Our school at a glance,

Students

Three hundred and fifty-five students attended Grays Point Public during the year making up fourteen classes with almost a 50% gender split comprising of 181 girls and 174 boys.

Staff

There were fourteen classes with three teaching Assistant Principals (APs) and eleven classroom teachers. Our programs are supported by a specialist Teacher/Librarian (4 days), a Relief from Face To Face teacher (4 days) a combined Reading Recovery (RR) and Support Teacher Learning Assistance (STLA) (5 days) and a School Chaplain (2 days). Our office is staffed by a full time School Administration Manager (SAM) and a full time School Administration Officer (SAO) and a 2 day a week SAO with a General Assistant (GA) 2 days per week.

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

Significant programs and initiatives

Reciprocal Numeracy Project

Using the Quality Teaching Framework the leadership team from five schools developed a special professional learning project to raise student achievement from Kindergarten to Year 6 (K-6). The program resulted in greater levels of collaboration and professional dialogue leading to higher levels of technical understanding in assessing and reporting student achievement. The introduction of new tracking and diagnostic tools for Stage 2 and Stage 3 in assessing competency in mathematics has enhanced the reporting mechanisms with greater consistency in describing achievement, improved pedagogical practices, student learning outcomes and further leading to widening our approach to teaching the ‘Language of Maths’ for students from Year 3 to Year 6.

This program involved membership in a co-leadership position within a Community of Schools program (5 schools) as we collegially examined strategies to boost the performance of students in the middle bands utilizing school, community and departmental resources. Our collective AP’s met to examine data, develop strategies and plan for future success. The numeracy program has resulted deeper staff conversations, outstanding NAPLAN results across the range of students and new methods for teaching and learning, whilst affirming existing methodologies and programs that are best practice.

Student Wellbeing, A School Values Program

Following the first year success of this program, we continued to build on the improvements of enhanced pastoral care that was evident in 2009 by moving to a team teaching program to deliver increased resilience to students through our values program. Our school chaplain, Mrs. Jacqueline Chin, continued to be pivotal in the successful roll out of the Bounce Back program while working to support students and families who were experiencing anxiety. We expanded our ability to support students by introducing the Kids Hope Program in the latter half of the year.
Cyber Safety Initiative

In term 4, 2009, we were approached by Sydney Region to trial and deliver findings on student wellbeing initiatives around cyber safety. The trial continued into Term 1 2010 and was funded by the Alannah and Madeline Foundation—keeping children safe from violence. We reviewed our internet policies and practices and developed a resource that was presented to staff, parents and students and was used by the Foundation to report on school-based initiatives across the country.

The review of school policy and practice has led to a clearer understanding of the roles schools play in raising awareness of cyber bullying and combating it both within school and the community.

Best Start Lighthouse School

We were invited to participate in 2010 as a Lighthouse school for the Best Start Program. This program was first introduced into the school at the beginning of 2009 and the regional Best start team recognized the exemplary work happening in our Kindergarten classes. The participating teachers were involved in a professional learning program that enabled them to network with other Sydney Region schools resulting in a presentation of our program at the State-wide Lighthouse Forum in October. We have been invited to continue as a Lighthouse school for 2011.

Student achievement in 2010

The school continued to perform very well in the National Assessment Program Literacy and Numeracy (NAPLAN) for Year 3 and Year 5 students gaining outstanding results.

- 100% of the students in these cohorts sat the test with only students missing partial assessments due to illness on the day.
- 86% of Year 3 students, achieved in the top three bands in reading, 90% in Writing and 88% in Spelling. 81% of the Year 3 students, achieved in the top three bands in Numeracy.
- 76% of Year 5 students attained in the top three bands in reading, 69% in Writing and 78% in Spelling. 72% of students attained the top three bands in numeracy.

Principal’s message

The positive and supportive school culture reflects the characteristics and values of the Grays Point school/community. The students come from families of varied socio-economic and cultural backgrounds though predominantly European. The cohesion and support expressed by our families enhances the school’s learning and teaching programs and impacts significantly upon the sound development of both the individual and the group. A key strength of the school is the value placed upon ‘belonging and contributing to a community’. Staff and families work collaboratively in an educational partnership to support each child’s passage of life and learning.

The school has worked hard to develop a culture of acceptance and respect where students are valued and given opportunities to find happiness in the pursuit of excellence.

We are proud of the reputation that our school has for developing and nurturing the whole child.

The school population continues to remain consistent with over 350 students in regular attendance. The school’s programs reflect our priority focus on the wellbeing of students and the continual improvement of student learning outcomes in numeracy and literacy all of which are designed to assist in developing lifelong learning. We achieve this through staff professional learning programs that are linked to regional and school targets. These targets are produced in our School Improvement Plan, which is available through the website or at the front desk.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Philip Rouland

School Council Report

The 2010 Grays Point Public School Council consisted of Brad Martin (President), Colleen Hooker (Secretary), Tim Perry (P&C President), Cliff Evans (Parent Representative), Denise Gorrel (Staff Representative) and Philip Rouland (Principal). Gavin Moar also represented the P&C at several meetings early in the year. The Council met monthly to discuss administrative and student welfare issues, to review school policies and to provide feedback from the school community.

The year began by thanking two retiring Council members, Craig Doyle and Marisa Dalla-Bona, and ended by thanking another, Colleen Hooker, all of whom have made significant contributions to many aspects of the school over many years. Their enthusiasm, dedication and experience have been greatly appreciated and will be missed.

The Council’s main activity this year was conducting the Parent Satisfaction Survey. The response rate to the survey was higher than in previous years and we were pleased to find that the vast majority of responses demonstrated a high level of satisfaction with the school. Parents and guardians particularly appreciate the efforts and approachability of our teachers and support staff. There is a strong sense of community and appreciation of the school’s environment. The school uniform, curriculum and peer support programs are generally well supported. The extracurricular program is also appreciated, although some parents feel that sport options are limited.

A number of areas requiring attention were also highlighted in the survey. Many parents do not understand the reward and discipline policies and feel that these could be better implemented. As in previous surveys, bullying was raised as an issue which needs ongoing monitoring. Many parents would like more frequent parent-teacher interviews and more detailed reports. There were several suggestions for improvement in communication between the school and home including more regular updating of the school website. In terms of the school’s physical environment, the state of the toilets is clearly a major concern to many parents and students. A much-needed coat of paint organised by Jobi Murphy has improved the facilities and an appeal to the state government for urgent funding for a full renovation has been made.
This year also saw the completion of the new school hall under the Building the Education Revolution Program. The hall has immediately become a focal point for many school activities and is a great asset to the school. The project was completed with a substantial amount of the allocated funding not utilised and the Council has made representations to government at a number of levels requesting retention of the surplus funds for other projects such as renovation of classrooms and toilets. At this stage a formal reply has not been received but we remain hopeful of a positive outcome. The new canteen also opened and has very quickly become well patronised!

Other matters raised and reviewed during the year included the School Improvement Plan, the School Budget, the Student Leadership Policy and the Transition to High School Policy.

Finally, the Council would like to compliment Mr Rouland and the entire staff on their commitment and tireless efforts in educating and shaping the futures of our children. The quality of the education they provide and the harmonious atmosphere of the school are testaments to their skill and dedication. The school also provides a range of activities and opportunities which must be the envy of many larger, better resourced schools and this is largely due to the extra efforts of our staff.

All students, staff, parents and guardians should be proud of Grays Point Public School and the wonderful education and nurturing environment it provides.

Dr. Brad Martin (School Council President)

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**Student representative’s message**

On behalf of the Year 6 class of 2010 I would like to thank our teachers, Mrs. Drury and Mr Farquhar for giving us so many opportunities and good times. We have worked hard for ourselves and our school and hope that we have left many good memories behind. We would also like to thank all of our teachers from Kindergarten to now and wish them a good future.

Ethan C. and Elise B.

**School context**

**Student information**

**Student enrolment profile**

![Graph showing student enrolments from 2006 to 2010]
Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
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</thead>
<tbody>
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<td>94.0</td>
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<tr>
<td>Total</td>
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<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

Class rolls are marked each day by 9:30am during roll call any student absent will be marked on an office slip which is sent to the office for attention. These students are marked as absent and the administration notify parents by SMS. Staff also request written notification after three consecutive day’s absence which is kept on file.

