

Kingsgrove Public School Annual Report



2016



2307

Introduction

The Annual Report for 2016 is provided to the community of Kingsgrove 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.

Beverley d'Astoli

Principal

School contact details

Kingsgrove Public School

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9150 9097

Message from the Principal

We have had busy and successful year at Kingsgrove Public School! Our K–2 students benefited from the TEN numeracy program and the L3 literacy program. In NAPLAN our Year 5 students performed above state average in Numeracy, Writing, Spelling and Grammar and Punctuation.

In 2016 students participated in many extra-curricular activities such as band, dance, choir, PSSA, school sport, public speaking, debating, spelling bees, Premier's Reading Challenge, Enviromentors workshops; a social skills and team leadership program, swimming and athletics carnivals, Book Fairs, excursions, incursions, performances, Year 6 camp and NAIDOC week workshops.

Our students with Aboriginal background created our bush tucker garden and stage 3 Aboriginal students participated the Australian Theatre for Young People Djurali and the Yarn Up public speaking programs.

This year we opened our new STEM centre with 3D printing, robotics and moviemaking facilities; increased the use of ICT in classrooms by providing sets of iPads and laptops; and launched our new Kingsgrove PS website. We refurbished both school canteens and introduced a healthier menu.

As well in 2016 we introduced the Positive Behaviour for Learning program with our first students receiving their Principals Award for excellent behaviour.

Thank you to the students who have worked so hard this year. Thank you to the teachers, office staff and SLSOs who have provided an amazing range of learning experiences and support for our students.

I would like to acknowledge our wonderful P&C who have worked so hard for our students again this year raising the funds to provide air conditioning for a further six classrooms. Thank you to all the families who have supported their activities this year. This year our P&C fundraising coordinator, Mrs Vanessa Hijazi was honoured with a Department of Education Excellence Award for her voluntary community work for our school. I look forward to another productive and enjoyable year in 2017.

Message from the school community

Message from the Parents and Citizens Association (P&C)

Kingsgrove Parents & Citizens Association (P&C) is the representative body for parents of Kingsgrove PS. The aim of the P&C is to provide a forum to exchange ideas and suggestions between parents and the school community, and to work collaboratively to support continuous improvement of school resources through fundraising.

In 2016, our P&C fundraising events included our Easter raffle, Mothers' Day gift stall, Olympathon, Fathers' Day gift stall and Bunnings Kingsgrove BBQ which raised around \$15,000 in total. The P&C made monetary donations primarily towards the school's air conditioning program (\$19,500).

On behalf of our P&C, I would like to thank everyone who has given up their time to volunteer at our fundraisers to help our P&C events run more smoothly and successfully. A special thank you, to the small group of parents who attend our monthly P&C meetings and to those parents who contribute in other ways such as making cakes or donating gifts or prizes towards our fundraisers.

Thank you to our Principal Ms d'Astoli, Deputy Principal Ms Fermanis and Assistant Principal Mr Falzon, for attending our monthly P&C meetings and to all the staff for providing a caring, inclusive, multicultural and fun learning environment for all of our students.

Zehra Gunaidi

P&C President 2016

School background

School vision statement

Confidently embracing the challenges of the 21st Century in a caring, multicultural and inclusive learning community.

School context

Kingsgrove Public School is a friendly, high achieving, inclusive, multicultural learning community in Sydney's southern suburbs. The school currently has a student enrolment of 500 students of which 77% are from language backgrounds other than English. The major cultural groups are Arabic (26%), Greek (12%), Chinese (9%) and Macedonian (4.5%).

The school is situated on two sites with the Years K–2 and Years 3–6 campuses located approximately 300 metres apart and each in different local government areas: Bayside and Georges River. The school grounds are attractive and spacious and include herb and fruit gardens as well as a Bush Tucker garden.

As well as excellent literacy and numeracy programs the school offers students a wide choice of programs in Dance, Choir, Music and Sport. The school opened a new STEM (Science, Technology, Engineering and Maths) centre in 2016 where students participate in computer coding, 3D printing, Lego robotics and iPad movie making. As well students use computers, laptops, iPads and interactive whiteboards in classrooms.

The school is supported by a proactive Parent and Citizens Association which promotes community engagement and inclusion.

Kingsgrove Public School has partnerships with local community groups. Kingsgrove Community centre manage an out of school hours care program at the school and a vacation care program. Kingsgrove RSL provide grants to support learning programs and Bunnings Kingsgrove have provided garden and playground equipment for our school.

