

Grays Point Public School

Annual Report



2016



3914

Introduction

The Annual Report for 2016 is provided to the community of Grays Point Public School as an account of the school's operations and achievements throughout the year.

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

The Annual Report for 2016 has been created through evaluation from students, staff and community. The Executive Staff have collated all responses, evaluated surveys and assessed our progress against our Strategic Directions. The Executive team has collected evidence and self-assessed our program against the School Excellence Framework. Survey data has been presented at the Grays Point School Council meetings and discussed with the Council. Results have also been provided to students, staff and community.

With a change of Principal in 2017, our School Plan and Annual Report are vital documents to transition the Grays Point vision and directions into the future. The Executive Staff will continue to drive our school vision between principals and into a new school planning cycle commencing in 2018.

Mr Clint White

Principal

School contact details

Grays Point Public School
109 Angle Rd
Grays Point, 2232
www.grayspoint-p.schools.nsw.edu.au
grayspoint-p.school@det.nsw.edu.au
9524 3096

Message from the Principal

2016 has been a great year of learning at Grays Point Public School and I am extremely proud of our students and staff.

Our students continue to achieve outstanding results academically, on the sporting field and in the arts. Our school enrolments in 2016 have seen our school at its largest, being the school of choice in our local area. This year, our technology programs have continued to expand as we pioneered our successful BYOD (Bring Your Own Device) program for Stage 3 students.

Our teaching staff have continued to provide outstanding learning programs for our students and maximised extra-curricula opportunities. 2016 witnessed our schools' participation in Schools Spectacular, Leaders by the Bay, the Cantabile Music Festival at the Sydney Opera House and opportunities in coding and computing.

Our administration staff have successfully transitioned and implemented the Department of Education's LMBR (Learning Management and Business Reform) and have continued to operate our new school finance and administration systems simultaneously.

Our community is led by a proactive and energetic P&C Association and I thank the many parents and P&C Executive who donate so much time and energy unselfishly for our students and community.

After five years as Principal of Grays Point Public School, I will be sad to end my tenure in 2016. Each day has been a pleasure to serve the Grays Point Community and I am thankful that I have had the opportunity to work alongside you to improve the outcomes for our wonderful students.

Clint White

Principal

School background

School vision statement

The Grays Point Public School learning community is committed to working together to develop each child to their true potential in all areas of a contemporary curriculum. Students are nurtured in a supportive, respectful and technology-rich environment and are encouraged to strive for excellence as a life-long learner. Each child is encouraged to grow academically, creatively and socially as a unique individual, proud to be themselves and respect and accept others for who they are.

School context

Grays Point Public School has an enrolment of 390 students in 15 classes and is located in a unique bush setting in the Royal National Park. The school features beautiful playgrounds with space for students to run and play as well as tend our flourishing vegetable garden. Staff are experienced, dedicated and well supported by the community. The school enjoys a strong reputation for academic, cultural and sporting excellence within its local community and beyond. Innovation in technology is a key feature of our academic programs focusing on high-quality literacy and numeracy programs. Our campus is Wi-Fi enabled in every learning space and our students have access to school iPads, interactive televisions and interactive tools in every classroom.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

LEARNING: In the domain of learning, Grays Point Public School is delivering in Learning Culture. All teaching staff understand that student engagement and learning and related expectations for behaviour are explicitly taught. Attendance rates are monitored and addressed. Wellbeing is sustaining and growing and the school consistently implements a whole-school approach to wellbeing that creates a positive teaching and learning environment. Curriculum and Learning is sustaining and growing evidenced by the school collecting and using information to support students educational programs. Grays Point Public School is delivering in Assessment and Reporting and Student Performance Measures. The school analyses internal and external assessment data to monitor, track and report on student and school performance and achieves value-added results.

TEACHING: In the domain of teaching, Effective Classroom Practice is sustaining and growing, evidenced by teachers providing explicit, specific and timely formative feedback to students on how to improve. The school is delivering in Data Skills and Use as teachers analyse and use student assessment data to understand the learning needs of students. Collaborative Practice is sustaining and growing shown by teachers working together to improve teaching and learning and providing planned constructive feedback by peers and school leaders. Learning and Development and Professional Standards are being delivered as teachers participate in professional learning aligned to the school plan and mapped to professional standards and curriculum requirements.

