2021 tell Them From Me Teacher survey showed that:

The research on classroom and school effectiveness has consistently shown eight factors to be strong correlates of student achievement: on the 10 point likert scale results for Grays Point teachers are above NSW Govt norm in all eight areas: Leadership, Parent involvement, Inclusive school, technology, teaching strategies, learning culture, data informs practice and collaboration. The strongest areas were learning culture, teaching strategies and collaboration.

On the four dimensions of classroom and school practices to have the most impact on student learning: challenging and visible goals, overcoming obstacles to learning , planned learning opportunities and quality feedback Grays Point teachers reported above NSW govt norms in all areas, with the strongest results being planned learning opportunities and area to grow is teacher to teacher feedback.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.