Our motto is Truth and Service

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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: key achievements were the introduction of the positive behaviour for learning (PBL) program, the opening of the STEM centre and improved NAPLAN results with Year 5 students. A priority for 2017 is enhancing a learning culture of high expectations.

Teaching: key achievements were improvement in teaching programs and assessment, and improved performance and development processes with teaching staff.

Leading: key achievements were the introduction of a new school finance and management system (LMBR), upgrading a range of school facilities and enhanced opportunities for staff leadership development through relieving in higher positions. A priority for 2017 is school planning, implementation and reporting particularly in enhancing community engagement and a culture of high expectations for student achievement across the school.

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

Quality student learning

Purpose

To ensure student learning is supported by consistent, high quality educational practices focused on high engagement and differentiated learning to develop the creativity, literacy, numeracy and technological skills of all students as 21st Century learners. Student learning will be supported through explicit teaching, effective feedback and use of student data to inform teaching practice.

Overall summary of progress

Achievements: teacher learning in TEN K–1, L3 Kindergarten, K–2 speech strategies, new K–6 geography syllabus, programming and assessment, use of new technologies, developing personalised learning plans, a new STEM centre..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
55% of Kindergarten students reading at RR level 8	47% of Kindergarten students were reading at RR level 9 by late Term 4	\$16,000 for L3 training, literacy professional learning and literacy and numeracy resources
50% of Kindergarten students writing more than 40 words	28% of Kindergarten students were writing approximately 50 words by late Term 4.	see above
80% students meet stage clusters in PLAN data K–6	Literacy: 59.5% of students met expected stage appropriate clusters Numeracy: 75.5% of students met expected stage appropriate clusters	see above
Increase the number of students meeting/exceeding minimum growth: <ul style="list-style-type: none">• Reading from 49% to 60%• Writing from 71.1% to 75%• Numeracy – 52.4% to 60%	Reading: 49% of Year 5 students met or exceeded minimum growth Writing: data not available from Department of Education Numeracy: 52.4% of Year 5 students met or exceeded expected minimum growth.	see above
Less than 12% of Year 3 students in the lowest two skill bands in NAPLAN reading	19% of Year 3 students were in the two lowest skill bands in NAPLAN reading	see above
Less than 18% Year 5 students in the lowest two skill bands in NAPLAN reading.	27.5% of Year 5 students were in the lowest two skill bands in NAPLAN reading	see above

Next Steps

Professional learning for teachers in:

TEN for K–2 teachers not already trained

Language, Literacy and Learning for stage 1 teachers

Implementing a daily literacy block with a focus on reading in Years 3–6

Using new technologies and integrating ICT and STEM skills across the curriculum

Personalised learning plans to ensure consistent implementation and tracking

Assessment as, of and for learning to enhance consistency of teacher judgements and reliability of assessment data

Differentiation to ensure appropriate and challenging learning experiences and to reduce number of students in two lowest skill bands and increase number of students in highest two skill bands in reading in NAPLAN

Student learning programs:

Continue Reading Recovery for targeted Year 1 students and trial a daily small group withdrawal support program for high needs Year 1 and 2 students.

Implement a longer term structured speech therapy program with the Learning Links agency.

Implement the Reading for Life program with Learning Links for targeted stage 2 students.

Review:

2017 school plan targets for improving student learning

Strategic Direction 2

Performance and development culture

Purpose

To ensure high expectations for staff development and performance through developing a culture of collaboration, professional dialogue and ongoing professional learning. Staff performance and development will be supported by understanding of the relevant standards and frameworks and opportunities for leadership, success and recognition.

Overall summary of progress

Achievements: improved performance and development processes; increased collaborative planning opportunities; enhanced communication with community on school programs and achievements through launch of new website, emailed electronic newsletter and parent meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have a Performance and Development Plan to reflect on how to improve their own practice and career progression using the appropriate P&D framework, professional standards and evidence of achievement.	100% of permanent and temporary teaching staff completed a Performance and Development plan and participated in reflection, observation and review processes.	\$4,000 teacher release for meetings
Whole school professional learning plan addressing PL for all staff including beginning teachers, Aboriginal staff and non-teaching staff.	All staff participated in a range of PL including accreditation requirements, Aboriginal education, syllabus implementation, technology and Positive Behaviour for learning (PBL).	\$29,000 for professional learning workshops and teacher release
Community communication strategy ensuring parents and carers have opportunities to be involved in decision-making for school policies and three year school plan	A new school website was launched and regularly updated. All families are emailed the fortnightly school newsletter. Parents were invited to coffee club, parent workshops, information sessions and a community consultation meeting for feedback on school programs.	\$2,000 hospitality, photocopying and teacher release for parent meetings.