LEADING: In the domain of leading, Leadership, School Planning, Implementation and Reporting is sustaining and growing. The school has productive relationships with university and community organisations and solicits and addresses feedback on school performance. There are clear processes, with accompanying milestones, direct school activity towards effective implementation of the school plan. School Resources are sustaining and growing evidenced by strategic financial management used to gain efficiencies and to maximise resources to implement the school plan. Physical learning spaces are being used flexibly, and technology is accessible to staff and students. Management Practices and Processes are sustaining and growing evidenced by the opportunities for students and the community to provide constructive feedback on school practices and procedures as well as accountability practices tied to school development.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students. For more information about the School Excellence Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Build a dynamic educational culture

Purpose

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

Overall summary of progress

Three project teams led by key staff members were continued to build a dynamic educational culture in 2016. The "Literacy Project" produced curriculum scope and sequences, formed by feedback ready for implementation in 2016. The "ICT Project" focused on the integration of technology and iPads into teaching and learning with Stage 3 students commencing a successful BYOD iPad program. The expansion of "Quality Teaching, Successful Students" funding in 2016, allowed for additional support in the classroom to mentor teachers to implement iPads into classroom practice. The "Quality Teaching and Assessment Project" focused on the consistency of teacher judgement and the production of quality assessment tasks and consistent reporting. We planned to develop a school culture where effective learning is central to our decisions and organisation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NAPLAN growth from Yr 3–5 in writing increased from 39.6% of students to 80% of students.	Consistent A–E grades across classes measured through Sentral report data. Assessment tasks moderated by stage teams to ensure consistent teacher judgement.	\$5000 Sentral licence
NAPLAN growth from Yr 3–5 in spelling increased from 49.1% of students to 80% of students.	Synthetic phonics K to year 2 to improve spelling results. All students tracked for improvement in spelling.	QTSS Staffing allocation
Tell Them From Me and Australian Child Wellbeing Project data identify our students feeling optimistic about their future and nurtured at school maintaining 85% agree or above	BYOD ipad program successfully implemented and expanded.	

Next Steps

The **Literacy Project** team in 2017 will continue to implement and evaluate the new curriculum scope and sequences developed in 2016. Stage teams will use and discuss the consistent application of the scope and sequences. The Literacy Project will involve the training, implementation and evaluation of the Language Learning and Literacy (L3) Program in 2017. The L3 Program is a program for K–2 students. All the teachers in our school will participate in training to learn how to use this program or elements of it in their classrooms. L3 focuses on providing rich literacy experiences to assist all children to become successful Readers and Writers. It occurs as part of the daily literacy lesson within the K–2 classrooms. The **ICT project** will continue in 2017 with the BYOD iPad program being replicated into a new set of Stage 3 classes. Support for BYOD and iPads will be provided through Quality Teaching Successful Students (QTSS) funding allowing release for the School Computer Coordinator to support teachers in classrooms. Additional Interactive Whiteboards will be purchased to replace technology that has reached end of life. Teachers will be supported through the highly regarded Apple Workshops delivered through the Apple Store Miranda. The **Quality Teaching and Assessment Project** will continue to focus on the consistency of teacher judgement and the production of quality assessment tasks and consistent reporting. Semesterly assessment task schedules will be developed in stage teams and implemented to ensure consistent reports and collaborative judgments of student outcomes. We are learning to (WALT) and What I'm Looking For (WILF) corporate posters will be continued in 2017 along with 2 Stars and a Wish stamp for explicit formative feedback to students.

Strategic Direction 2

Enhance teacher and leadership capacity

Purpose

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

Overall summary of progress

Grays Point staff were committed to peer observations and the successful implementation of the Performance and Development Framework for teachers in 2016. Staff developed their professional goals and participated in structured formal feedback and performance evaluation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teachers participating in classroom observations to meet the performance and development framework and feedback notes provided to staff.	All staff committed to observations and feedback. Improved pedagogy among staff regarding visible learning and consistent teacher judgement of assessment.	\$600 executive feedback TPL
Tell Them From Me staff survey increase from 6.6/10 to 9/10 for leadership practice qualities.	Aspiring leaders fulfill stage and project leaders roles. Improved consultation procedures with staff to build staff collegiality.	
Tell Them From Me staff survey of engagement in professional learning to meet accreditation from 54% to 100%.	Review of TPL by staff undertaken to determine areas of need for 2017.	

Next Steps

2016 witnessed the full implementation of the Performance and Development Framework for teaching staff. All teaching staff participated in two lesson observations with feedback. In 2017, additional departmental support guidelines will allow non-teaching staff to participate in the complete performance and development framework. The collection of artefacts of evidence continues to be an area where the school and staff are working towards. Authentic evidence should be collected in 2017 as teachers complete their regular duties. Scaffolds and support material for staff to collect and annotate evidence should be encouraged. As pre-2004 teachers move into mandatory accreditation, the transition arrangements will be a focus for 2017 as staff prepare for their Working with Children Check and membership with the Board of Studies, Teaching and Educational Standards NSW (BOSTES). With the change of school leadership in 2017, additional opportunities for staff to exercise leadership roles will be increased. A number of teachers will relieve in Executive roles and all staff will have the opportunity to bring new programs into the school. Consistent Teacher Judgement will allow for collegial discussion focused on quality teaching and learning. The staff have identified additional workshops from Apple Education as quality professional learning for 2017.

Strategic Direction 3

Promote community connections

Purpose

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

Overall summary of progress

Grays Point Public School continues to strive to be an inclusive school whereby students and carers feel welcome and connected to the school. Our focus in 2016 has been primarily on building strong connections with our local community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey data on student reporting and homework to inform planning and future directions.	Review of data for 2017 to inform future directions and policy.	Tell Them From Me Survey.
Well-adjusted, resilient students as proven in the TTFM Wellbeing survey maintaining 97% of senior students having positive relationships in school and increase from 94% to 98% senior students reporting positive behaviour.	Continued implementation of individual learning plans. All plans are negotiated with families and reviewed annually.	Learning and support position 0.6FTE
Continuation and increase in the number of parents engaging in the classroom and supporting school programs by 15%.	P & C meetings continue to have strong representation and attendance. School App and Social media continues to be a strong link for the school.	Skoolbag app licence \$500

Next Steps

In 2016 our school continued to be leaders in the development and management of Individual Education Plans (IEP.) Our Learning Support Team worked closely with carers and teachers to collaboratively develop plans to meet the need of all learners. In 2017, our next steps will be to continue IEP implementation with a new school counsellor and Learning and Support Team Coordinator. A handover occurred in December 2016. Our connections with our local community extended from the Student Representative Council (SRC) to a local nursing home where students travelled to visit the residents. Our SRC also managed many fundraisers throughout 2016 to support local initiatives including Cerebral Palsy Foundation, Breast Cancer Awareness, Wesley Mission and the Sydney Children's Hospital. In 2017, our school will continue to support those less fortunate delivered with education on the benefits of helping others and the power that our school's contribution can make to society. Parent involvement in our school is high, although there is always room to expand our support network. Our next steps in 2017 to build our community connections will be the development of a new school plan for 2018–2021. Inviting a broad range of carers to our second community collaboration sessions in Semester Two will allow Grays Point Public School to cater to the needs and aspirations of our community. Kids Matter staff training was delivered at the start of 2017 giving a framework for staff to continue the final steps of our Kids Matter project.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Through increased enrolments, a new demountable was placed on the southern fence line requiring the existing aging Dharawal Path Poles to be repainted and established in a more prominent location at the front entrance of the school.</p> <p>Year 4 student achieved Deadly Kids Doing Well Award.</p>	\$1850 Aboriginal Background funding.
English language proficiency	<p>Intensive School Learning Support Officer intervention was directed to students with low English Language Proficiency. This was supported by New Arrival Program funding for two students with limited English. Our Semester 2 report progress and Sentral reports data evaluation showed a fair A–E distribution of student achievement.</p> <p>EAL/D student summary report.</p>	NAP funding 0.2 FTE
Low level adjustment for disability	SLSO support in classrooms and continuation of the Multilit program.	\$20000
Socio–economic background	Semester 2 reports show improvement of educational outcomes for students or meeting grade benchmarks measured through Sentral reports. All students have access to excursions and schooling costs.	Low SES Equity funding \$7095
Support for beginning teachers	Commencing in Mid–term One our permanent Beginning Teacher was supported in her first year of teaching by additional face–to–face release and aligned to a supervisor for collaborative planning.	Balance of 2016 funds = \$6680.89. 2017 funds confirmed \$4000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	187	187	200	202
Girls	200	196	194	201

Grays Point Public School continues to grow in enrolments as the school of choice in the local area. 2016 saw the school grow to its largest ever enrolment of 406 students in Semester Two. An additional classroom was established in October 2015 in preparation for sixteen classes in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.5	96.7	96.8	95.3
1	97	96.1	95.2	95.5
2	96.4	97.3	96.3	94.1
3	96.2	96.7	95.7	95.2
4	95.5	95.3	96	95.1
5	96.7	95.7	95.2	96.5
6	95.7	95.1	96.2	95.3
All Years	96.3	96.1	95.9	95.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student non-attendance is monitored by classroom teachers and school executive staff and is then reported through Sentral Attendance module. Students who are identified as being an absence concern are tagged in Sentral for classroom teachers to monitor. Data is uploaded to OASIS and monitored regularly by the Home School Liaison Officer who attends the

school each semester. The Home School Liaison Officer tracks students with large periods of non-attendance and refers these students to the Learning Support Team. The Learning Support Team continues to monitor these students with the aim to support families to improve attendance. Grays Point attendance rates are within Department of Education norms. Students with partial or whole day unexplained absences are followed up fortnightly with an absence notification sent home for carers to explain absences. These absence notes are returned to the classroom teacher and classroom teachers updates the class roll. Carers use our Skoolbag app to explain absences which are channelled through the school administration email account. Repeated partial absences are monitored with a Letter of Concern to carers. Applications for Extended Leave are submitted through the office and processed by the Principal. Long term absences are managed through negotiated learning programs during an absence period.

Class sizes

Class	Total
K BLUE	19
K YELLOW	20
K GREEN	19
1 BRONZE	19
1 SILVER	19
1 GOLD	20
2 RED	25
2 AQUA	26
3 ORANGE	28
3 INDIGO	27
4 WHITE	31
4 LIME	32
5 BLACK	29
5 NAVY	30
6 PURPLE	30
6 MAUVE	31

Structure of classes

In 2016, students were organised into 16 straight grade classes without any multi-age classes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	3.07
Other Positions	0.14

*Full Time Equivalent

Due to increased enrolments in 2016, our School Administration and Support Staff allocation increased to two permanent full-time and one permanent part-time office staff four days per week. No staff identity as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

In 2016 there were three teachers working towards and gaining Board of Studies, Teaching and Educational Standards (BoSTES) accreditation. Two teachers are maintaining accreditation at Proficient. Staff Development Days during 2016 were aligned to the School Plan with a strong focus on the implementation of integrating technology into teaching and learning and staff training in the development and review of a new English Scope and Sequence. Formative Assessment practices became a focus in Semester Two establishing school wide student feedback processes. Staff attended the Cantabile Music Festival at the Sydney Opera House as part of our Creative and Practical Arts development. All staff attended a workshop at the Apple Store Miranda through Apple Education to learn more ways to implement iPads into classroom practice and school administration. The majority of staff

participated in community collaboration activities through supporting the Grays Point Spring Fair in October. Staff worked alongside the parents and community members to raise funds and support our local community activities. Mandatory compliance training was completed by all staff including Cardio Pulmonary Resuscitation, Bushfire preparedness, child protection and Anaphylaxis. \$19274 was expended on staff training and development at an average cost of \$770 per staff member.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	67 301.66
Global funds	269 102.25
Tied funds	181 094.25
School & community sources	231 561.56
Interest	2 506.98
Trust receipts	56 606.15
Canteen	0.00
Total income	808 172.85
Expenditure	
Teaching & learning	
Key learning areas	43 800.16
Excursions	66 160.74
Extracurricular dissections	103 481.08
Library	13 858.96
Training & development	891.94
Tied funds	103 975.75
Short term relief	47 703.06
Administration & office	57 154.79
School-operated canteen	0.00
Utilities	38 803.18
Maintenance	33 010.45
Trust accounts	62 627.03
Capital programs	0.00
Total expenditure	571 467.14
Balance carried forward	236 705.71

	2016 Actual (\$)
Opening Balance	0.00
Revenue	280 708.55
(2a) Appropriation	240 946.20
(2b) Sale of Goods and Services	891.00
(2c) Grants and Contributions	38 658.82
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	212.53
Expenses	-159 504.63
Recurrent Expenses	-159 504.63
(3a) Employee Related	-78 508.95
(3b) Operating Expenses	-80 995.68
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	121 203.92
Balance Carried Forward	121 203.92

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from 01 November 2015 to 12 October 2016.

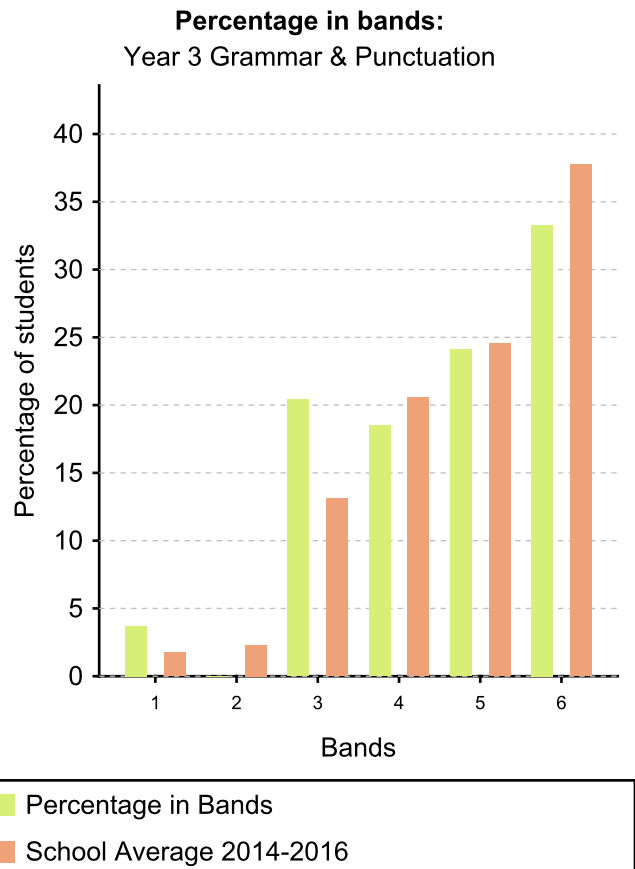
	2016 Actual (\$)
Base Total	2 531 365.02
Base Per Capita	21 100.46
Base Location	0.00
Other Base	2 510 264.57
Equity Total	97 713.95
Equity Aboriginal	1 348.75
Equity Socio economic	7 492.48
Equity Language	8 092.20
Equity Disability	80 780.53
Targeted Total	26 690.00
Other Total	59 715.69
Grand Total	2 715 484.67

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

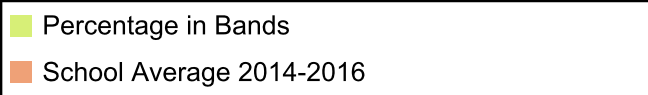
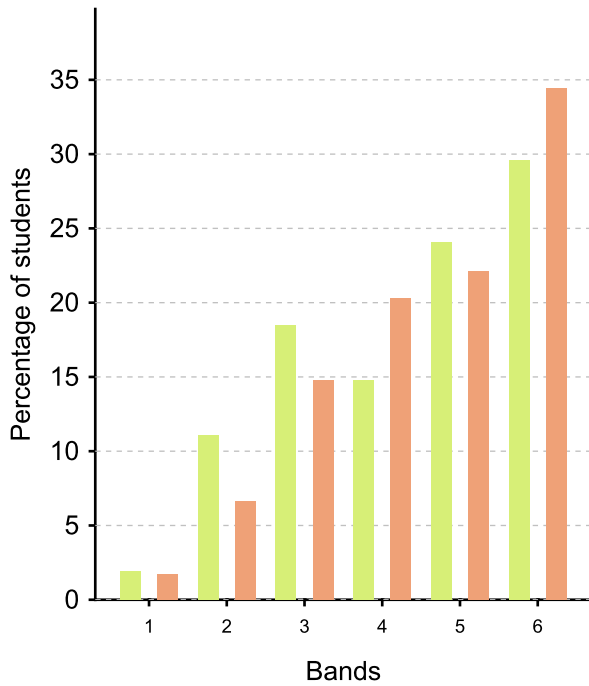
School performance

NAPLAN

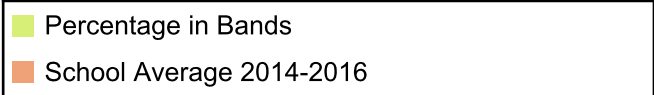
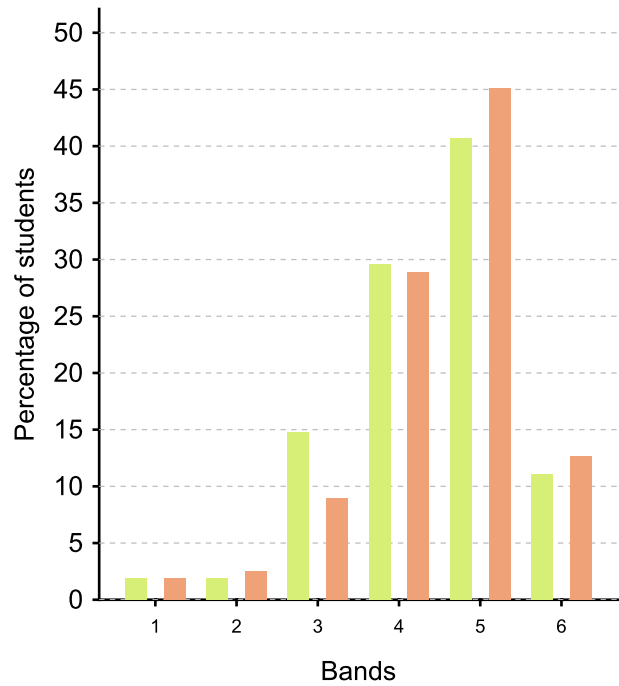
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



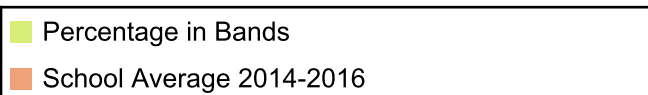
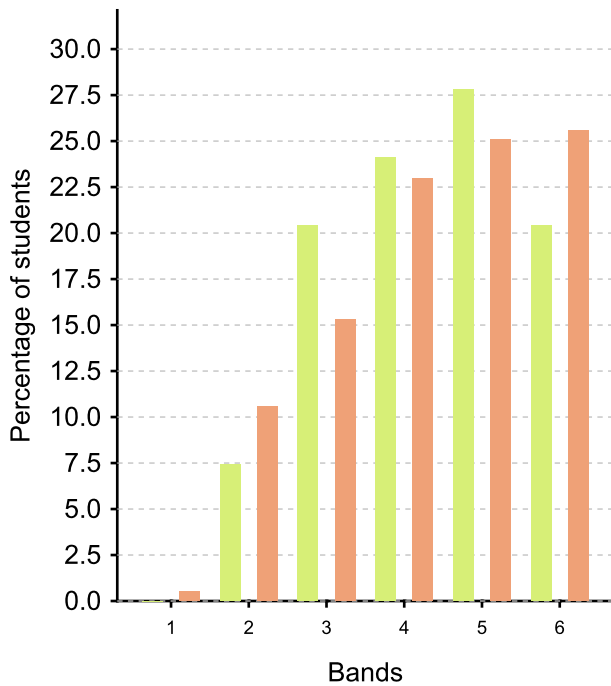
Percentage in bands:
Year 3 Reading



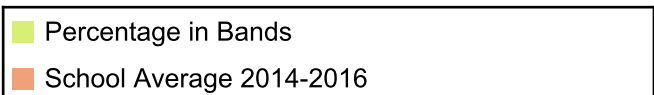
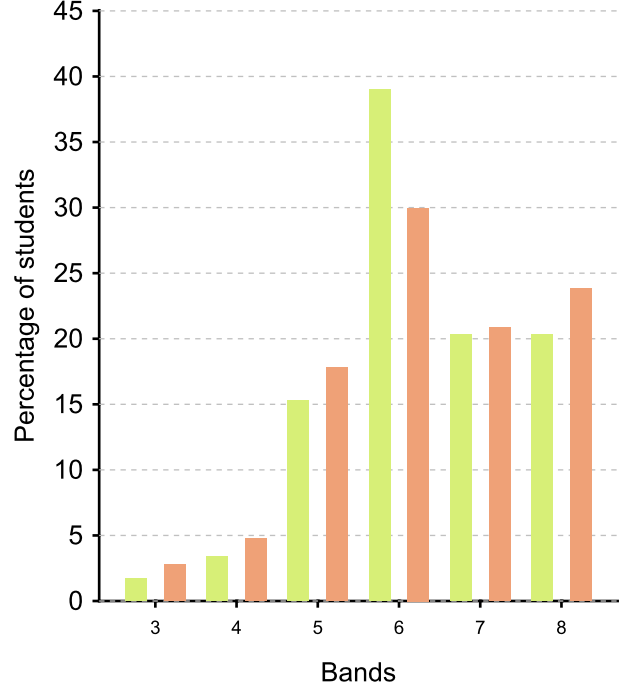
Percentage in bands:
Year 3 Writing



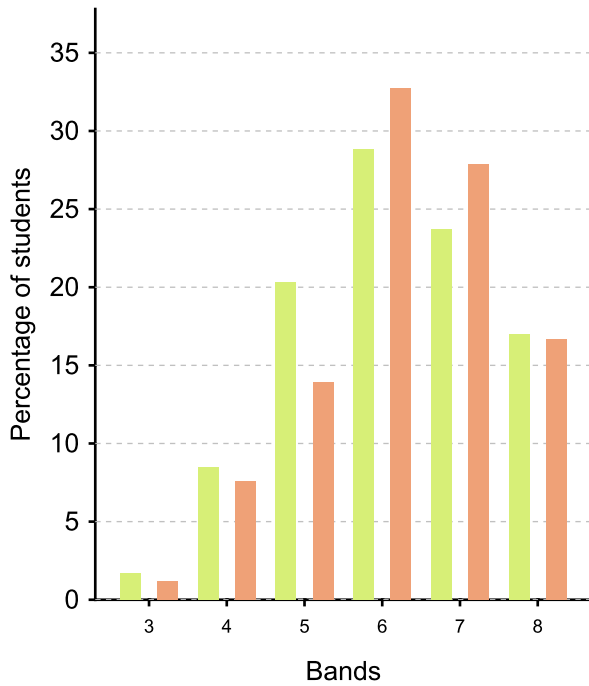
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