All students arriving after the bell in the morning are sent to the office to complete the ‘Late to School Notice’; this is then filed by the class teacher with follow up correspondence if necessary.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports. The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Green</td>
<td>20</td>
</tr>
<tr>
<td>Kindergarten Blue</td>
<td>17</td>
</tr>
<tr>
<td>Kindergarten Red</td>
<td>17</td>
</tr>
<tr>
<td>1 Silver</td>
<td>22</td>
</tr>
<tr>
<td>1 Orange</td>
<td>23</td>
</tr>
<tr>
<td>2/1 Aqua</td>
<td>25</td>
</tr>
<tr>
<td>2 Pink</td>
<td>24</td>
</tr>
<tr>
<td>3/2 Yellow</td>
<td>25</td>
</tr>
<tr>
<td>3 Mauve</td>
<td>29</td>
</tr>
<tr>
<td>5/4 White</td>
<td>30</td>
</tr>
<tr>
<td>5/4 Lime</td>
<td>30</td>
</tr>
<tr>
<td>5/4 Navy</td>
<td>30</td>
</tr>
<tr>
<td>6 Purple</td>
<td>32</td>
</tr>
<tr>
<td>6 Black</td>
<td>31</td>
</tr>
</tbody>
</table>

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.5</td>
</tr>
<tr>
<td>Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher- Release From Face To Face</td>
<td>0.8</td>
</tr>
<tr>
<td>Counselor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative and Support</td>
<td>2.8</td>
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<tr>
<td>Total</td>
<td>20.6</td>
</tr>
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</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There were no Indigenous members of staff in the school workforce.

**Staff retention**

One staff member remained on leave without pay for the duration of 2010; this position was filled by a qualified temporary teacher. Another teacher filled the role of Reading Recovery, STLA and RFF with her full time position being covered by a qualified temporary teacher. Staff have access to leave entitlements such as sick leave and long service leave. In 2010 the average daily attendance rate for staff, as determined by the Department was 97%.

**Teacher qualifications**

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

All staff participated in school based and external professional development related to regional and school targets whilst supporting personal professional goals and ambitions.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Balance brought forward</th>
<th>69 385.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global funds</td>
<td>160 749.36</td>
</tr>
<tr>
<td>Tied funds</td>
<td>66 861.79</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>202 982.23</td>
</tr>
<tr>
<td>Interest</td>
<td>4 654.58</td>
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<tr>
<td>Trust receipts</td>
<td>13 144.34</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>517 777.30</td>
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**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Excursions</td>
<td>55 859.89</td>
</tr>
<tr>
<td></td>
<td>Extracurricular dissections</td>
<td>77 059.46</td>
</tr>
<tr>
<td>Library</td>
<td>11 887.80</td>
<td></td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>2 829.23</td>
<td></td>
</tr>
<tr>
<td>Tied funds</td>
<td>50 120.08</td>
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<tr>
<td>Casual relief teachers</td>
<td>36 995.85</td>
<td></td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>63 533.82</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td>40 198.24</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td>26 049.66</td>
<td></td>
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<tr>
<td>Trust accounts</td>
<td>18 327.39</td>
<td></td>
</tr>
<tr>
<td>Capital programs</td>
<td>12 954.55</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>455 333.80</td>
<td></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>62 443.50</td>
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A full copy of the school's 2010 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 2010**

The school enjoyed a magnificent year reflected in strong retention and high enrolments across all grades, outstanding literacy and numeracy results, participation in numerous cultural and sporting events and strong student welfare programs.

**Achievements**

**Arts**

**Dance Program**

Our dance program continued to grow in 2010 with 5 large dance groups of girls and boys from Year 1 to Year 6 represented. The teams performed and competed at Education Week, school presentations, Sutherland Shire...
Schools Music Festival (SSSMF), Kurranulla Concert, Shire Youth On Parade Concert and the Sydney Region Dance Festival.

Our year five ballroom dancing team featured strongly at the Sydney Region Gala evening at Homebush in September.

Band Program
We continued to attract Year 3 to Year 6 students to our school band program as they performed at school, SSSMF and in Create South. With one student performing with the orchestra at the Opera House through the Festival of Instrumental Music. A band camp was held along with Kirrawee High and Clemton Park Public School which was highly successful.

Art Program
In support of our class art program classes attended a full day program through the Hazelhurst Gallery, Gymea, where students visited the gallery and participated in clay and painting. The results of this activity were displayed at our Art Show.

Sport
We again continued our extensive in-school and competitive program of sports. Our school programs supported excellence and participation in our major events such as the whole school Athletics and Cross Country Carnivals being held and the Swimming Carnival through special swimming, athletics and fitness programs.

The senior boys cross country team went on to win the area team event.

Three students gained selection in Sydney East Regional Teams in Soccer (Liam T), Rugby (Nathan M) and Hockey (Phoebe DB) all of whom competed at state wide events.

Students participated in AFL, gymnastics, cricket, hockey, and T-Ball clinics over the year.

Rugby Gala Day
Two teams were entered into the Sydney South Rugby Gala Day organized through NSW Rugby. The teams were made up of boys from year 5 to Year 6 and competed against teams from both the government and the non-government sector.

The teams were coached and trained by two parent volunteers.

Academic
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.

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

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

NAPLAN Year 3- Literacy and Numeracy
100% of the students eligible to sit the national assessments did so. No student was excluded or withdrawn. Student ability ranged from students with identified significant learning disabilities who regularly receive extra support through to students
identified as gifted and currently receiving extension programs.

NAPLAN Year 5 - Literacy and Numeracy

100% of the students eligible to sit the national assessments did so. No student was excluded or withdrawn. Student ability ranged from students with identified significant learning disabilities who regularly receive extra support through to students identified as gifted and currently receiving extension programs.
Progress in literacy

We continued our focus on teaching literacy through systematically assessing students and explicitly teaching them using quality teaching frameworks to guide us.

We have had a focus on teaching reading comprehension through factual text and writing. Data from all sources indicate improved student learning outcomes and changing pedagogical practices.

We continue to focus on regular assessment where student and family are involved in developing improvement plans.

Progress in numeracy

Our whole school professional learning plan (Reciprocal Numeracy) to improve the abilities of all students to deal effectively with word problems in mathematics had major impacts upon teaching and learning as seen through programming and outcomes. The strategy of getting the students to explain how they achieved an answer saw students develop logical thinking, explicit explanation while embedding good strategies for tackling two and three step problems in a cooperative manner. This project was supported by regional numeracy consultants and was presented at a December meeting of five schools. The program also saw the development of a series of authentic problems for students to solve based around such things as our vegetable garden.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
<th>100</th>
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</thead>
<tbody>
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<td>Reading</td>
<td>100</td>
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<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
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<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
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</table>

**Significant programs and initiatives**

**Aboriginal education**

With two students arriving as foster children into Kindergarten and Year 2 we implemented programs to support each child’s particular learning needs resulting in outstanding academic and social progress for them. The Year 2 student was recognized with an award at the Sydney Region Deadly Kids Awards at the Carriage works Theatre.

Aboriginal perspectives continued to be prominent through HSIE units of work.

**Multicultural education**

Stage 2 continued with the ‘Cultural Exchange’ program with our Year 4 buddies from Berala Public entitled ‘Australians All Let Us Rejoice’. This year we had to involve students from 2/3, 3, and the three composite 4/5 classes to accommodate the larger group from Berala Public. The aim of the program is to unite Year 3 and Year 4 students who both live and learn in Sydney but have very different cultural experiences. Students wrote on numerous occasions and visited one another’s schools culminating the year with a visit to the Royal National Park where Aboriginal rangers spoke to both groups about early life and sustainability. We visited with Berala Public School during the year with articles and photographs being uploaded onto the NSW Cultural Exchange DET website. The program has been highly successful for both cohorts and staff as we share the few differences and celebrate our similarities.

**Respect and responsibility**

Social research strongly supports the belief that today’s families are different: most parents and children are overscheduled and stressed to their limits, and home priorities have dramatically changed.
At Grays Point Public School we have engaged the whole learning community to address the values education framework to enhance happiness, respect and responsibility. This resulted in a 75% reduction of bullying and violence across two years. The Values in Action School Project will enhance sustainability, and ensure through a series of action tools e.g. school chaplain, Positive Psychology, our cultural exchange program, role models (speakers), increase in teacher awareness and training, lesson designs an opportunity to develop:

(a) across schools and cultures a partnership
(b) a flow-on into curriculum studies with high schools
(c) resilience within families and the wider learning community

Connected learning
Our connected classroom was installed in late November, 2010. We intend to allocate teaching and learning programs to the RFF teacher for classes Year 4 to Year 6 in semester one, 2011. Two teachers were in-serviced on the program during the year.

Progress on 2010 targets
Target 1- Literacy
- Target the middle band students and lift their performance with a growth of 10% from Year 3 assessments in writing.

Strategies to achieve this target include:
- Review writing performance as assessed by data - scaffold for improved narrative writing through intensive professional development and a focus on theme.
- Follow an explicit and systematic writing program led by stage writing leaders.

Our success will be measured by:
- A 20% move of students from Year 5 middle bands (band 5 and 6) in Naplan upwards.
- Greater teacher engagement in planning shorter, more explicit writing outcomes.
- Improved teacher consistency of judgement around writing assessment and increased technical understanding of writing.
- Continued improvement on student learning outcomes including outstanding assessment results from Best Start to Naplan.

Target 2- Numeracy
- Target the middle band students and lift their performance with a growth of 10% from Year 3 assessments in numeracy-word problems.
- To review the language of mathematics through whole school learning Reciprocal Numeracy approach-K-6 with a focus on word problems.

Strategies to achieve this target include:
- To introduce Reciprocal Numeracy K-6.
- To continue to use assessment to inform programming and reporting (Best Start)
- To introduce Community Tutors program Yr 1.
- Staff to focus on comprehending word problems that enhance and enrich comprehension skills and understandings.
- To examine assessment, groups and an enrichment class.
- Become part of a Community of Schools with a focus on unpacking the language.

Our success will be measured by:
- 10% more students exiting stage 1 as independent mathematicians.
- A 50% increase on 2008 Naplan in top three bands for Year 5 numeracy by 2011.
- Staff using a variety of strategies in T/L.
- Increased student engagement and motivation to tackle more challenging word problems.
• 10% increase students in top 3 bands. 0% tracked students in bottom 2 bands by year 5.
• Increased technical ability to determine student knowledge and skills levels- Kinder to Year 6.

Results Include:
• Highly successful implementation of the Reciprocal Numeracy program.
• Invited to be a Lighthouse school for Best Start presenting at state forum in October.
• Outstanding literacy and numeracy results across all data, with a 20% increase in Year 5 students achieving in the top three bands in numeracy.
• A significant movement for students from middle bands in Naplan to higher bands,
• Changing pedagogy around number problems.
• Increased technical knowledge around narrative and persuasive writing for staff through professional learning.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Educational and Management practices and Numeracy.

Educational and management practice
In order to establish meaningful school review we carried out staff SWOT (Strengths, Weaknesses, Opportunities and Threats) Survey, Kindergarten First Term Survey, Year 6 Exit Survey, Anti-Bullying Survey and the bi-annual Parent Satisfaction Survey.

Background
The school executive wishes to initiate and implement practices and programs that ensure the school review takes in as many views as is possible. The surveys above take place across the first three terms and are reported on through School Newsletter and website, P&C Meetings, and reports to all stakeholders.

Curriculum- Numeracy

Reciprocal Numeracy Program Review- (staff).

Word Problems- Talking Aloud Strategy (TAS)
1. What have you found to be professionally beneficial about using the strategy in class?
Immediate assessment of student level of involvement; gives students opportunity to share what they are thinking; explicit teaching and all kids involved; allows maths to be used in authentic everyday situations which makes the significance of maths more relevant; good to do step by step; listening to the students; students self correct when they are explaining their solution; gives kids a routine to follow; interactive and student centred approach;

2. What impact (if any) has it had upon student learning?
Involving all students, allowed me as an educator to look into the thought patterns and then cater better to the students; students try harder does present more issues to some students but peer tutoring assists in that development of learning; more discussion about how and why you go about solving the problem; improved reasoning skills and analytical skills and collaborative abilities (sharing); language usage is good; very beneficial, chn build their own strategies and then they OWN the strategy. Clarification of the thought processes, extremely positive, kids love it and are demonstrably developing working mathematically strategies;

3. What modifications have you implemented to facilitate this
program? What works and didn’t work?
Allowing more time to student explanation; chalk and talk still essential; timetabling at a certain time worked; differentiating the activities to suit different learning styles; some IWB lessons didn’t work; monitoring to ensure that some students do not dominate the process; some more able students find it difficult to verbalise how they got the answer and understanding why it is important or relevant to do so; regular group work and appointing a group leader on a rotational basis; student can get bored if too long spent, needs differentiating regular 15 minute lessons, 4 times a week and support for low ability students, extension program for talented.

4. Would timetabling lessons assist in the systematic and explicit teaching of this strategy?
Yes 8, ensures everyone across the school is following the school plan;
No- the strategy can be taught within a variety of lessons

5. What has been the response of your class to this style of teaching maths? And can you see it transferring to other KLAs?
Slowly getting used to the model; not a new strategy students always benefit from this process; the students love it; an added bonus; collaborating and working with others; are aware of breaking the problem into parts; like the interactive nature of it some don’t value the process; very positive response to problem solving from senior students-high engagement; some KLAs are already verbally based so easy to transfer;

6. Do you feel a continued focus on the inclusion of TAS in 2011 would assist in improving student learning outcomes and pedagogy?
Yes 7; verbal skills have improved, it develops their higher order thinking skills, metalanguage etc, it is transferable across other KLAs; Undecided; strong research back up that if you can explain how you did something you know the concept well;

7. When using the strategy, have you noticed any positive changes in the way in which your class approaches word problems?
Some students more confident; this will develop further with maturity and experience; word problems are integral of teaching maths as chn always enjoying finding the solution; more able to have a go; students usage of meta language around this has increased; students taking more time means they are less likely to miss elements of the problem rather than just ‘jumping’ at the solution; they look more carefully and think/discuss before answering or committing to an answer;

8. Do you have any suggestions ‘going forward’?
Sharing ideas and programs that work; try to entrench the pedagogy; encourage a consistency of language for staff and students to apply; more talk about progress; better planning for staff; managing the noise level for some of the students (aspergers etc); what to do with ‘hitchhikers’; dealing with an overcrowded curriculum is always an issue; HAS to be a WHOLE school focus.

Outcomes:
- Stages to timetable for TAS on a weekly basis
- To organise extra support staff
- Team teaching Year 3 and Year 5 in semester one, then Year 2 and year 4 in semester two
- Two 40 minute sessions per week (Monday and Tuesday)
- To have team teaching models in class for term 1 and re-assess
- To work with the Quality Teaching Frameworks as a professional learning tool over 12 weeks beginning in term one (15 minutes in weekly session)
- To develop rich authentic tasks across the school
- To explore the possibility of school observation sharing

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school through Parent and staff satisfaction surveys (SWOT).

**2010 Parent Satisfaction Survey:** Items with great than 10% dissatisfaction: - (Agree or strongly agree in bold and bracketed)

Discipline Policy: Do not Know the policy 11% (44%), Do not Understand the policy 16% (44%), Not satisfied with the policy 12% (56%)

Curriculum area- Sport-12% unhappy with the range of opportunities (49%)

Arts-11% unhappy with the range of opportunities (52%)

Science -Did not know to comment 7%, 22% are unhappy with the program at school (37%)

Homework-21% unhappy (45%)

Physical Environment-Furniture 10% unhappy (58%), Fixtures 11% unhappy (53%), Teaching Resources 10% unhappy (56%)

Computer Room- 17% unhappy (56%)

Toilets -27% (36%)

**Parent /Teacher Interviews -22% unhappy (37% happy)**

Assessment and Reporting-14% unhappy (49% happy)

Behavioural and Social reporting-14% unhappy (45% happy)

Website Use-14% unhappy (49%happy)

**Areas Parents Believe the School Does Well:**

- Great staff (20)
- Great community & environment (19)
- Peer support- buddies program etc (10)
- All-round education (9)
- Uniform/ school pride (9)
- Extra- curricular opportunities (8)

**Aspects that could be improved:**

- Toilets (18)
- Parent Teacher Interviews (13) - term 1 was good (2)
- More Notes/improved communication and information (7)
- PSSA – is too narrow in choices (8); too much focus on PSSA (1)
- Homework a problem (7)
- Reports too general (6)
- Technology- not enough (6)
- Reading Recovery needs to be better explained (not available to kindergarten student…)

**Suggestions for improvement:**

- Reintroduce the merit badge system or get the students to design a system (6)
- Have more ‘hands-on’ activities for the students
- Have more gala sports days and knockouts
- Have lunch on an earlier time slot
- Discipline and bullying- there is no leadership here; bullying issues (2)
- Discipline policy not understood (4)
- More Science
• Introduce an ethics course
• Too much Berala exchange (cultural exchange program)
• Sport and fundamental movement skills to be better emphasised
• Return to the 3 R’s

Professional learning
The school received a tied grant of $10 000 through Teacher Professional Learning Grant for use in professional development and used a further $15 000 global funding to supplement this. Funds were used to support school and regional-based targets.

School development 2009 – 2011
The school has had a focus on continually improving student learning outcomes in all Key Learning Areas through strategic, systematic and explicit teaching and learning programs in literacy and numeracy while maintaining our belief in a well-rounded school experience. The school has developed a three year plan with a one year plan evident for the duration of this development.

In the classroom, what this means is that teachers appreciate that there are different learning styles amongst their students and that work needs to be presented in alternate ways to give students the opportunity to learn in different ways. Teachers in fact need a ‘toolbox’ of teaching strategies to use in the classroom. Whilst teachers provide for students in this way, an important aspect of student-centred learning is that there is greater responsibility on students to manage their own learning. This is an essential skill that students learn as they are exposed to this more effective form of teaching and learning. We will be focusing on this in 2011.

Targets for 2011
Numeracy Targets
• To stimulate and support a ‘Performance Development Culture’ within and amongst the staff.
• To utilise the Quality Teaching framework within our programs.

• Target the middle band students and lift their performance with a growth of 10% with a focus on word problems.
• To review the language of mathematics through whole school learning Reciprocal Numeracy approach-K-6.
• To up-skill staff 100% in assessing student achievement.
• To investigate the use of assessments to identify student starting points more accurately (Best Start, CMIT, Diagnostic)
• To dedicate greater time and resources to teaching maths.
• Target increase of 10% students in year 5 in the top 2 bands.
• Target of reducing the number of students in the middle bands by 20 % through upward progression.
• To target early intervention through accurate and continued assessment through the Numeracy Continuum project (K-6)

Strategies to achieve this target include:
• The executive to develop an understanding of the performance culture and to professionally develop our teams through Best Start and the Numeracy Continuum using the Quality Teaching Framework to guide our programs.
• To continue Reciprocal Numeracy (Talk Aloud Strategy)
• To further develop the Reciprocal Teaching model explored in 2010.
• To develop a stage timetable for regular lessons, this is to reflect the ability and age of the students.
• To purchase resources.
• To examine assessment, processes for improvement.
• Create the conditions for less disruptions to teaching time
• Establish groups for stage 2 and 3 in term 1 and include support staff working in class.
• Consultants to inservice and mentor staff numeracy continuum on the aspect of multiplication and division.
• Consultant/staff to present to parent groups to inform of project.
• Review our assessment tools to ensure viability and relevance.
Our success will be measured by:

- All staff able to articulate what a performance culture looks like using QT.
- All students exiting stage 1 able to use working mathematically strategies to solve problems.
- Staff using a variety of strategies in Teaching and Learning to assess and report around Quality Teaching.
- Increased motivation to tackle more challenging word problems.
- The presentation of a bank of lessons from K-6 from the selected aspect as a resource (division and multiplication).
- 10% increase students in top 3 bands. 0% tracked students in bottom 2 bands by year 5.
- Improved technical ability to determine student knowledge and skills levels- K to Year 6.
- More resources in support of Teaching/Learning.
- Improved assessment and tracking procedures.

Literacy Targets

- To stimulate and support a ‘Performance Development Culture’ within and amongst the staff.
- To utilise the Quality Teaching framework within our programs
- Improved writing outcomes for all students (Handwriting, Grammar, Punctuation and Spelling) by 10%.
- Lift writing outcomes for students by 10%.
- To explicitly teach spelling, grammar and punctuation through the persuasive writing program.

- To focus on the ‘Reading to Write’ component for students from K-6
- Improving student learning outcomes in Reading K-6 especially in comprehension.
- To improve student borrowing rates within the library.

Strategies to achieve this target include:

- Executive review of what programs already occur within the school that promote a Performance culture.
- Review persuasive writing performance as assessed by data and teacher performance (best practice).
- Scaffold for improved persuasive writing; to benchmark the students in writing and assess at the conclusion of the program.
- Implement the explicit and systematic writing program led by stage writing leaders. Create the rubric for the writing.
- Create grammar and spelling programs linked to the COGs unit.
- Target the middle band students and lift their performance with a growth of 10%
- Utilise support staff through literacy outcomes.
- To link reading to writing (COGS etc).
- To purchase home readers, class libraries for all Year 3- Year 6 classes and use the Lexile reading to promote comprehension across those year groups.

Our success will be measured by:

- Growth from Term 1 to late term 2 as assessed by tools, use this information to report student growth and success to students and parents.
- Increased percentage of students attaining higher benchmarks in writing.
- 100% of K-6 students attaining benchmarked reading level by the end of the year.
- Improved Teaching and Learning outcomes and sustained, explicit practices.

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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: [http://www.schools.nsw.edu.au/asr](http://www.schools.nsw.edu.au/asr)