Grays Point Public School
Annual School Report 2013
School context

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

2013 has been another outstanding year for our school and our students. We have celebrated with pride and invited our neighbours and friends into the school through the Spring Fair. We have extended our hand of friendship and built connections with schools in Nanjing, China where our students will engage with more in the future.

We have shown our compassion with the Toy Muster and looking after those who need our support in our school and in the wider community. This is reflected everyday by our caring students. Our school continues to grow in reputation and in the opportunities that it provides for our students. This year we have once again achieved above state average NAPLAN scores whilst balancing a rounded education with student well-being, the arts, environmental sustainability and sport woven into our fabric of values.

Our school has a proud tradition of providing quality education for our community; however this is strongly balanced by moving with the times and providing a relevant and contemporary education to our students who learn in different ways to the way that we were taught.

The Grays Point P&C Association has been a wonderful partner of the school again in 2013. This year, through the assistance of the P&C, we opened a second computer laboratory and most recently we have installed wifi in each of our classrooms ready to deliver the Digital technology cross-curriculum strategies of the new Australian Curriculum starting in English in 2014.

Our loyal and faithful parents, grandparents and friends, again donated time and energy to be in our classrooms working with students, serving food in our canteen, running a Spring Fair, attending School Council or P&C meetings, donating services to contempoporize our logo, helping in fundraising, running the uniform shop or helping in any positive way. We appreciate your time and energy in any capacity that you can spare.

Grays Point Public School has outstanding teachers and administration staff who commit 100% to the school and its students. I would like to acknowledge the tremendous efforts of the entire staff for their outstanding contributions in 2013.

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.

Mr Clint White – Principal
P & C message

2013 was another great year for Grays Point Public School. The P&C have endeavoured to continue to work towards our mission of: developing community spirit among students, staff and parents; supporting current school programs including canteen and uniform shop; and raising funds to further develop programs and facilities that will benefit the learning and education of all children.

I am extremely thankful to a tremendously talented and generous P&C volunteer team, who impress me with their desire to actively support educational opportunities for all children at GPPS. I would like to specifically thank Maria Paulides, Karina Button, Leisa Payne, Alison Briggs, Nicole Etherington, Blake Roy, Fran Molloy, Rakel Tansley and Karen McMahon for the expertise and efforts this year.

Sometimes it is hard to tangibly measure what the P&C actually do. For the people above, and myself, it is all about doing what we can to bring about a positive learning community and experience for the GPPS children and families. Days like the Spring Fair are a hit, with a vibrant community atmosphere of past and present families involved, parents connecting whilst helping out at a stall. I think us, as parents, can teach our children so much in the way we respond to events and situations. One of the moments I will recall proudly is the Toy Muster. Whilst it is a blessing to those in the fire effected areas, to have others caring and supporting them, people they have never met, I feel what a brilliant message it sends to our children about chipping in, helping out those in need. In particular, I take my hat off to the Turner family and all the families who supported this great initiative. I am sure there would have been some great family conversions with their children around this event.

Over the past year, funds raised through P&C events in 2012/13 have seen upgrades to the school Wi-Fi network, setting up of a new computer lab and $1000's of reading resources for students. In 2013 the P&C and community have fundraised close to $40 000, with monies being spent on improved student resources for classrooms, particularly around technology and literacy. These resources will be in classrooms for student use in 2014.

I sincerely thank all families for their collective involvement in seeing the P&C mission come to pass. It is not something 5-6 people can do alone. It will take everyone to work together to build community spirit, support services and programs, and continue fundraising. We all can contribute in some way, I commend and thank those who do, and challenge those who don’t, to be involved in some way. The School community and ultimately the children miss out when your support is not there. In an ideal situation, there would be increased funds allocated to schools through our Governments to cover a wider range of services, resources and programs. But unfortunately this is not the case at the moment, so every hour volunteered or dollar raised makes a difference over time. Whether it be assisting as a classroom reader which brings down reading group ratios, or helping out with a sports team which gives 10-15 students a more enjoyable experience, helping out in the canteen (I volunteered my mother in law this year...), introducing yourself to a parent you don’t know at the gate, regularly thanking your child’s classroom teacher, all these small ways can help build the ‘second to none’ school GPPS is striving to be.

