

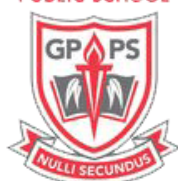
2022 Annual Report

Grays Point Public School

GRAYS POINT PUBLIC SCHOOL



GRAYS POINT
PUBLIC SCHOOL



3914

Introduction

The Annual Report for 2022 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.

School contact details

Grays Point Public School

109 Angle Rd

Grays Point, 2232

<https://grayspoint-p.schools.nsw.gov.au>

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

9524 3096

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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

Professional learning: \$18,136.20

Literacy and numeracy: \$18,584.35

Summary of progress

In 2022 the school embed explicit teaching of Numeracy with a focus on Number talks, observations and scope and sequence for the new K-2 syllabus. The school was identified for the Accelerated Adopter program to trial the new K-2 syllabus and provided feedback to further refine the teaching programs for NSW schools. In effective use of data, teachers deeply analysed Check-ins, PAT-R and PAT-N, Plan2 and school developed rubrics and assessments as stage teams to identify growth trends and gaps to inform future teaching cycles. The quality of this data analysis is demonstrated in consistent monitoring and programming based on student need.

In Numeracy, teachers collaborated to co-design teaching programs and learning sprints to improve learning outcomes. This explicit whole school approach is evident in all classes K-6, stage team planning and evaluating.

As an enable, teachers across the school used the quantifying numbers and fluency progression markers to record student growth. As a result, teachers have a greater understanding of where students are at in these areas and this progress information is used to inform planning by teachers the following year. Whole school progress now informs both student learning needs and areas for teacher professional learning.

A barrier we overcame was a consistent supply of casual teachers and staff illness that hindered opportunities for learning walks and collegial observations. Therefore, the professional dialogues and effective use of data during team and collaborative planning meetings more often provided teachers with high quality evidence to inform teaching and learning cycles.

What was the impact?

What has been the impact of using consistent effective teaching methods on student performance?

Through engaging in this professional learning, the implementation of this teaching strategy and a consistent approach to planning, assessment and evidence based teaching K-6. Detailed school data shows strong student growth across Reading and numeracy.

Do teachers clearly use learning intentions and success criteria to provide feedback?

In the 2022 student Tell Then From Me 11 survey, explicit teaching practices and feedback, the school (.8.4) likert scale score is greater than the NSW govt norm of 7.5 where students report "teachers set clear goals, establish expectations, check for understanding and provide feedback".

Teachers have a greater understanding of progression markers and how to use them to effectively to plan next learning steps.

To what extent have we achieved our purpose and improved student growth and attainment?

Numeracy:

The monitoring of progress on Plan2 shows an uplift K-6, of students achieving at or above expected point in time

expected outcomes throughout the year.

Fluency:

All teachers are recording fluency rates and have set targets to improve fluency. In Year 3 there a higher proportion of students accurately reading at or below school targets. EST 1, Stage 1 and Stage 3 recorded significant uplift throughout the year.

The numeracy and reading internal measures are consistent with NSW Check-in and Naplan assessments, indicating strong understanding of consistent teacher judgment and Plan 2 progressions markers.

What are we doing next year?

In 2023, to lift the proportion of students reading at and above expected fluency levels, we will track the improvement of reading fluency on Plan2 for all students at 5 weekly intervals throughout the year. Through professional learning, for incoming staff, in the teaching of reading fluency, all teachers will be more accurately able to use the detailed Plan2 indicators to inform their practice and improve student reading fluency.

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
The proportion of Year 3 and Year 5 students achieving in the top 2 NAPLAN numeracy bands meets lower bound system target.	<ul style="list-style-type: none">• 2022 NAPLAN data indicates 47.7 % of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 0.5%. In 2021 the school was significantly beyond the upper bound target.
The proportion of Year 3 and Year 5 students achieving the top two bands in NAPLAN reading is continues an upward trend from the lower bound target.	<ul style="list-style-type: none">• 2022 NAPLAN data indicates 59% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.33%. In 2021 the school was significantly above the upper bound target.
Increase in the proportion of Year 5 students meeting expected growth in NAPLAN numeracy toward the lower bound system negotiated target of 62.9%.	<ul style="list-style-type: none">• Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled significant achievement reflected in Year 5 check in assessments with students answering 65.3% of questions correctly.
Increase in the proportion of Year 5 students meeting expected growth in NAPLAN reading at or above the lower bound system negotiated target of 71.8%.	<ul style="list-style-type: none">• Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled significant achievement reflected in Year 5 Check in assessments with students answering 56.6% questions correctly.
School is validated at Sustaining and Growing in the targeted themes of Explicit teaching, Data Use and Skills and Collaborative Practice and Feedback.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Collaborative Practice and Feedback.• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Explicit Teaching.• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Data Use and Skills.

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: \$5,664.00

QTSS release: \$71,866.40

Summary of progress

In 2022 the school further embed HPGE strategies including identifying students and implementing targeted teaching programs across the 4 domains of HPGE. Teaching programs reflect strong differentiation and adjustments across curriculum areas.

Every student K-6 included a personal reflection on learning in their student reports incorporating learning dispositions and their 'strengths and yet to be strengths'.

An enabler and an indicator of the quality of these programs can be seen in 3-way interviews was a huge success with students having the opportunity to discuss their learning goals with 97.7 % of families attending interviews. Students, teachers and parents know students' learning goals and can articulate how they are working towards them.

Collaboration on a network and state basis was a strength, the shared learning at state network provided a platform for further staff capacity to strengthen pedagogy and to improve student engagement and student voice.

Impact

To what extent have we achieved high expectations in differentiation?

Staff PDPs had a whole school goal to differentiate for high potential students. Observations, PDP reflections and class programs show use of extending prompts and open ended higher order thinking questions, the use of flexible groupings and targeted lessons teachers met the needs of HPGE students. The use of rubrics as an assessment tool for students resulted in improvement student achievement knowledge and at High and Outstanding on the student reports.

Have we improved student engagement and sense of belonging?

Through our school focus on student engagement and student voice our student TTFME survey show an increase in Sense of Belonging from 77% in 2021 to 89 % in 2022, above NSW Govt norm of 81%.

Students reported that they are valued by their peers and others at their school at 89%, which is above NSW govt norm of 81%.

In the TTFM student survey trend report every aspect of the social - emotional outcomes areas showed a positive upward trend with; Interest and Motivation, Positive Relationships and Sense of Belonging being school strengths. Students also report a significant upward trend of 20% in the school providing high skill and high challenge learning.

Where to next?

We will ensure that drivers of student engagement continue to be a strength and equity groups are identified to continue to ensure all students are engaged in high quality education. A review of homework behaviour will be completed and a new whole school procedures framework developed to lift the proportion of students with positive homework behaviour.

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 Curriculum-theme Differentiation with consistent evidence across the school at S & G.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Differentiation.
Improvement in SEF element Assessment by increasing Summative assessment to Excelling.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Summative Assessment.
Uplift of 2% in Wellbeing-sense of belonging to be at or above the lower bound system target.	<ul style="list-style-type: none"> • 90.12% of students reporting positive wellbeing outcomes, this is an uplift of 0.95% across the positive wellbeing measures.
An improvement to the level of Sustaining and Growing in the SEF element Student Performance Measures, theme of Student Growth.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Student Growth.

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

Aboriginal background: \$2,201.78

Low level adjustment for disability: \$94,780.24

Integration funding support: \$32,203.00

English language proficiency: \$8,131.50

Literacy and numeracy intervention: \$36,200.12

Socio-economic background: \$7,324.30

Summary of progress

In 2022, the school implemented a program to include to Aboriginal perspectives across the curriculum to build understanding of history and culture. Our learning and support team led staff through High impact professional learning to develop SMART goals. These were planned with parents and students and evaluated every 5 weeks. There was focus on literacy growth for students in LaST Mini Lit program.

To re-engage the community after Covid restrictions the school concentrated on improved communication through the school app, newsletter and See Saw. School PBL expectations were communicated at assemblies with parents and newsletter. The quality of these initiatives is evidence through; Programs that show Aboriginal perspectives, a school Acknowledgement of Country, strong growth SMART goals monitored by the Learning support team. A yarning circle was created to provide a genuine space for students to share their stories and learning.

A barrier we overcame was to evaluate PLSPs every 5 weeks and building staff capacity to assess SMART goals and plan next steps.

An enabler for staff understanding of Aboriginal culture and history was the PI delivered by Aboriginal Well Being Advisor and connection with AECG to write a school Acknowledgment of Country and all Aboriginal students having a Personalised Learning Plan.

Impact

To what extent have we achieved continuous improvement across the school?

Strong Learning Support Team data shows that student SMART goals on Individual Education Plans were consistently evaluated every 5 weeks and new goals written with students and parents. A total of 80 student's learning needs, are identified and improvement is monitored by evaluating SMART goals twice each term

96% of students state that " I am treated with fairness and respect by other students at my school in regards to my cultural back ground."

In the mini lit targeted reading program 78% of students completed the program and successfully transitioned to quality differentiated class programs. Four students went on to a supported decodable reading program and one student to Multiliteracy reading program.

How well have we implemented support for high levels engagement and wellbeing?

Through our school focus on student engagement and student voice our student TTFME survey show an increase in Sense of Belonging from 77% in 2021, to 89%, this is above NSW Govt norm and student with positive relationship from

87% in 2021 to 98% in 2022, well above the NSW state norm of 85%

Through the 4 C student engagement program we have strengthened student voice so that classroom programs provide more opportunities for students to be creative, to communicate and collaborate and critically on their work. Students are able to identify their personal strengths as a learner and set goals for their "Yet to be strengths". The learning dispositions are now used consistently throughout the school to reflect on learning and behaviours.

Where to next?

In Aboriginal education we will continue to engage in Professional learning to deepen teacher understanding of history and culture and work closely with the AECG to embed Aboriginal education throughout the curriculum. Students with Individual education plans will continue to set their SMART goals with teachers and use feedback to self evaluate against their goals.

Engaging community through student led gala events, learning growth parent-student-teacher meetings and community events will be more accessible in 2023 as we move away from restrictions.

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
Lift the proportion of students attending school more than 90% of the time by 4.91% to meet lower bound target.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 29.81%. This is consistent with COVID restrictions requiring students to stay at home when ill.
All themes of the SEF element Educational Leadership are consolidated at Sustaining and Growing.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership.
The SEF Wellbeing theme, individual learning needs, is consolidated at Sustaining and Growing.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the theme of Individual Learning Needs.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,203.00</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"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs • staffing release to build teacher capacity around curriculum adjustments. <p>The allocation of this funding has resulted in the following impact: All IEPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. These students were supported by SLSOs and SMART goals were reviewed every 5 weeks with students and parents.</p> <p>After evaluation, the next steps to support our students will be: In 2023 integration funding will continue to support students with additional needs though SLSO support and teacher planning time and consultation time with allied health professionals and parents and carers</p>
<p>Socio-economic background</p> <p>\$7,324.30</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"> • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: The funds enabled teachers and families to meet as to plan learning and social-emotional programs to meet individual needs.</p> <p>After evaluation, the next steps to support our students will be: We will resource the playground and the Student Wellbeing Officer to provide relevant and socially engaging playground programs.</p>
<p>Aboriginal background</p> <p>\$2,201.78</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> <ul style="list-style-type: none"> • Individual learning needs <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$2,201.78</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency through the AECG, Sutherland Shire reconciliation group and Kurrunulla • construct a yarning circle <p>The allocation of this funding has resulted in the following impact: There is a whole school commitment to Aboriginal education, evident through the student led writing of our school Acknowledgement of Country and our whole school story line painting where every child contributed shows the developing understanding of Country.</p> <p>After evaluation, the next steps to support our students will be: All teaching programs will embed Aboriginal education throughout the curriculum, consistently throughout the year. New literacy resources will be purchased and we will partner with an Elder to learn language and culture. By connecting with Network AEOs for professional learning we will provide personalised opportunities for Aboriginals students.</p>
<p>English language proficiency</p> <p>\$8,131.50</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"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: The Learning Support Teacher provides case by case consultative support to teachers and provides target professional learning using the EAL/D progressions.</p> <p>After evaluation, the next steps to support our students will be: Student growth in literacy and numeracy is tracked on Plan2. Students not achieving expected targets will be monitored and teachers provided with support to implement explicit teaching strategies for individual students.</p>
<p>Low level adjustment for disability</p> <p>\$94,780.24</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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Mini-lit to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The staffing allocation of a LaST to lead whole school implementation of</p>

<p>Low level adjustment for disability</p> <p>\$94,780.24</p>	<p>SMART goals for students with IEPs resulted in a significant change in student growth and attainment as students shared and took ownership of their goal. 100% of IEPs were evaluated twice each term and communicated with families.</p> <p>35 students were supported by Mini-lit intervention program, 14 students had individualised decodable reader program as part of their IEP.</p> <p>After evaluation, the next steps to support our students will be: A more integrated approach through Initi-lit and Mini-lit reading programs K-2 aligned with the new English syllabus.</p>
<p>Professional learning</p> <p>\$23,800.20</p>	<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 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supporting effective teaching and collaborative planning and evaluations. • Professional learning and collegial lesson observations • Explicit teaching in numeracy through learning sprints. <p>The allocation of this funding has resulted in the following impact: Teachers are working towards completing more consistent sprints across the school in all stages (K-6). HPGE students experienced differentiated learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue our school improvement in the explicit teaching of mathematics informed by data. K-2 teachers will continue to improve their understanding of the new curriculum and Years 3 to 6 teachers will engage with syllabus and professional learning ongoing through the year.</p>
<p>Literacy and numeracy</p> <p>\$18,584.35</p>	<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 the following impact: Through professional learning to build teacher capacity in explicit teaching of numeracy teachers were able to plan lessons with clear Learning Intentions and Success Criteria. These more explicit criteria enabled successful formative assessment. The whole school scope and sequence is consistently across the school. A major focus was the trial of Year One syllabus units and feedback to NSW DoE.</p> <p>After evaluation, the next steps to support our students will be: This funding will be used to create APCI position in 2023.</p>
<p>QTSS release</p> <p>\$71,866.40</p>	<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</p>

<p>QTSS release</p> <p>\$71,866.40</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Student engagement levels are increasing and the inclusion of 3 way interviews has enabled students to be more active learners, responsible learners. The collective efficacy of the community of Practice across 4 schools provided teachers with the opportunity to deepen their understanding of pedagogy to transform their teaching.</p> <p>After evaluation, the next steps to support our students will be: Continue to build teacher capacity and efficacy through professional research and a Community of Practice across schools so that we ensure all students are able to articulate their learning at 3 ways interviews with an increase in self awareness and responsibility as a learner.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</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 to address the identified needs for students who require additional support in literacy and numeracy • employment of school leaning support officers to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Students are monitored by the Learning and Support team and Individual education plans negotiated with students and parents. SMART goals were monitored every 5 weeks, some students require longer time frames to achieve goals. Flexible funding enabled school learning support officers to work in classrooms with teachers to implement individual programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will be used to create the APCI position.</p>
<p>COVID ILSP</p> <p>\$21,240.00</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 2022.</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. <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$21,240.00</p>	<p>All students improved in ability to decode words and fluency of reading. 21% will require on going support in 2023 to ensure growth in maintained in classroom setting</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy small group tuition using data sources to identify specific student needs. Regular monitoring of students as they transition back into classrooms by the LaST and providing additional in-class support for students whose progress was impacted by illness to continue to meet their personal learning goals will also be a priority.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	196	192	193	191
Girls	185	187	183	173

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	95.7	97.0	92.2
1	93.1	93.9	95.3	91.4
2	93.9	94.8	95.2	90.9
3	93.4	95.9	95.9	91.2
4	95.8	93.7	94.2	89.8
5	93.0	94.4	94.4	87.8
6	93.3	93.7	95.2	87.7
All Years	94.1	94.5	95.3	90.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	12.81
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	415,701
Revenue	3,542,747
Appropriation	3,262,353
Grants and contributions	274,654
Investment income	5,640
Other revenue	100
Expenses	-3,389,025
Employee related	-2,899,754
Operating expenses	-489,271
Surplus / deficit for the year	153,722
Closing Balance	569,423

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.

	2022 SBAR Adjustments (\$)
Targeted Total	32,203
Equity Total	112,438
Equity - Aboriginal	2,202
Equity - Socio-economic	7,324
Equity - Language	8,132
Equity - Disability	94,780
Base Total	2,638,678
Base - Per Capita	95,008
Base - Location	0
Base - Other	2,543,671
Other Total	200,487
Grand Total	2,983,806

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

Attendance at community events in 2022 was well above previous years with end of year student led events and parent / carer events above capacity. The P & C has grown from a core committee of 5 attending in 2021 to 20 regular members attending meetings. In the Tell Them From Me survey, the school result for : Reports on my child's progress are written in terms I understand. 7.0 , is above state norms and aligned with the student engagement initiatives. 34 % of parents who completed the survey had been able to speak with their child's teacher more than 3 times during the year and 26% two or three times and **97%** of parents attended Term One interviews. In the area of parents feel welcome, "I feel welcome when I visit the school" scored 7.1 and "I can easily speak with my child's teachers" scored 7.1 on a likert scale".

The student Tell Then From Me survey reported that 89% of student feel accepted and valued by their peers and other at the school and 98% have friends they can trust and make them to make positive choices.

Three beginning teachers were supported through mentoring program have all secured full time employment in 2023, with two teaches completing their proficient accreditation. 100% of teachers hold additional leadership roles within the school and five teachers leading programs or initiatives at Network or Zone level. All teachers are fully committed to collaboration and feedback cycles. The use of shared programming and assessment documents provides all staff with support and direction on a daily, weekly and term basis. One Assistant Principal was successful through merit selection to a Deputy Principal position and a temporary teacher was successful through merit section to an Assistant Principal Curriculum and Instruction. Career development and system leadership is strongly supported at the school and all teachers seeking opportunity are supported through coaching programs.

The school shared information through a comprehensive newsletter every fortnight. Each term detailed information about Curriculum was provided to parents and carers to so that there was clear communication about the learning for each term. Student work and success was also shared in the newsletter. To enable parent and community engagement at school events the school and P & C work together to ensure parents were able visit the school and still ensure COVID safe practices were followed.

The school actively seeks feedback from the P & C and we are proud of the strength ongoing positive relationships and school success.

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.