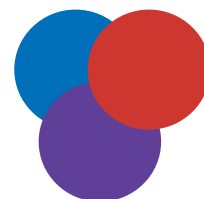


# Grays Point Public School Annual Report



2015

**GRAYS POINT**  
PUBLIC SCHOOL



3914

## Introduction

The Annual Report for 2015 is provided to the community of Grays Point as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Clint White  
Principal

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### Message from the Principal

2015 has been another exciting year of learning for our students, our staff and for our community at Grays Point PS. We began the year launching into our brand new 3 year school plan. A school plan with strategic direction developed by our community and staff, specifically for our students. We surveyed, we opened our doors for input and we facilitated workshops to set our school directions. I am pleased to report on our progress over the year.

## School background

### School vision statement

The Grays Point Public School learning community is committed to working together to develop each child to their true potential in all areas of a contemporary curriculum.

Students are nurtured in a supportive, respectful and technology-rich environment and are encouraged to strive for excellence as a life-long learner.

Each child is encouraged to grow academically, creatively and socially as a unique individual, proud to be themselves and respect and accept others for who they are.

### School context

Grays Point Public School has an enrolment of 390 students in 15 classes and is located in a unique bush setting in the Royal National Park. The school features beautiful playgrounds with space for students to run and play as well as tend our flourishing vegetable garden.

Staff are experienced, dedicated and well supported by the community. The school enjoys a strong reputation for academic, cultural and sporting excellence within its local community and beyond.

Innovation in technology is a key feature of our academic programs focusing on high-quality literacy and numeracy programs. Our campus is Wi-Fi enabled in every learning space and our students have access to school iPads, interactive televisions and interactive tools in every classroom.

## **Self-assessment and school achievements**

### **Self-assessment using the School Excellence Framework**

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

#### **Learning**

Our school is delivering a positive learning culture. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Wellbeing is sustaining and growing through our Kids Matter initiative as there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Curriculum and Learning is sustaining and growing with many high quality extra-curricular programs in place and curriculum delivery integrates technology, library and information services. Assessment and Reporting are a priority for 2016 as we further develop explicit processes to collect, analyse and report internal and external student and school performance data. Student performance measures are at or above national minimum standards on external performance measures showing that we are delivering in this element.

#### **Teaching**

Our school is delivering effective classroom practice, as classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. 2016 will see the school have a greater focus on data, incorporating data analysis informs the school's learning goals and monitor of progress towards them. Collaborative practice is sustaining and growing as teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Learning and development remain a priority as teachers participate in professional learning targeted to school priorities and their professional needs. Professional standards are being emphasised as staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

#### **Leading**

Leadership is sustaining and growing evidenced by productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. School planning, implementation and reporting are sustaining and growing with clear processes, accompanying timelines, milestones and direct school activity towards effective implementation of the school plan. School resources are being managed with systematic annual staff performance and development reviews being conducted. The school is delivering effective management practice and processes as all school staff are supported to develop skills for the successful operation of administrative systems.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Build a dynamic educational culture

### Purpose

To improve student learning experiences and raise educational outcomes through a dynamic education culture built upon explicit teaching, high expectations and authentic technology integration.

### Overall summary of progress

Three project teams led by key staff members were established to build a dynamic educational culture in 2015. The "Literacy Project" produced curriculum scope and sequences, formed by feedback ready for implementation in 2016. The "ICT Project" focused on the integration of technology and iPads into teaching and learning with substantial support for teachers. The introduction of "Quality Teaching, Successful Students" funding in Semester 2, allowed for additional support in the classroom to mentor teachers to implement iPads into classroom practice. The "Quality Teaching and Assessment Project" focused on the consistency of teacher judgement and the production of quality assessment tasks and reporting using new online tools. We planned to develop a school culture where effective learning is central to our decisions and organisation.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
NAPLAN growth from Yr 3-5 in writing increased from 39.6% of students to 80% of students.	<p>Literacy Project – produced scope and sequence for all areas ready for 2016. Commenced the refocus of consistent teacher judgement in assessment tasks.</p> <p>Integration of iPads into innovative teaching and learning. Staff were supplied a staff iPads. PDP goals were tied to the integration of technology.</p> <p>QTSS funding was used to release Computer Coordinator to support and mentor teacher in the classroom.</p> <p>Staff adopted a new reporting platform and successfully engaged to produce new reports.</p>	\$21150



Tell Them From Me and Australian Child Wellbeing Project data identify our students feeling optimistic about their future and nurtured at school maintaining 85% agree or above	Surveyed parent population and staff to evaluate the effectiveness of our reporting program and used the data to inform future decision making where possible	\$0
Authentic use of technology as a tool for learning by students and staff	The school has developed a clear vision for BYOD for senior students in 2016.	\$1600

## Next steps

The next steps to advance implementation of Strategic Direction 1 include:

- Trial the English working document, providing feedback as the school year progresses and add the missing elements (Writing and Representing 2, Expressing Themselves). The English team will need to break the program into semesters and chunks for successful implementation.
- The introduction of the Stage 3 BYOD program with support provided to teachers to effectively implement new technologies. Policy, guidelines, industry and observations of other school contexts will be accessed in 2016.
- Consistency in curriculum and assessment through a school scope and sequence for PD/H/PE produced by the end of Term 1; and Creative and Practical Arts by the end of Term 2.



## Strategic Direction 2

Enhance teacher and leadership capacity

### Purpose

To build the capacity of staff through professional learning and actively engage with the Australian Professional Teaching Standards and the NSW Performance and Development Framework resulting in improved outcomes for students.

### Overall summary of progress

Through strategic direction 2, teaching staff have become familiar with the Australian Professional Standards for Teachers and the new Performance and Development Framework (PDF). Teachers actively engaged with the PDF including goal setting, participation in lesson observations, peer feedback and coaching conferencing.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
100% teachers participating in classroom observations to meet the performance and development framework and feedback notes provided to staff.	Professional Learning Plans introduced to staff by teacher representative and Principal.  All staff led by supervisors to plan 2016 goals.  'Executive staff attended TPL session "Professional growth through classroom observation."  One teaching observation was scheduled and completed during T3.  Staff were supported through professional learning on giving feedback.	\$1800
Tell Them From Me staff survey of engagement in professional learning to meet accreditation from 54% to 100%.	All staff set goals with reference to the Australian professional standards for teachers.  Lesson observations completed to meet PDP requirements.  Staff input to identify TPL needs.	\$3600

## Next steps

The next steps to advance implementation of Strategic Direction 3 include:

- Australian Professional Standards for Teachers will be visible. Staff will be given opportunities to map professional learning, goal setting and evaluation against the National standards.
- Staff we will be involved in two lesson observations per year – one completed by the supervisor.
- Staff will work collaboratively to develop consistent learning programs and assessment tasks that will be accurately reported in semester reports



## Strategic Direction 3

Promote community connections

### Purpose

To build strong connections with our learning community including our parents and carers, local schools, local and global partners to raise the outcomes for our students.

### Overall summary of progress

Through strategic direction 3, staff and students have developed greater understanding of Chinese culture through hosting a visiting delegation from China. Students requiring learning accommodations have been catered for and documented in Individual Education Plans. Grays Point Public School has continued to implement Kids Matter so that students, staff and carers feel welcomed and part of our school community.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Well-adjusted, resilient students as proven in the TTFM Wellbeing survey maintaining 97% of senior students having positive relationships in school and increase from 94% to 98% senior students reporting positive behaviour.	IEPs completed with carer input in IEP implementation meetings in Term 1.  Parent workshops "Love, Logic and Ordinary Magic" conducted with over 70 carers attending	\$1200
Continuation and increase in the number of parents engaging in the classroom and supporting school programs by 15%.	Committed and dedicated community members consistently participating in P&C and parent groups.	\$0

### Next steps

The next steps to advance implementation of Strategic Direction 3 include:

- Kids Matter progression into Module 2.
- Community of school partnerships in executive development.
- Outreach programs with community organisations (retirement homes, residential care, choir visits).



## Key initiatives and other school focus areas

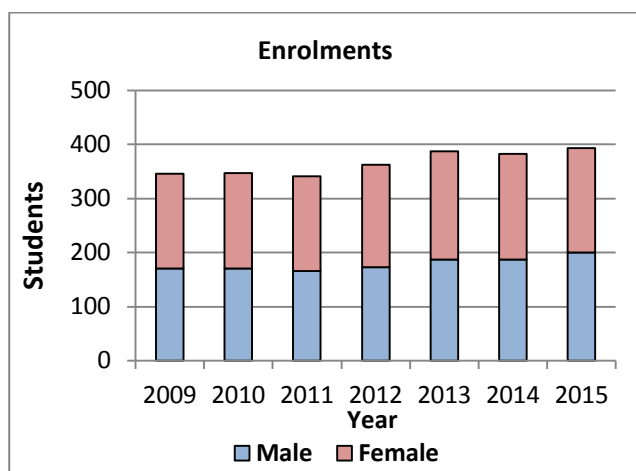
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	An acknowledgement for the need to relocate the Dharawal Path totems in a more prominent and appropriate location to improve our connection with land and Indigenous people.	\$1386
English language proficiency funding	SLSOs to support EAL/D in class combined with RAM Low level disability	\$3392
Targeted students support for refugees and new arrivals	N/A	
Socio-economic funding	Assess students who may be having difficulty with school payments and support their participation in school programs.  SLSO in class support	\$7776
Low level adjustment for disability funding	SLSO in class support and multilit withdrawal	\$18135
Support for beginning teachers	N/A	
Quality Teaching Successful Students	Creation of a collaborative iPad team-teaching program. Computer Coordinator was released to mentor teaching staff and provide in class support to implement iPads into teaching and learning.	0.14 FTE

## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	170	171	166	173	187	187	200
Female	176	176	175	190	200	196	194



### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	97.1	94.4	96.1	96.5	96.7	96.8
	1	95.4	94.8	95.8	97.0	96.1	95.2
	2	95.8	93.9	96.9	96.4	97.3	96.3
	3	97.1	94.8	94.2	96.2	96.7	95.7
	4	96.3	94.2	95.7	95.5	95.3	96.0
	5	94.9	95.3	95.8	96.7	95.7	95.2
	6	94.6	93.8	96.2	95.7	95.1	96.2
	<b>Total</b>	<b>95.8</b>	<b>94.5</b>	<b>95.8</b>	<b>96.3</b>	<b>96.1</b>	<b>95.9</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

### Structure of classes

Roll class	Year	Total in class	Total per year
K BLUE	K	19	19
K GREEN	K	18	18
K YELLOW	K	18	18
1 GOLD	1	25	25
1 SILVER	1	24	24
2 PURPLE	2	26	26
2 RED	2	27	27
3 JADE	3	30	30
3 LEMON	3	32	32
4 LIME	4	29	29
4 WHITE	4	29	29
5 BLACK	5	30	30
5 NAVY	5	31	31
6 AQUA	6	27	27
6 INDIGO	6	26	26

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Classroom Teacher(s)	12
Teacher of Reading Recovery	0.3
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0.2
School Administrative & Support Staff	2.4
<b>Total</b>	<b>20.3</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 0 staff identity as Aboriginal or Torres Strait Islander.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

## Professional learning and teacher accreditation

In 2015 there were two teachers working towards Board of Studies Teaching and Educational Standards (BoSTES) accreditation. Two teachers are maintaining accreditation at Proficient. Staff Development Days during 2015 were aligned to the School Plan with a strong focus on the implementation of integrating technology into teaching and learning and staff training in the Kids Matter initiative.

Mandatory compliance training was completed by all staff including Cardio Pulmonary Resuscitation, Bushfire preparedness, child protection and anaphylaxis. \$19274 was expended on staff training and development at an average cost of \$770 per staff member.



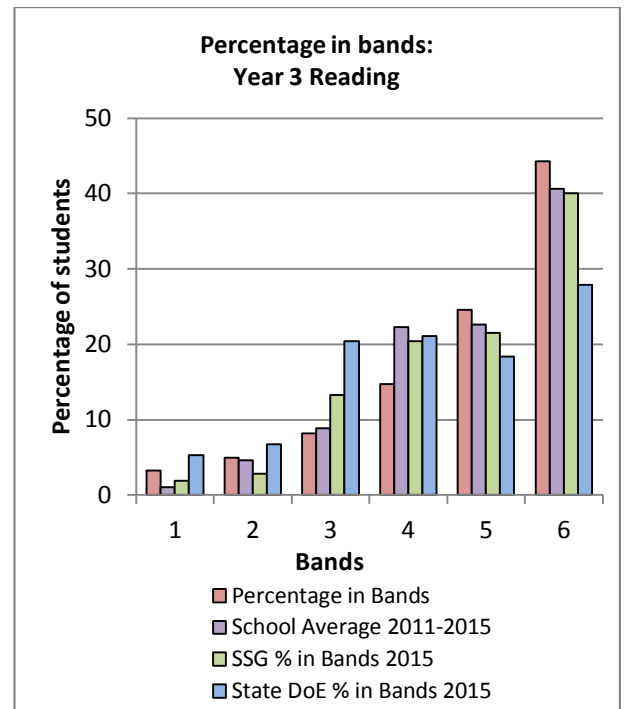
## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	94759.48
Global funds	238275.21
Tied funds	84443.36
School & community sources	287104.10
Interest	2472.45
Trust receipts	58110.64
Canteen	0.00
Total income	765165.24
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	126159.07
Excursions	61437.27
Extracurricular dissections	105882.22
Library	11831.43
Training & development	1082.52
Tied funds	91957.01
Casual relief teachers	80950.76
Administration & office	71909.97
School-operated canteen	0.00
Utilities	57037.55
Maintenance	32169.35
Trust accounts	57603.13
Capital programs	0.00
Total expenditure	698020.28
<b>Balance carried forward</b>	67144.96



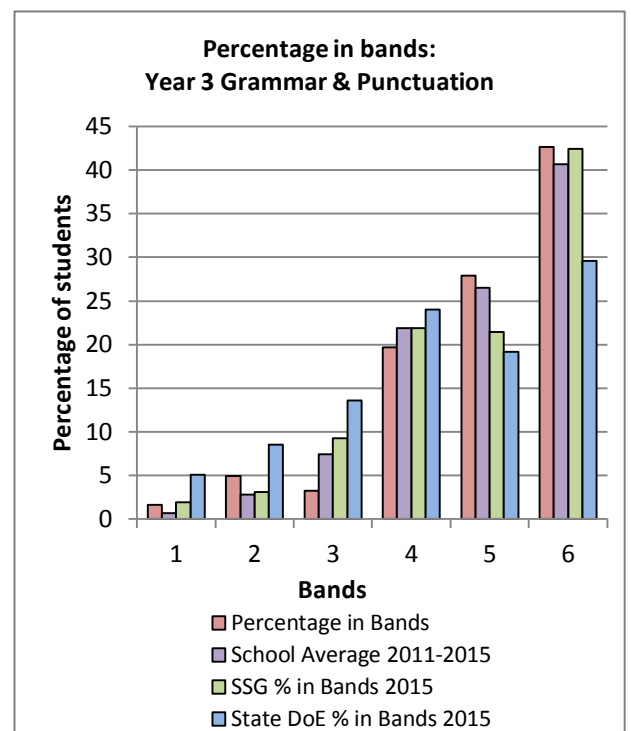
## School performance

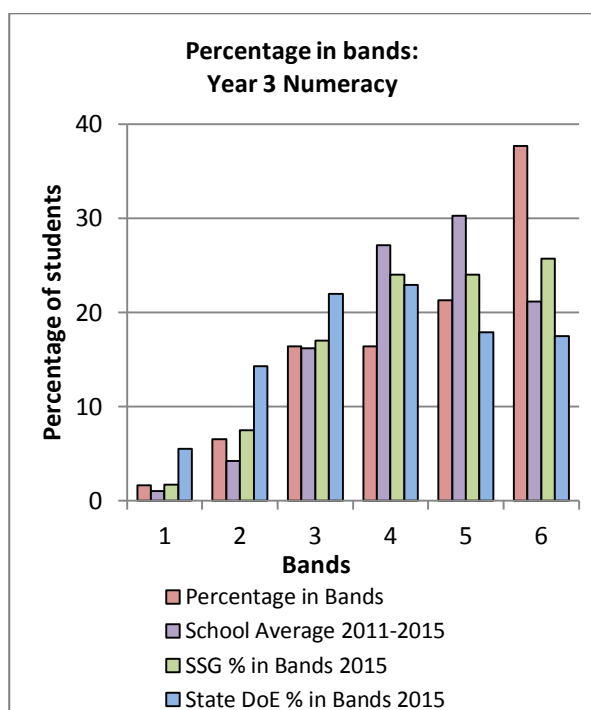
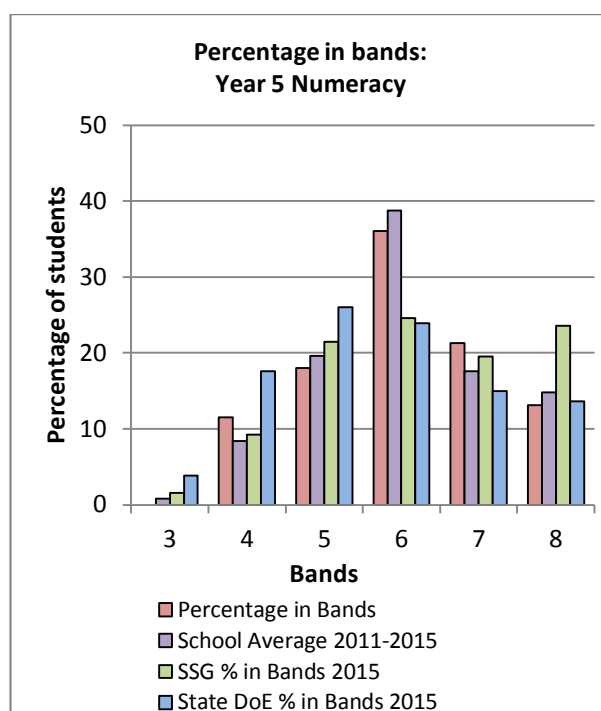
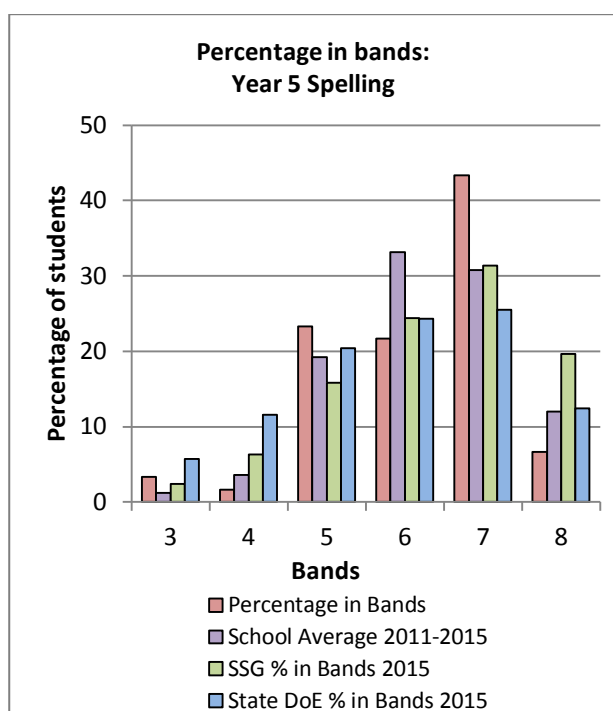
### NAPLAN

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

### Student responses:

- 89% of students in Years 4-6 reported that they try hard to succeed at school compared with government norm of 88%
- Students feel challenged in their English and Maths lessons and feel confident in their skills in these subjects.
- Students find the classroom instruction well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn.
- Students feel teachers are responsive to their needs, encourage independence with a democratic approach.
- Positive teach-student relations were rated 7.9 out of 10 by girls and 7.1 out of 10 by boys.
- 61% of students had a high rate of participation in extracurricular activities/.The NSW Government norm is 55%



## Staff Responses:

- Staff reported that the school offers students lots of opportunities to succeed and that staff care for students as best they can. Staff reported that the school makes the students central purpose to all that we do.
- Staff reported that the whole school community is welcomed and supportive of families and students. The development of community spirit is strong and can be seen by the parent volunteers.
- Many staff reported that communication with staff and families is strong and comprehensive.
- Staff reported that greater consistency is needed in assessment and reporting across grades and stages.

## Parent/Carer responses:

Parent/Carer responses are on a ten-point scale converted from Likert-format questions. A score of 0 indicated strong disagreement; 10 indicated strong agreement and 5 is a neutral position.

- I feel welcome when I visit the school- 8.4/10
- I am well informed about school activities – 8/10
- Teachers show an interest in my child's learning – 7.3/10
- Teachers devote their time to extra-curricular activities – 7/10
- My child feels safe at school – 7.5/10
- School staff take an active role in making sure all students are included in school activities – 6.7/10
- 87% of carers have talked with the classroom teacher more than once during the school year.

## Policy requirements

### Aboriginal education

2015 saw the commissioning to relocate the Dharawal Path to the front entrance of the school in a more visible and prominent location. Resources have been targeted to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAs.

### Multicultural Education and Anti-racism

Grays Point Public School promotes harmony and anti-racism and that all families and students are welcome in our school as a Kids Matter school. Our school has a dedicated Anti-Racism Contact Officer (ARCO) who has been trained to support all staff across the Ultimo network of schools.