I would like to acknowledge Mr Clint White and the tremendously committed, professional and caring staff who have again impressed me with their insight into the development of our children. I was involved earlier in the year with Mr White and Mrs Drury in a selection panel for the employment of a permanent teacher. I was very impressed by their thoroughness in the process, and their desire to build into the teaching staff additional skills that would benefit our children. The holistic approach to a young person’s education is critical, ensuring additional avenues and aspects are open for all students to explore and investigate is imperative. This is
something that takes more time, preparation and resources. I thank the staff for working collaboratively and going the extra miles, to endeavour to give children as many opportunities as possible to grow, develop and succeed – thank you.

I hope that you have felt welcome and included in the life of the school this year as my family has. I would encourage all parents, grandparents and friends of GPPS to continue to invest in something greater than ourselves, the quality education that will see doors open for our children and grandchildren in their future.

Mr Troy Dixon - P&C President

Student representative’s message

It has been a great honour to be part of our fantastic school leadership team this year. Working together, we have all grown and matured as a result of this experience. We have greatly enjoyed every occasion where we have been called upon to lead our fellow students, address our wider school community and represent our wonderful school.

2013 has been an extremely busy year for us, starting with a visit to our nation’s capital where we were immersed in government, democracy, war, science, art...and late night lollies! We hosted international visitors from China, acknowledged the services of our armed forces at the ANZAC and Remembrance Day ceremonies and played a small part in bringing hope to devastated families in the Blue Mountains through the toy muster.

Being part of the leadership team is a privilege that only a lucky few get to enjoy each year. We have had so much fun fulfilling this role with our friends Josh, Taya, Maddi, Georgia, Britney, Luke, Luca and Riley. We have made a great team and will remember this experience always.

While we look ahead to high school excitedly, we will always look back on our time at Grays Point as some of the best days of our lives. We know everyone will embrace the leadership team of 2014 with the same enthusiasm with which they embraced us.

Thank you Grays Point Public School – the teachers, the students, the families – we have had a fantastic experience!

Zoe Howard and Ryan Dunkerley – 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

2013 was the largest school enrolment with a total of 387 students.
Student attendance profile

In 2013 Student attendance rates were at their highest rate and above regional averages.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.1</td>
<td>97.1</td>
<td>94.4</td>
<td>96.1</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.8</td>
<td>95.4</td>
<td>94.8</td>
<td>95.8</td>
<td>97.0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.8</td>
<td>95.8</td>
<td>93.9</td>
<td>96.9</td>
<td>96.4</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
<td>92.1</td>
<td>96.3</td>
<td>94.2</td>
<td>95.7</td>
<td>95.5</td>
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<tr>
<td>5</td>
<td>92.1</td>
<td>94.9</td>
<td>95.3</td>
<td>95.8</td>
<td>96.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.6</td>
<td>93.8</td>
<td>96.2</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>94.0</td>
<td>95.8</td>
<td>94.5</td>
<td>95.8</td>
<td>96.3</td>
</tr>
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</table>

Management of non-attendance

Student non-attendance was managed through monitoring of electronic school rolls. Students with attendance concerns are referred to the Principal and Home School Liaison Officer.

Class sizes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>K BLUE</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K GREEN</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1 YELLOW</td>
<td>1</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>K</td>
<td></td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>1 MAUVE</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1 SILVER</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2 ORANGE</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2 TEAL</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3 AQUA</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3 RED</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4 LIME</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4 WHITE</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5 GOLD</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>5 NAVY</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6 BLACK</td>
<td>6</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>6 PURPLE</td>
<td>6</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

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 2013. Three teachers were employed on temporary contacts. Miss Vidaic was successful at merit selection procedures to become a permanent teacher at Grays Point PS.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.21</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>20.11</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Whist no permanent staff identify as Aboriginal, an iterant Aboriginal consultant was accessed to support teacher professional learning.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>6</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. Training and Development funds were expended as a tied fund.