Next Steps

Professional learning:

Performance and development processes are consistent and embedded in teachers daily work

Introduction of performance and development processes for non-teaching staff i.e. administration staff, SLSOs, General Assistants

Implement professional learning plan for all staff incorporating induction, accreditation, assessment, differentiation and leadership development

Community, staff and student consultation meetings to develop the new three year school plan for 2018–2020.

Community engagement enhanced through development of the multipurpose room on Caroline Street campus as a community space with air conditioning and food preparation facilities.

Strategic Direction 3

Wellbeing for an inclusive school community

Purpose

To ensure student and staff wellbeing is enhanced by a positive school culture and effective wellbeing initiatives. A positive school culture will be achieved through strong and inclusive partnerships across the school and wider community and effective information sharing, collaboration and consultation. A positive learning community is based on mutual trust and respect where all members feel valued and communication is open and honest.

Overall summary of progress

The Positive Behaviour for learning (PBL) program was implemented. The TTFM survey feedback indicated students would like challenging learning experiences and increased positive homework experiences. Staff would like more effective leadership and further access and professional learning in using new technologies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Updated policies for behaviour, attendance, anti-bullying and anti-racism in consultation with whole school community.	Behaviour, attendance and LST data is reviewed regularly each term with follow up on issues and adjustments to support students. Implementation of the PBL program K-6	\$6,000 for teacher professional learning, awards and certificates.
Collection of feedback on community satisfaction through <i>Tell Them From Me</i> surveys from students, staff and parents.	The number of student and staff responses to the survey increased. Parent responses were low in number. Increased parent attendance at student award assemblies.	Nil

Next Steps

Professional learning for staff in:

Assessment and differentiation to ensure all students have appropriate and challenging learning experiences
New technologies and how to integrate these across the curriculum
Leadership roles and capabilities for executive

Review of policies and practices for:

Homework, attendance, behaviour, anti-bullying, anti-racism, assessment and Gifted and Talented students

Positive Behaviour for learning (PBL) installation of signage and launch day Term 1

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Year 5 Aboriginal students (3) achieved above state level in all NAPLAN tests.</p> <p>Year 3 Aboriginal students (4) achieved at state average in spelling, below state average in all other NAPLAN tests.</p>	<p>\$7,900</p> <p>SLSO support, Multilit tutoring and ipads for students with high needs, personalised learning plans, financial assistance with excursions, uniforms and lunch as needed. PL in Aboriginal Education for teachers.</p>
English language proficiency	<p>Greater consistency in teacher programming and tracking of students on the EALD progression.</p> <p>Increased teacher use of IWBs and iPads.</p> <p>NAPLAN data indicates EALD students need support to improve in Reading and Numeracy.</p>	<p>\$21,000 flexible funding</p> <p>2.6 ESL staff positions</p> <p>6 ipads for new arrival students with personalised language activities, IWB for ESL classroom.</p> <p>PL for teachers in Grammar.</p>
Low level adjustment for disability	<p>Students with learning difficulties were supported by an SLSO, personalised learning plans and differentiated tasks within the classroom and in withdrawal groups.</p>	<p>\$54,000</p> <p>SLSO salary; ipads for targeted high needs students; literacy resources; PL for teachers in personalised learning plans, literacy continuum and differentiation.</p>
Quality Teaching, Successful Students (QTSS)	<p>Additional staff supported student learning and additional release time was provided to teaching executive.</p>	<p>0.335 staffing FTE</p>
Socio-economic background	<p>Additional resources were provided to students through the establishment of a STEM centre and provision of new technologies and literacy and numeracy resources. Student assistance provided targeted students with access to excursions, school programs, uniform and lunch assistance.</p>	<p>\$41,000</p> <p>SLSO salary, part-time SAO salary, student leadership conference; part-time computer coordinator; student assistance funds.</p>
Support for beginning teachers	<p>The one permanent beginning teacher achieved accreditation at proficient level. Several beginning temporary and casual teachers were supported with individual P&D plans, mentoring and attendance at Beginning Teacher regional conferences.</p>	<p>\$10,000</p> <p>Teacher release, Mentoring,</p> <p>Professional learning</p>
Targeted student support for refugees and new arrivals	<p>New arrival students received additional small group learning with specialist staff.</p>	<p>0.2 additional EALD staff for three terms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	323	304	287	265
Girls	247	262	250	234

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.1	95.2	94.5	94.6
1	94.2	94.6	93.4	94.2
2	94.5	94.4	93.2	93.4
3	94.8	94.6	92.9	93.1
4	95.6	95.5	95.1	92.7
5	93.4	95.5	94.9	94.6
6	94.6	94.6	92.6	95.5
All Years	94.6	94.9	93.8	94
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

Class sizes

Class	Total
KF	18
KD	19
K/1 K	19
KT	18
1M	21
1SK	21
1P	22
2C	23
2/3V	28
2R	23
2M	23
3L	30
3/4R	29
4K	30
4MJ	30
5P	29
5H	28
5/6M	28
6T	28
6F	26

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.24
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	3.18
Other Positions	0

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

Delete text not required.

Teacher qualifications

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

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	499 529.58
(2a) Appropriation	470 788.11
(2b) Sale of Goods and Services	2 298.77
(2c) Grants and Contributions	26 144.47
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	298.23
Expenses	-237 941.54
Recurrent Expenses	-232 973.19
(3a) Employee Related	-120 406.04
(3b) Operating Expenses	-112 567.15
Capital Expenses	-4 968.35
(3c) Employee Related	0.00
(3d) Operating Expenses	-4 968.35
SURPLUS / DEFICIT FOR THE YEAR	261 588.04
Balance Carried Forward	261 588.04

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 176 144.46
Base Per Capita	28 925.26
Base Location	0.00
Other Base	3 147 219.20
Equity Total	522 445.42
Equity Aboriginal	7 961.82
Equity Socio economic	41 504.39
Equity Language	286 413.07
Equity Disability	186 566.14
Targeted Total	102 990.01
Other Total	473 640.92
Grand Total	4 275 220.81

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

<You may choose to use this text box to comment on

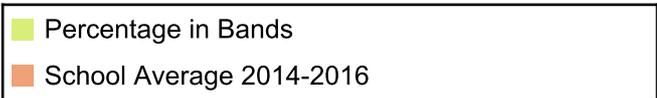
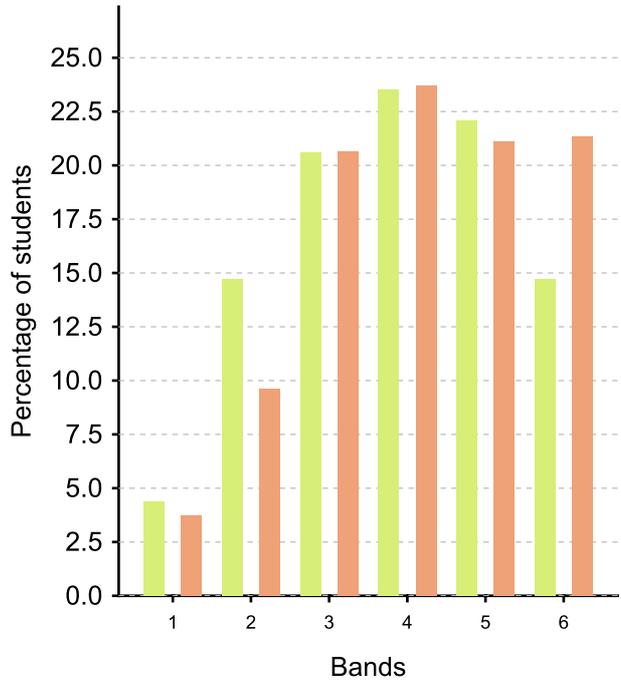
NAPLAN

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.

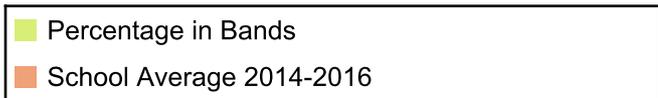
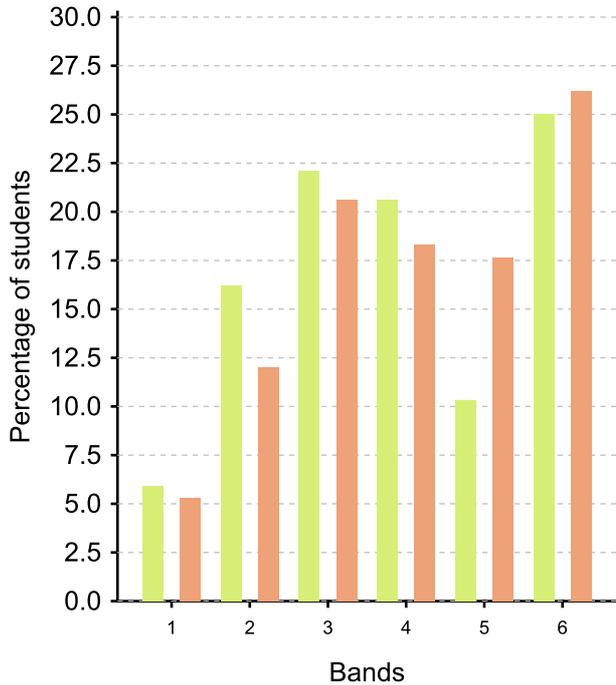
<Use this text box to comment on literacy NAPLAN data>

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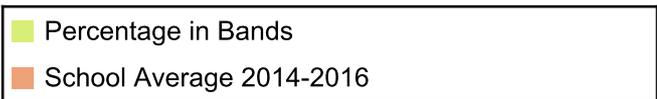
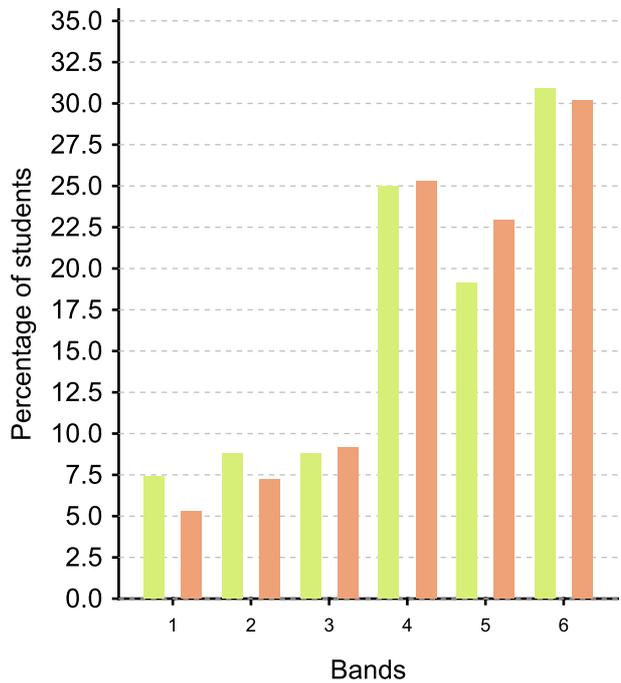
**Percentage in bands:
Year 3 Reading**



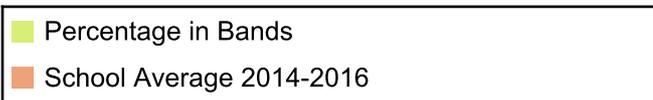
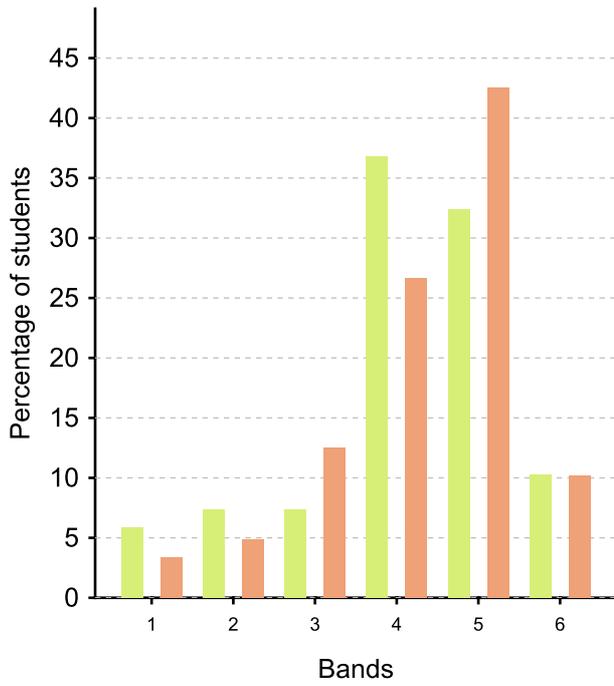
**Percentage in bands:
Year 3 Grammar & Punctuation**



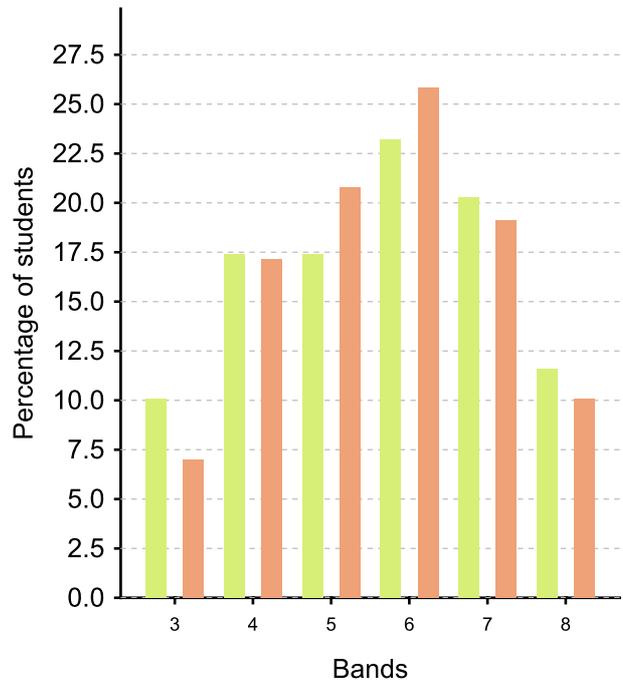
**Percentage in bands:
Year 3 Spelling**



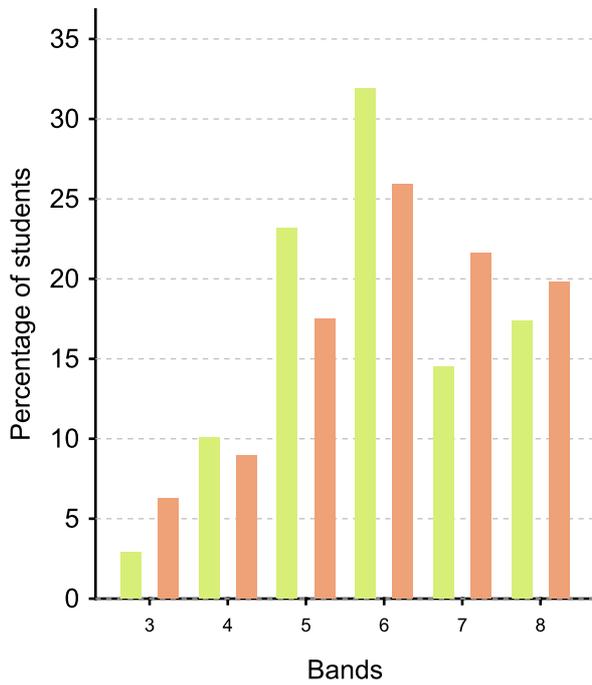
Percentage in bands:
Year 3 Writing



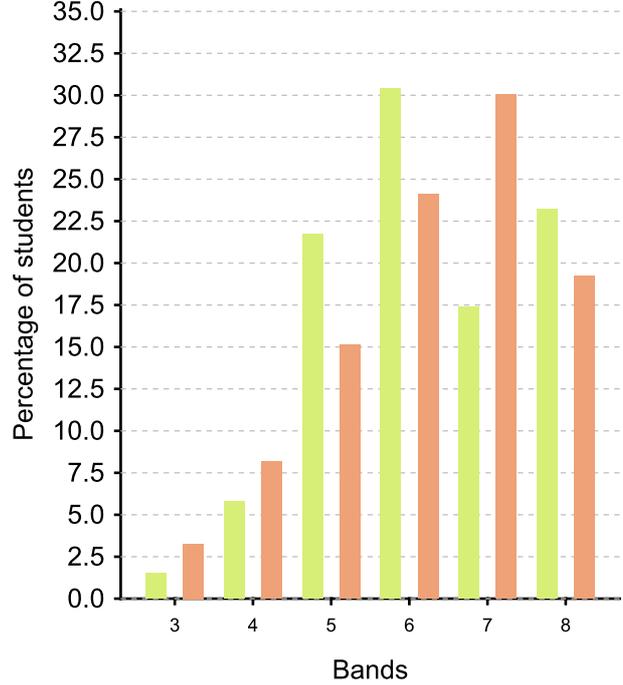
Percentage in bands:
Year 5 Reading



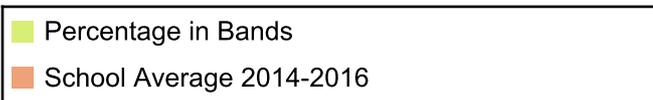
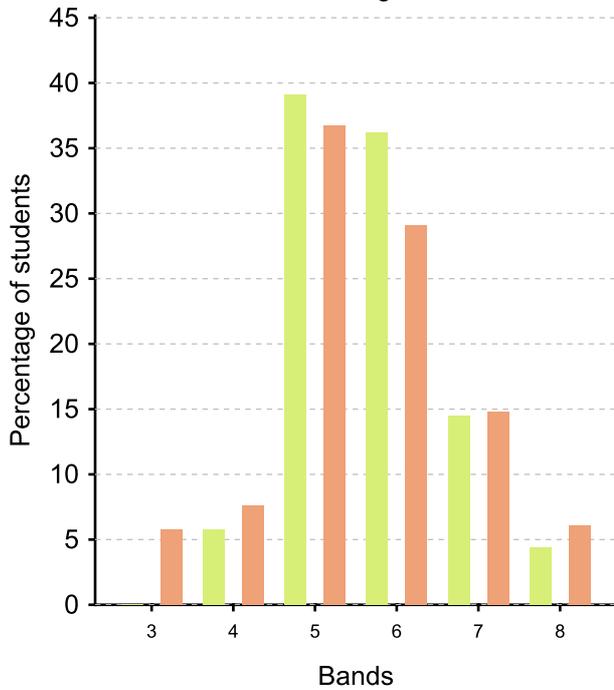
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



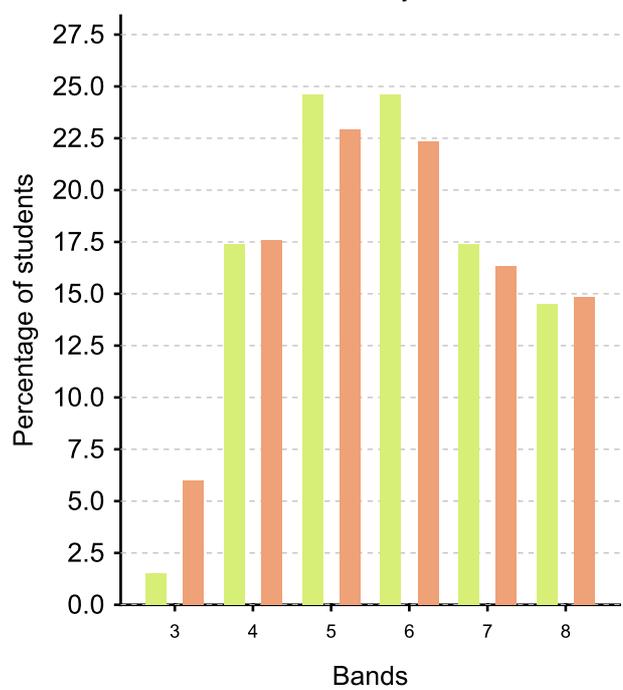
Percentage in bands:
Year 5 Writing



<Use this text box to comment on numeracy NAPLAN data>

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Percentage in bands:
Year 5 Numeracy



<You may choose to use this text box and statement to refer readers to the My School website:

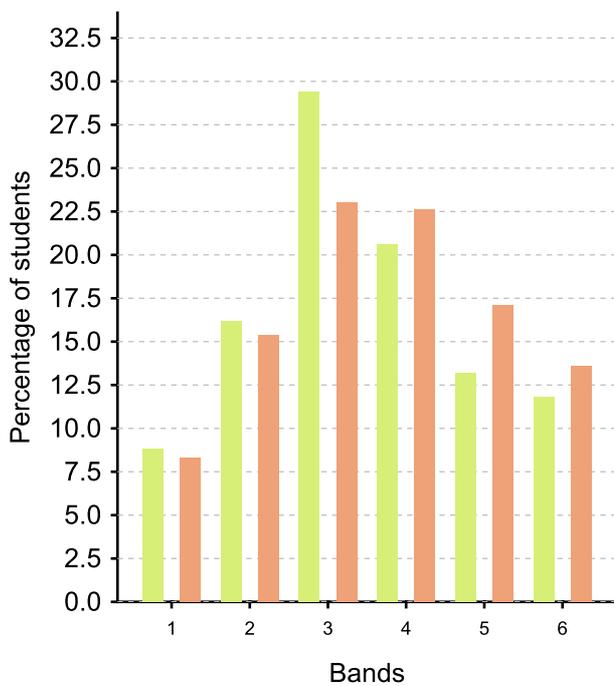
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

190 students in years 4–6 completed the "Tell Them From Me" survey. The survey focused on questions about student outcomes and school climate. Results indicate students have a high rate of social engagement and participation in school extra-curricular activities such as art, drama and music. Students feel a high sense of belonging and form positive teacher/student relationships. Students also feel that classroom instruction is relevant to their daily lives. Areas for further development were ensuring student learning experiences are challenging for all students and developing more positive attitudes towards homework.

30 staff completed the Focus on Learning survey. Staff K–6 who completed the survey identified school strengths as working in an inclusive school where they collaborate with colleagues to share planning, resources and strategies to increase student engagement. Areas for further attention were providing effective leadership and developing teacher skills to use and access technology in student learning.

The parent survey was completed by 5 parents and this is not sufficient to generate conclusions. The school will trial further strategies to increase parent participation in the survey in 2018.

Policy requirements

Aboriginal education

K to 6 students participated in a range of indigenous performances, lessons and theatre. Kingsgrove PS embeds Aboriginal and Torres Strait Islander perspectives within the curriculum and daily teaching. Each Aboriginal and Torres Strait Island student has a personalised learning plan to ensure they are effectively supported in their learning.

Students at Kingsgrove PS experience a wide range of events including K–6 NAIDOC week Koomurri cultural workshops, K–6 Datiwuy Dreaming music and dance performance from Musica Viva. Our Stage 3 indigenous students attended two events, Djurali Dreaming drama workshops and Yarn Up program. These projects aim to boost student confidence through public speaking, performance and art. One student in Year 6 received a Deadly Kids Doing Well award, highlighting the success of young Indigenous Australians.

Several staff attended professional development on indigenous personalised learning plans, Aboriginal education network meetings and workshops on Aboriginal culture, history and arts. Indigenous resources such as reading and Library books and puzzles were purchased. Year 3 to 6 indigenous students created a Bush Tucker garden with the support of Bunnings Kingsgrove.

Multicultural and anti-racism education

Kingsgrove PS includes 77% of students from a Language Background Other than English (LBOTE). Three community language programs (Arabic, Chinese and Greek) operate in the school. Community language staff play a key role in promoting Kingsgrove's multicultural approach to learning through the teaching of dance and cultural awareness. All students have access to the cultural dance troupes which perform at assemblies and other events.

In 2016 the annual Harmony Day was incorporated into our school's Multicultural Day and students participated in the Salaka Interactive Drumming Show and African music and dance.

EALD (English as an Additional Language or Dialect) staff promote multicultural perspectives; collect and analyse statistics relating to the culturally and linguistically diverse populations of our school and regularly advise and assist mainstream staff with the development of teaching and learning programs for these students. EALD staff also act as Anti Racism Contact Officers (ARCO) and are trained to provide specialist knowledge and support for intercultural understanding and to deal with issues of a racist nature. Multicultural and Anti-Racism concepts were also taught in the Bounce Back program where students learn strategies for a positive social environment in a culturally diverse community.

Other school programs

Creative and performing arts: Stage 1 students participated in a dance program in Term 3. In Years 3 to 6 our three dance troupes, school Band and Choir participated in the Combined Public Schools Music Festival, school assemblies and special events.

Public speaking and debating: Students K–6 participated in the public speaking program with several students reaching the regional public speaking competition and some students in Years 3 to 6 participated in the Debating club.

PSSA: Students in Years 3 to 6 tried out for teams in a range of sports for Friday inter-school competition – boys and girls cricket, softball, netball, newcombe ball, touch football, rugby league, basketball.

Competitions: Many students K to 6 completed the Premiers Reading, Spelling and Sport Challenges. A number of students in Years 3 to 6 participated in the University of NSW ICAS English and Maths tests.

Clubs: Year 2 students participated in dance, computer coding, environmental sustainability and choir. Years 3–6 students who did not attend PSSA on Fridays participated in school sport and chess, hip hop, robotics, computer coding, iPad movie making, gardening, Chinese dance and table tennis.

Swim school: Sixty students in Years 2 and 3 attended a Learn to Swim School for two weeks in Term 4.