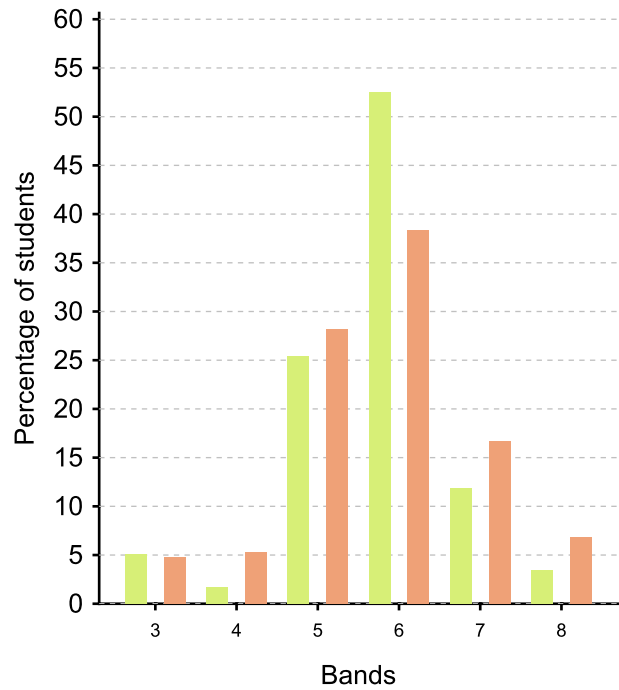


Percentage in bands:
Year 5 Reading



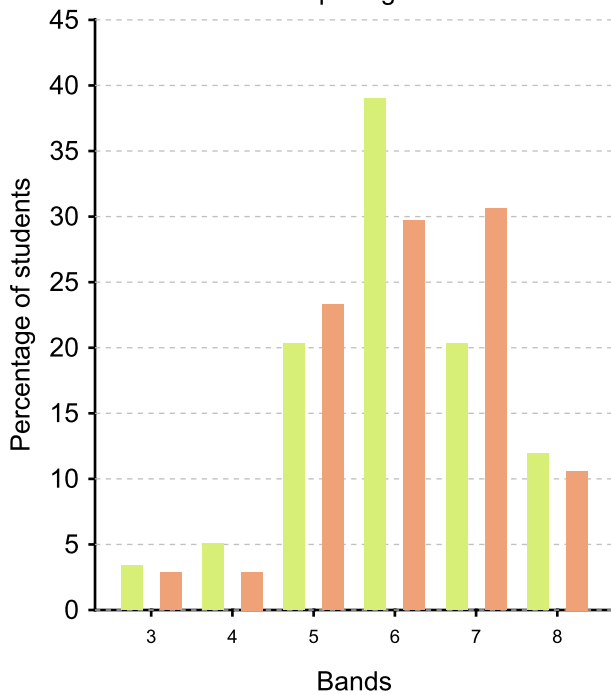
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

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

Student responses:

- Students have friends at school they can trust and who encourage them to make positive choices. In this school, 91% of students had positive relationships. The NSW Govt norm for these years is 85%. 91% of the girls and 92% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.
- Students try hard to succeed in their learning. 93% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%. 96% of the girls and 90% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85%.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 8.4 out of 10. The NSW Govt norm for these years is 8.2. In this school, Rigour was rated 8.6 out of 10 by girls and 8.2 out of 10 by boys. The NSW Govt norm for girls is 8.4 and for boys is 8.1.

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

- I work with other teachers in developing cross-curricular or common learning
- School leaders have supported me during stressful times. 8.3/10
- I monitor the progress of individual students. 9.2/10
- I discuss with students ways of seeking help that will increase learning. 9.5/10
- Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. 9.2/10

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

- I feel welcome when I visit the school. 8.3/10
- My child feels safe going to and from school. 8.4/10
- I can easily speak with my child's teachers. 8.1/10
- I am well informed about my child's progress in school subjects. 6.5/10

Policy requirements

Aboriginal education

2016 saw the establishment of the new Dharawal Path poles to the front entrance of the school in a more visible and prominent location. Resources have been targeted to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAS.

Multicultural and anti-racism education

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

Other school programs

Sport

Our students sporting successes were a highlight of 2016 with many students representing our school, our zone, our region and our state at various events. One student represented NSW at Touch Football. Our PSSA teams had a successful year with teams competing in finals. Our athletics results were outstanding, particularly our relay teams who competed in the regional carnival.

Creative and Practical Arts

2016 saw the continuation of a very successful extra-curricular dance program that involves over 150 students. The five dance groups continued to achieve success and enjoyed their various performances throughout the year. Our Year 2 and Year 5 choir were well prepared for their performance at the Sutherland Shire Schools Music Festival. Additional opportunities were provided for our dancers and choir to perform at the Cantabile Music Festival performance at the Sydney Opera House and Schools Spectacular. Our Band program continued to provide opportunity for students to learn music in an ensemble. Grays Point had representation in the Sydney Southeast Symphonic Wind Ensemble.