Date of financial summary 30/11/2013

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>55 040.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>208 876.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49 189.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>277 256.30</td>
</tr>
<tr>
<td>Interest</td>
<td>2 447.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 452.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>610 261.75</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>81 918.23</td>
</tr>
<tr>
<td>Excursions</td>
<td>86 111.90</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>110 340.03</td>
</tr>
<tr>
<td>Library</td>
<td>12 419.78</td>
</tr>
<tr>
<td>Tied funds</td>
<td>62 649.07</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52 135.82</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>59 585.89</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>45 439.26</td>
</tr>
<tr>
<td>Maintenance</td>
<td>25 030.72</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21 746.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>558 002.76</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>52 258.99</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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)

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](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 – Reading
Other achievements

Dance

This year 5 dance groups, comprising of over 160 students, offered dance to all student from Years 1-6. This included a very successful boys’ dance group. The school dance program is provided by AP Allstars. Professional teachers taught a variety of dances, including jazz, contemporary and hip hop to all groups. All groups performed at the following events: Shire Youth on Parade, Kurrunulla, Spring Fair and our Education Week Performing Arts Concert at school. The Stage 1 (Year 2 group) and the Stage 3 dance groups performed in the Sutherland Shire Music Festival. Additionally, the Stage 3 dance group performed at the Sydney Region Dance Festival and were placed 1st in the Sydney McDonald’s Eisteddfod. They also performed in the Dance of Champions and were finalists. Twenty eight students from Year 5 participated in the Dancesport Challenge Program. They participated in fifteen ballroom dancing lessons and were taught the Cha Cha, Salsa, Jive and Tango from a professional instructor. The program culminated in a gala performance at Sydney Olympic Park, Homebush in September with 27 other Sydney Region schools.

Sport

This year teams participated in the PSSA winter competition in Soccer and Netball, and in PSSA summer competition in Softball, Cricket, T-Ball and Basketball. The school held carnivals in Swimming, Cross Country and Athletics. From these carnivals, athletes were selected to represent the school at Cronulla Zone Carnivals. We had children compete at Regional level in all Sydney East Carnivals. Additionally, children were selected from a wide range of sports to attend Zone and Regional trials. This year we had children achieve selection in Cronulla Zone Teams in AFL, Soccer, Basketball, Touch Football and Cricket. Selection into Regional Teams in AFL, Water Polo and Cricket was also achieved this year. In Cricket, one boy has been selected into the NSW State Team to compete at the National level. Two boys have already gained selection into the 2014 Sydney East Cricket Team. The school provided a specialised 8 week Athletics Program through Sport-it in Term 2 for students in Years 3-6, in preparation for events to be held in the school Athletics Carnival. Sport-it delivered a specialised 8 week Gymnastics Program for K-6 in Terms 2 and 4. An AFL clinic was held over 8
weeks in Term 3 for Year 5 students. This clinic prepares these students for participation in the Paul Kelly Cup the following year. An 8 week Swimming Program took place in Term 4 for all Year 2 students as part of their sport program. This was accompanied by an 8 week swimming program offered to students in Years 3-6 which is part of the school sport program available to students not in PSSA teams. School sports also offers team sports such as, netball, soccer, cricket and T-Ball. 2013 saw the introduction of Fundamental Movement Skills lessons as part of the Live Life Well @ School Program. 87% of students successfully completed lessons across 12 key skill areas.

Significant programs and initiatives

Student Leadership

The School Representative Council (SRC) was very active for a second consecutive year in 2013. Fund raising events included a donut and pyjama day, an ice-cream day and Grays Point Has Talent competition. The funds raised were used to purchase an LCD display in the front office, two beautiful welcome mats (one for the front office and one for the library) and an SRC noticeboard to be used for information on SRC events. The SRC year 6 leaders also led a playground initiative during Term 2 for two lunch times per week, specifically targeting students who were having difficulty finding friends. A weekly photo display for the LCD screen in the office was created by all members of the SRC on a rostered basis. The SRC leaders were also responsible for co-ordinating toys into different age groups for the “Toy Muster” drive for families devastated in the Blue Mountains Bushfires. Money raised through the Grays Point Has Talent competition was donated to the Rural Fire Service. The SRC was led by Mrs Stollery, Mrs Houghton, Miss Hoskin and Miss Ilias.

