



Education &
Communities

Grays Point Public School Annual School Report 2014



3914

GRAYS POINT
PUBLIC SCHOOL



School context statement

Grays Point Public School sits within the beautiful Royal National Park. The school has a growing enrolment of 387 students formed into 15 classes. The teaching and administration staff are highly professional, supporting student learning in a range of regular and extra-curricular programs. The school enjoys the positive contribution of the P&C Association and School Council.

Principal's Message

2014 has been an exciting year of learning with for our students, our staff and for our community at Grays Point PS.

Our teachers are developing our students to be prepared for a globalised, technology-rich world. Our journey is well on the way with new syllabus, our new ways of teaching and learning with our school ipads and campus wifi (generously donated by our P&C) and also by our new sister-city school relationship with Youhai Experimental Primary School in Nanjing, China.

Through our Community Collaboration sessions in November, we have articulated the values and vision of our school community, enabling us to develop our schools strategic directions for 2015-2017. Never before have we been more prepared for the future of our school.

I'd like to acknowledge our loyal and dedicated parents, grandparents and friends for your donated time and energy to be in our classrooms working with students, helping at the Spring Fair, attending P&C meetings, volunteering in the canteen or helping by speaking positively about our school beyond our community.

"A good name grows" and that was evidenced by our visit of the Hon Adrian Piccolli, NSW Minister of Education coming to our school in October to view our literacy and numeracy programs.

Our staff are a great team of skilled professionals who are committed and positive, going above and beyond to ensure they deliver an engaging and relevant curriculum.

Grays Point Public School— Second to none.

Mr Clint White - Principal



P&C Message

The Grays Point P&C is entirely run by volunteers and is an important and integral part of Grays Point Public School. The P&C makes a valuable contribution to the success of many academic, cultural, sporting programs and special events at the school and is a great way for parents and other interested people to build community with the principal and teachers to support our education goals. It's a great way to meet new people and work together with a community spirit to make our school the best it can be.

Grays Point P&C currently operates the Uniform Shop and the Canteen as well as coordinating Bookclub and School Banking. In order to meet its goals, the P&C organises fundraising events such as School Discos, BBQs, Mother's and Father's Day Stalls, Trivia Nights as well as the renowned jewel in the Grays Point community crown, the annual Grays Point Spring Fair.

We are lucky to have a friendly and welcoming group of parents and carers whose focus is all about making the school a better place for our kids.

Brendan Fitzpatrick - P&C President

Student Representatives' Message

We are very proud to say that we were the school captains for 2014. We think that being a leader has made us more mature and better speakers. We have really enjoyed working with different people whether it is the leadership team or the Minister for Education.

We are all truly grateful of what this amazing school has given us. With this role we have been able to do amazing things like lead assemblies and ceremonies and go to Young Leaders Day where we prepared to be a great leader.

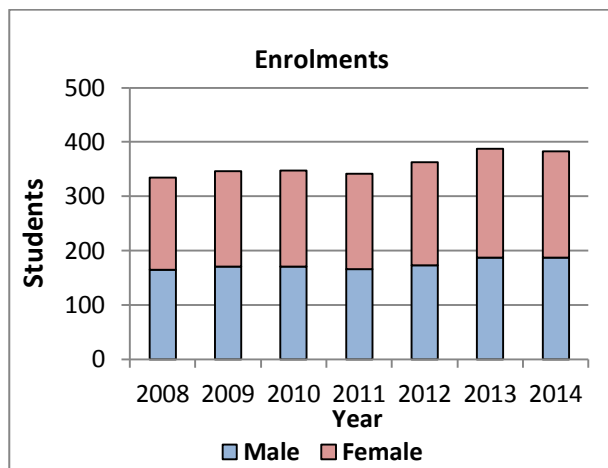
Once again thank you to the teachers, the students and the families.

Chloe Duncan and Dan Micallef – School Captains

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



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	95.1	97.1	94.4	96.1	96.5	96.7
	1	94.8	95.4	94.8	95.8	97.0	96.1
	2	95.8	95.8	93.9	96.9	96.4	97.3
	3	94.4	97.1	94.8	94.2	96.2	96.7
	4	92.1	96.3	94.2	95.7	95.5	95.3
	5	92.1	94.9	95.3	95.8	96.7	95.7
	6	93.6	94.6	93.8	96.2	95.7	95.1
	Total	94.0	95.8	94.5	95.8	96.3	96.1
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Class Sizes

Roll class	Year	Total in class	Total per year
K BLUE	K	23	23
K GREEN	K	23	23
1 GOLD	1	21	21
1 YELLOW	1	19	19
1/2 SILVER	1	8	21
1/2 SILVER	2	13	21
2 PURPLE	2	24	24
2 RED	2	24	24
3 LEMON	3	27	27
3 ORANGE	3	28	28
4 LIME	4	31	31
4 WHITE	4	30	30
5 BLACK	5	27	27
5 NAVY	5	27	27
6 AQUA	6	28	28
6 INDIGO	6	28	28

Workforce information

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

One teacher took leave in 2014. Three teachers were employed on temporary contracts. At the end of 2013 we were sad to farewell one of our dedicated office staff, Mrs Yolanda Speechley who was successful at expanding her hours in a permanent position at another public school.

Workforce composition

Position	Number
Principal	1
Assistant Principals	3
Classroom Teachers	12
Teacher of Reading Recovery	0.21
Learning and Support Teacher	0.5
Teacher Librarian	0.8
School Counsellor	0.2
School Administrative & Support Staff	2.4
Total	20.11

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff identify as Aboriginal.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	6

Professional learning and teacher accreditation

100% of teachers participated in professional learning activities in 2014 aligned to the School Plan and new syllabus implementation. Staff participated in two combined Staff Development Days with 16 local primary schools at Bankstown Sports Club on the Mathematics and Science Syllabuses. All teachers participated in a 'Lesson Study' project in Term 1 with significant impact reported. The total cost spent on professional learning in 2014 was \$29454.15 with an average of \$1592.12 per teacher. Two temporary teachers

are seeking accreditation at Proficient and three permanent teachers have indicated that they will be seeking voluntary accreditation at Highly Accomplished level in 2015.

Beginning Teachers

One permanent teacher classified as a Beginning Teacher continued to develop skills achieving Proficient status with the NSW Institute. This was facilitated with close supervision and mentor structuring to assist teacher development. This staff member took a very active role in coordinating a whole school creative arts program leading to capacity building in 2014.



Financial summary

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	52 432.76
Global funds	221 475.65
Tied funds	96 915.00
School & community sources	252 562.52
Interest	3 764.99
Trust receipts	260 565.54
Canteen	0.00
Total income	887 716.46
Expenditure	
Teaching & learning	
Key learning areas	76 654.09
Excursions	61 274.26
Extracurricular dissections	87 588.97
Library	23 400.85

Training & development	1064.63
Tied funds	90 934.91
Casual relief teachers	62 026.87
Administration & office	59 441.14
School-operated canteen	0.00
Utilities	48 029.09
Maintenance	35 628.40
Trust accounts	246 913.77
Capital programs	0.00
Total expenditure	792956.98.00
Balance carried forward	94 759.480

Grays Point Public School holds in trust funds for regional activities, including the Sydney Southeast Symphonic Wind Ensemble, Public Schools NSW Tour to China funds, Executive Network and SASS Network.

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

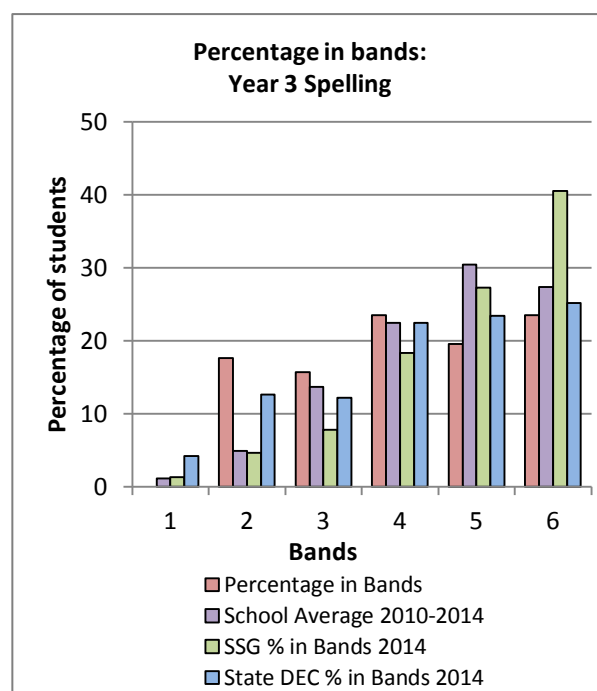
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

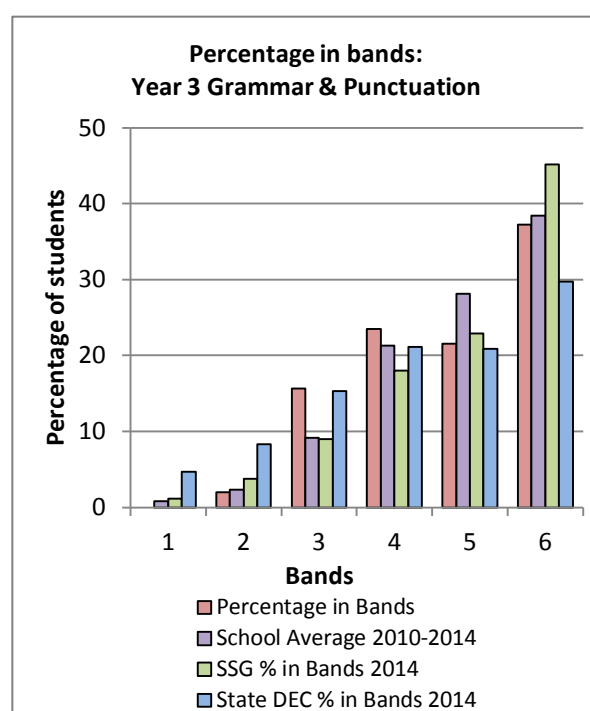
Click on the link <http://www.myschool.edu.au>

and enter the school name in the *Find a school* and select *GO* to access the school data.

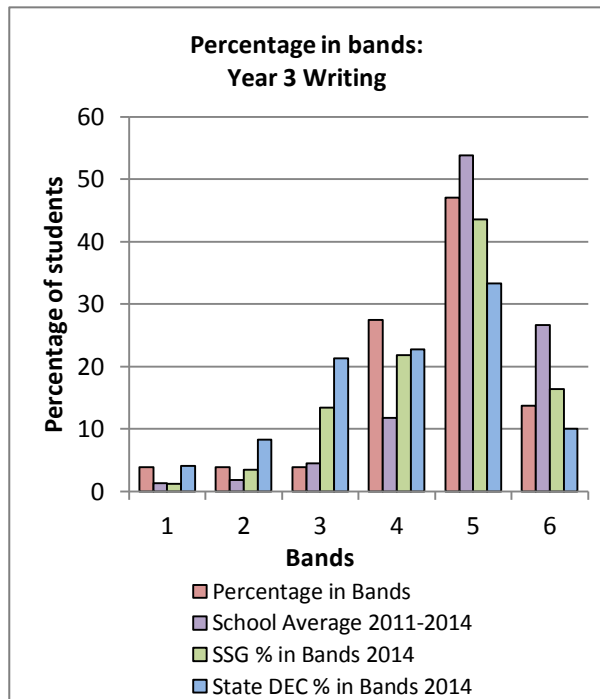
NAPLAN Year 3 - Spelling



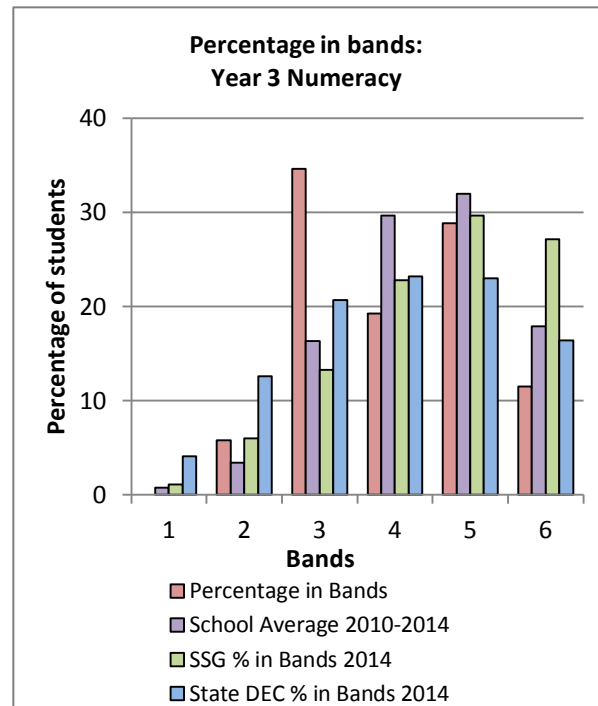
NAPLAN Year 3 – Grammar & Punctuation



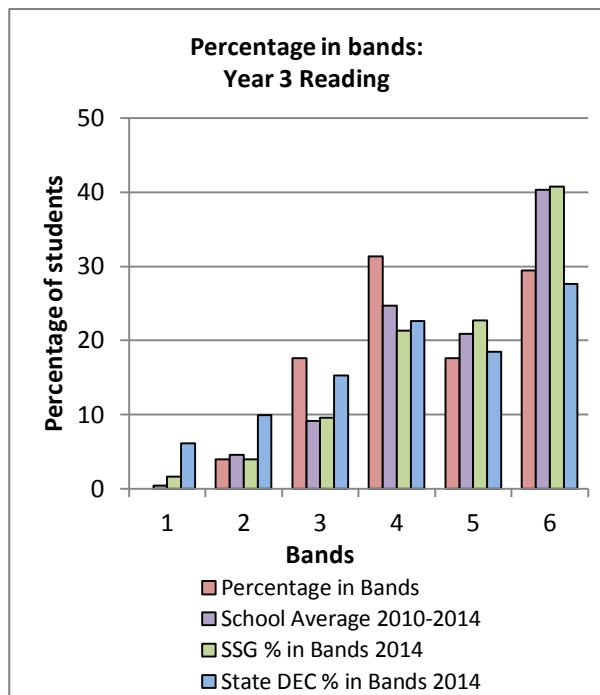
NAPLAN Year 3 - Writing



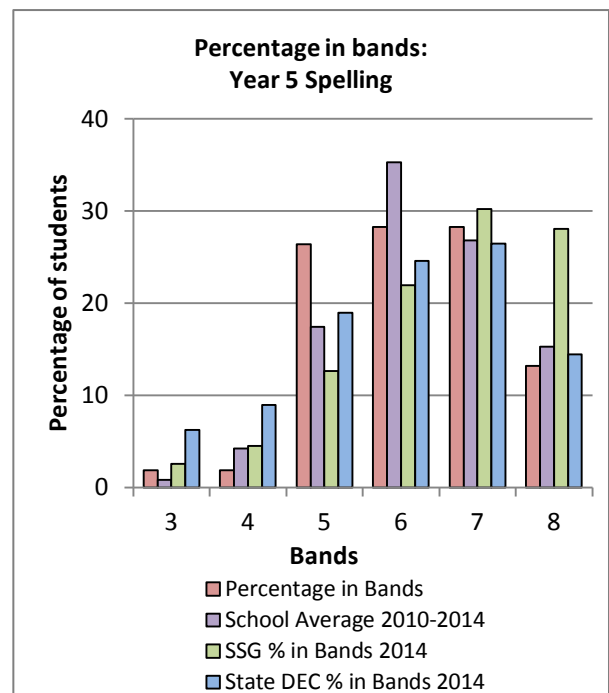
NAPLAN Year 3 –Numeracy



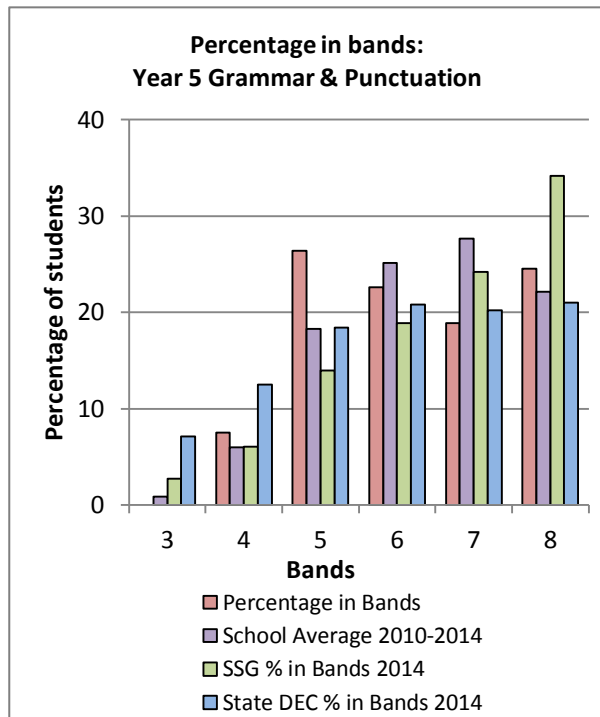
NAPLAN Year 3 – Reading



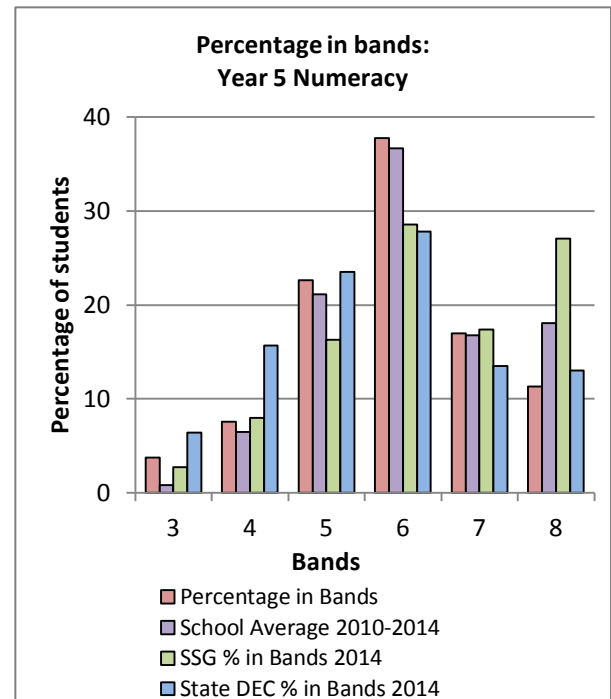
NAPLAN Year 5 –Spelling



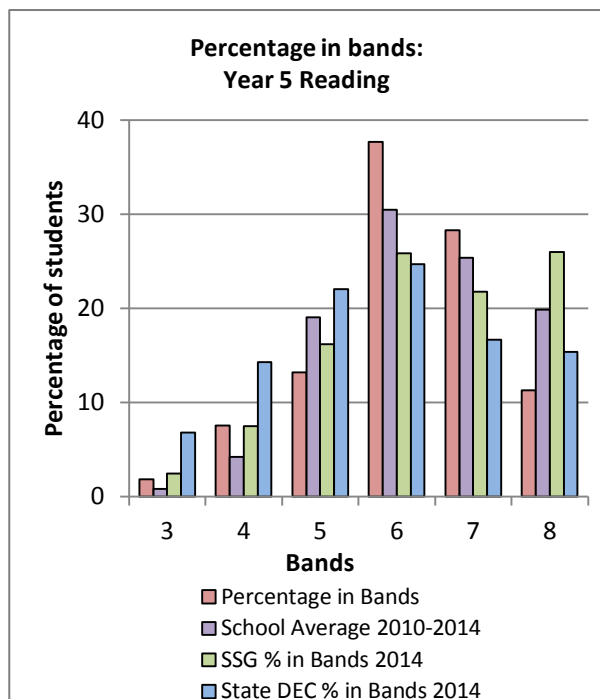
NAPLAN Year 5 – Grammar & Punctuation



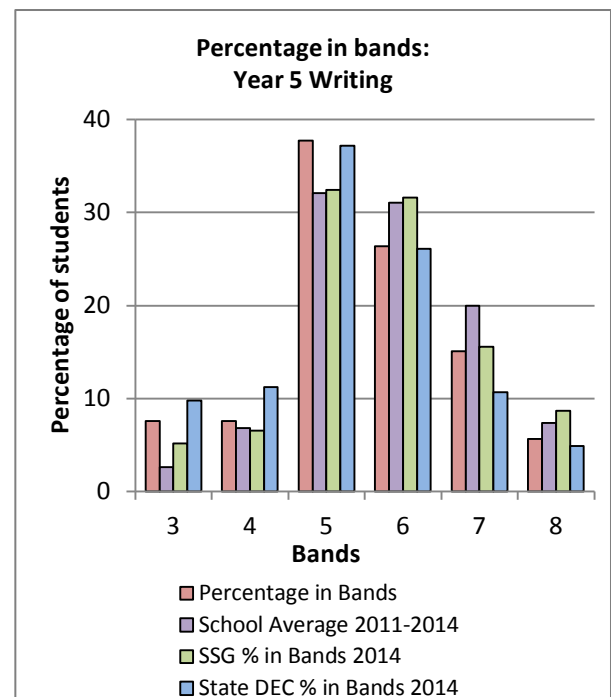
NAPLAN Year 5 –Numeracy



NAPLAN Year 5 – Reading



NAPLAN Year 5 –Writing



Other achievements

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Students participated in Aboriginal Education programs in across grade units of work. Connection with the local land and people was explored through visits to the Royal National Park facilitated by the Environmental Education Centre.

Multicultural education and anti-racism

Students in Stage 3 studied other cultures including Greece and Indonesia in Semester 2. IN September 2014, Grays Point Public School signed a memorandum of understanding with Yuhua Experimental Primary School in Nanjing, China. This significant relationship will last long into the future after the GPPS Principal visited the school during the Public Schools NSW Tour to China in September.

Aboriginal background

Aboriginal funding was targeting to students identifying as Aboriginal who required additional support from external agencies and School-based Learning Support Officers.

Socio-economic background

Socio-economic background funding was used to support students to attend excursions and activities without the means to do so. This allowed all students to access the curriculum and resources and increased the level of students' participation and engagement in learning.

Learning and Support

The role of the Learning and Support Teacher has had significant impact on school operation and student outcomes. The

Learning and Support Teacher has continued to assist teachers to develop individual education plans to improve the students' learning outcomes. Funds were expended on School Learning and Support Officers to work with targeted students on one-to-one reading programs.



School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent Satisfaction Survey on Learning
- Staff Satisfaction Survey on Learning
- Student Technology Survey
- Parent Communication Survey
- Staff feedback and review

School planning 2012-2014:

School priority 1

Learning and Engagement - English

- To increase Year 3 students achieving Band 6 NAPLAN Reading from 37.7% to 47.5% and Year 5 Band 8 scores from 11.1% to 25.9%

Outcomes from 2012–2014

- Implementation of the new NSW English Syllabus for the Australian Curriculum into classroom practice
- Development of staff capacity and awareness of curriculum differentiation to cater for the diversity of learners in a mainstream class setting

Evidence of achievement of outcomes in 2014:

- Teachers have increased confidence to program for students and teach the new English syllabus. Teachers have increased knowledge of 21st Century learning principles and deliver engaging lessons.
- Reduction in workload and preparation time for teachers to adapt and implement units written by colleagues across our network and state. These are centrally housed on the school server.
- Staff have a clear understanding of what are new concepts of the new syllabus and for teaching programs to reflect the new elements.

Strategies to achieve these outcomes in 2014:

- Establishment of a centralised bank of units of work and resources on the school server that can be accessed for implementation.
- Implementation of a Lesson Study Project for teachers to engage with the new syllabus to create and deliver a unit of work in Term 2. Teachers worked in grade teams to deliver, evaluate and refine lessons enhancing Quality Teaching elements
- Staff have become familiar with the K-10 Literacy continuum and have begun to track student progress through DEC PLAN software to transition students into their new classes in 2015.



School priority 2

Outcomes from 2012–2014

Learning and Engagement - Mathematics

- To increase Year 3 students achieving Band 6 NAPLAN Numeracy from 18% to 26.2% and Year 5 Band 8 scores from 11.3% to 18.9%

Evidence of achievement of outcomes in 2014:

- Staff trained by State Office personnel and share knowledge with teaching staff in TPL time. Teachers become familiar with the new Mathematics document and feel confident to program and deliver lessons.
- K-2 resources established in the reading room are sorted and collated for easy use. 3-6 Maths resources are supplemented and organised in the C Block storeroom.

Strategies to achieve these outcomes in 2014:

- Staff participated in a combined schools conference on Staff Development Day Term 2 at Bankstown Sports Club as an introduction to the New Mathematics syllabus.
- A full audit of mathematics equipment in the school was conducted and a mathematics resource room was established. Following the audit, the team established a set of basic materials per classroom and supplemented the resource room with additional materials required for teaching the new curriculum.
- Staff have become familiar with the K-10 Mathematics continuum and can track student progress through DEC PLAN

software to transition students into their new classes in 2015.

School priority 3

Outcomes from 2012–2014

Learning and Engagement – Science and Technology and ICTs

- To improve staff confidence in implementing Information Communication Technologies across all Key Learning Areas

Evidence of achievement of outcomes in 2014:

- Students and staff have continuous access to Wi-Fi across the whole campus for lesson delivery and student engagement with devices.
- Set of ipad devices purchased and used as a whole class set to engage students in a 1:1 learning environment across the school.
- Students engaged in lessons with reliable teaching hardware to display and reflect student work; and have full access to teaching material.

Strategies to achieve these outcomes in 2014:

- Completed the installation of the school wifi system enabling students to log in wirelessly across the school campus.
- Staff participation in a combined schools conference on Staff Development Day Term 4 become familiar with the new Science and Technology syllabus.
- Purchasing a full set of iPads for use across the school. Docking station and synching system purchased, staff trained and iPads in classroom use.
- Replaced aging ebeams in Year 4 and Year 6 classrooms with a new interactive projectors that are functional for student/teacher use.



Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 100% of parents responded 'strongly agree' or 'agree' that their family feels welcome at the school.
- 100% of parents responded 'strongly agree' or 'agree' that their child is generally happy to come to school.
- 96% of parents responded 'strongly agree' or 'agree' that the school provides a safe and secure environment for their child.
- 100% of parents responded 'strongly agree' or 'agree' that what students are asked to learn is important.
- 98% of parents responded 'strongly agree' or 'agree' that the school is well organized.
- 100% of teachers responded that they 'strongly agree' or 'agree' that they engage in professional learning to improve their practice.

In 2015, the school will evaluate the homework requirements and assessment and reporting methods which were not as highly rated in the surveys.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

Three well-attended community collaboration sessions were delivered in November 2014 to articulate the community's aspirations and directions for the school. These sessions were facilitated by the school executive and supported by 3 teaching staff representatives.



The 2015-2017 strategic directions are:

1. Build a dynamic educational culture
2. Enhance teacher and leadership capacity
3. Promote community connections

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Clint White - Principal

Kate Drury – Assistant Principal

Denise Gorrel – Assistant Principal

Susan Yee - Assistant Principal

School contact information

Grays Point Public School

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School Code: 3914

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

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