Technology

The school received its T4L allocation used for 16 desktop computers. New laptops were purchased so each classroom teacher now has their own Laptop to use at school. We began Phase 1 of our Minilab project by providing a fibre connection and new LAN cabling to Block G where we currently have 18 desktops for K-2 with a view to increasing to 24. The school had a LAN remediation from the Department where all old switches were replaced and unconnected rooms were cabled. We had a new wireless infrastructure installed across the school so that the whole school is now securely serviced wirelessly. This was partly funded by P & C with a view to commencing a BYOD Project in 2014. Our Lego Robotics Program continued with every child in Year 5 participating in a whole day course.

Aboriginal Education

In 2013 Grays Point Public School engaged the services of an Aboriginal Education Consultant to work with our staff to develop understanding and programs for our indigenous students. One Aboriginal student was award a ‘Deadly Kids Doing Well Award’ by the Director-General at Carriage Works Theatre in Redfern.
Multicultural education

Grays Point Public School teaches multicultural education through class programs in Human Society and Its Environment. Early Stage 1 and Stage 1 classes studied another country – their customs and languages, as well as special days and costumes. Stage 2 students looked at what being an Australian means and also studied the 5 main religions of the world, learning about tolerance and acceptance for others’ beliefs. All classes learnt about different types of celebrations and customs around the world through their studies this year.

Gifted and Talented education – Wings Thinking Skills

In Semester Two we piloted a thinking skills program called ‘Wings.’ The program targeted students in Years 2-5 who had consistently demonstrated an ability to think creatively and deeply and would enjoy working in an environment outside of their regular classroom. Throughout the sessions, the children were encouraged to follow four guiding principles: thinking is valuable, learning is valuable; we are learning how to learn and learning how to think; everyone can think and use your thinking.

Over the course of our program, the students had opportunities to demonstrate their strengths and expertise, work with others who have differing strengths and expertise, appreciate and value the diversity of others’ strengths and expertise, develop their thinking in ways that are not their preferred method of solving problems and take risks with their learning in a safe, supportive environment.

The students and I had a lot of fun throughout the Wings Thinking Skills program. I am amazed at the diversity and depth of knowledge our children possess, not to mention their enthusiasm for learning in a supportive, yet challenging environment. It was a privilege being involved with the Wings program and I congratulate all the children who made it such a success – Mrs Kate Drury.

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 Quality of School Life Survey
- Student Technology Survey
- Staff feedback and review

School planning 2012—2014: progress in 2013

School priority 1 -Learning and Engagement

Outcomes from 2012–2014

- Staff are familiar with the new NSW English Syllabus for the Australian Curriculum ready for implementation in 2014.
- Staff have developed capacity and awareness of curriculum differentiation to cater for the diversity of learners in a mainstream class setting.

Evidence of progress towards outcomes in 2013:

- Staff feel familiar with the new English Syllabus. They have actively become accustomed to using the BOS website for programming and planning assessments.
Students of both classes on each grade have been exposed to identical curriculum and teacher’s workloads have been reduced. Teachers have developed their own skills by sharing knowledge, working collaboratively and learning from others.

Staff engaged in professional learning that developed their own capacity, leading to improved student outcomes and learning which has been shared back with the staff.

Teachers regularly met with parents to document reasonable adjustments through the use of Individual Education Plans. These IEPs are filed in the student’s PRC to create ongoing differentiated learning programs.

Peer tutoring programs have extended across the school with Kinder students writing with Stage 3 buddies. This has been extended to phonics groupings. Year 3 tutored Year 2 students with writing.

The Learning and Support Teacher (LaST) provided advice and support to teachers to make modifications to class program delivery. The LaST, through the Learning Support Team prioritises and directs school resources to best meet the needs of students.

**School priority 2 – Learning Environment**

**Outcomes from 2012–2014**

- Improved physical appeal of the school playground and buildings to reflect a vibrant place for learning.
- Passive playground activities developed and monitored to engage all students through safe and respectful play.

**Evidence of progress towards outcomes in 2013:**

- Faded and aged signs have been replaced with vibrant red signs that signify pride in the school facilities and learning spaces.
- Office foyer looks more appealing and engaging for students and visitors through painting and the installation of a promotional digital screen. Students take responsibility to manage the display each week.
- Carpark fencing installed for students to be secure from 9:15-3:15 and trespassers cannot access the staff carpark and endanger students.

**Strategies to achieve these outcomes in 2014**

- For staff to become familiar with the K-10 Literacy continuum and track student progress through the DEC PLAN software to transition students into their new classes in 2015.
- Staff participating in a combined schools conference Staff Development Day Term 2 at Bankstown Sports Club as an introduction the New Mathematics syllabus.
- To complete a full audit of mathematics equipment in the school and establish a mathematics resource room. Following the audit, the team will establish a set of basic materials per classroom and supplement the resource room with additional materials required for teaching the new curriculum.
School priority 3 – Connected Learning and ICT

Outcomes from 2012–2014

- Students access and learning outcomes using ICTs has increased by 50% through the establishment of a second computer laboratory.
- Staff confidence has improved to implement Information Communication Technologies across all Key Learning Areas.

Evidence of progress towards outcomes in 2013:

- Students have increased access to technology in a second computer laboratory in the Learning Centre. An increased amount of student work has been produced in digital format.
- Parent communication is strengthened through all notes sent digitally and Grays Point is seen as an organisation that keeps abreast of current effective ICTs including social media.
- Students in Stage 3 have had a connected learning experience using Edmodo and collaborated in an educational and safe digital environment.
- All network and hardware has been maintained for optimal efficiency through the release of the Computer Coordinator each fortnight. Staff feel supported to ask for assistance when needed, maximising opportunities in ICT.

Strategies to achieve these outcomes in 2014:

- To purchase a full class set of devices (ipads or DEC model tablets) to be implemented for use across the school.
- To establish a clear direction and school-based BYOD policy for students to regularly bring in their own device to use in the Stage 2/Stage 3 class settings.
- To complete the installation of the school wifi system enabling students to log in wirelessly across the school campus.

Professional learning

In 2013 the Staff at Grays Point PS engaged in a variety of professional learning deliveries. Teacher professional learning was focused on the new NSW English syllabus ready for implementation in 2014 and aligned with the school plan. The teachers attended a full day conference at Gymea Tradies with 12 other Sutherland Shire Schools. Teaching staff engaged in one hour of professional learning each week and all mandatory compliance training was delivered within the school.

The Executive staff participated in the TLSI (Team Leadership for School Improvement) program in a three-day conference and analysed current school leadership for improvement.

All staff engaged in professional learning beyond the school and additional funds, on top of the tied-professional learning funds were used to support the staff.

In 2013, one teacher was working towards NSW Institute of Teachers accreditation and two teachers were maintaining accreditation at National Competence.

$19060.43 was expended on professional learning in 2013 at an average of $1058.91 per staff member.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
• 88.4% of students reported that their classroom is almost always or usually an interesting place to learn
• 79.4% of students reported that the school almost always expects them to do their best and take pride in their learning
• 92.2% of students reported that their teacher is always fair
• 95.1% of students reported that learning is fun and 1% of students reported that they feel unhappy at school
• 92% of parents reported almost always and usually their child’s classroom is an interesting place to learn
• 42% of parents reported that teachers usually talk to them about their child’s learning. This will be a focus in 2014
• 100% of staff reported that the school community has high expectation of students almost always or usually
• 92.3% of staff reported that they are continually upgrading their skills through professional learning and development.

Future directions
• Students need access to information on how to act responsibly online and how to report and deal with incidents of cyberbullying
• The school will develop a policy on BYOD (Bring Your Own Device) to enable students to use more technology in teaching and learning.

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
Sue Yee – Assistant Principal
Merrilee Clark – School Administration Manager
Vicki Ilias – Classroom Teacher
Margaret Tasker – Classroom Teacher
Michael Teague – Classroom Teacher

Program evaluation - Technology

Background
Grays Point Public School sought the opinions and experiences of students in Years 4, 5 and 6 relating to their use of technology in learning and access in the home.

Findings and conclusions
• 99% of students have a computer at home with internet access
• 53% of students have access to more than 5 devices at home
• 32.6% of students watch Youtube daily
• 64% of students are users of social media sites that have age restrictions
• 18.9% of students have experienced online bullying
• 82.1% of students would like to use more technology in their learning experiences.

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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: