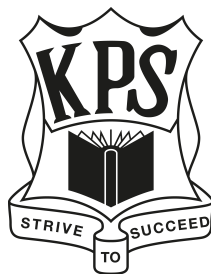


Kingswood Public School

Annual Report



2016



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Introduction

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

Ms Norma Petrocco

Principal

Message from the Principal

Kingswood Public School continues to provide quality teaching in a caring environment. The school motto 'Strive to Succeed' underpins the programs and practices of the school and supports all students to achieve their best.

The school continues to have a strong focus on the improvement of learning outcomes for all students, especially in Literacy and Numeracy whilst ensuring that the whole child is being developed academically, socially and emotionally. Programs such as PBL (Positive Behaviour for Learning) and Best Start ensure that teaching and learning focuses on the improvement of learning outcomes for all students whilst developing skills through quality teaching.

The P & C and school community has continued to work hard this year to raise funds to support our current school priorities. Due to their efforts, we are moving closer to achieving our school targets.

I would like to acknowledge the wonderful work of all the students, staff and the school community. A special thank you to the teachers and administrative staff who work so hard to ensure that all students fulfill their potential academically, socially and emotionally, leading to the maximization of their life chances.

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.

Message from the students

At the beginning of each year the students elect a representative from their class and along with the newly elected Captains, Vice Captains and Prefects form the Student Representative Council. Under the guidance of two teachers the students meet regularly to discuss the charities our school will support and the various ways they can communicate this information when reporting back to their respective classes.

This year the SRC held fundraising events for Canteen, Luke Priddis Foundation and Food Bank. The school made Easter cards and baskets to present to the local nursing homes. The baskets were filled with chocolate eggs and presented to the nursing homes by the school prefects. Christmas cards were also created by the students and presented to residents of a local nursing home by the prefects. Clothes were collected and given to Stewart House twice during the year and money was collected to assist their charity.

School background

School vision statement

At Kingswood Public School we believe in:

Creating a resilient school community where all students develop independence, emotional intelligence and social competency as they strive to achieve their full potential as 21st century learners.

Providing a supportive, safe and secure learning environment that promotes thinking, creativity and individuality.

Providing high quality programs that engage our students in their learning and instil the essential skills that will enable them to reach their full potential; supporting and extending them in all forms of academic, social, creative and physical endeavours.

Providing a stimulating and supportive environment for all staff and to assist, inform and involve parents and the greater community of Kingswood.

School context

Kingswood Public School approaches education from an inclusive and stimulating learning environment. The challenge for its community is to build upon the values and abilities of all students while extending those who excel. Our school curriculum, therefore, aims to provide avenues for all students to extend their skills through classroom and targeted extra curricula activities.

The school has served the community since 1892 and currently caters for 412 students. It is located in spacious grounds adjacent to the University of Western Sydney, Kingswood campus. The community is composed of families with a non-English speaking background, Aboriginal students and students whose parents are temporary residents of Australia. The school has 16 staged classes from Early Stage 1 to Stage 3. This includes two Stage 3 Opportunity Classes which caters for identified gifted and talented students.

The staff at Kingswood Public School consists of experienced and beginning teachers, support and administrative staff who are dedicated professionals who work with the school community to ensure quality teaching and learning practices and improved learning outcomes for all students. Enrichment programs enhance this learning, with the university playing a pivotal role in the teaching and learning programs of these students.

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.

In the Learning Domain:

Sustaining and growing for the elements: Learning Culture, Curriculum and Learning.

Delivering for the elements: Student Performance Measures and Assessment and Reporting.

In the Teaching Domain:

Sustaining and growing for the elements: Collaborative Practice; Learning and Development.

Delivering for the elements: Effective Classroom Practice; Data Skills and Use; Professional Standards.

In the Leadership Domain:

Sustaining and growing for the elements: Leadership; School Planning; Implementing and Reporting; School Resources.

Delivering for the elements: Management Practices and Processes

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

Student Learning and Engagement

Purpose

To improve student capacity to reason and think critically and creatively and to respond to their learning as 21st Century thinkers.

Overall summary of progress

Throughout 2016 key staff participated in external professional learning and led school based professional learning sessions for all teaching staff in the familiarisation of the new Geography syllabus. The new History syllabus was implemented across the school and as a result, the Scope and Sequences for the new Syllabuses were reviewed and developed. Teachers continued to implement Project Based Learning programs in the area of Mathematics, this was evident in the teaching and learning programs of teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase of technology across the school to support teaching and learning programs.	Each classroom is now equipped with an Interactive Whiteboard, giving all students access to this form of technology. The installation of WiFi will continue, due to the ongoing increase of student enrolments.	Purchase of 3 IWB \$25,000
Evidence of differentiation in teaching and learning programs and personalised learning plans.	School programs address the needs of identified student groups including gifted and talented students, Aboriginal students, EALD students and students with disability. This is evidenced through the development and implementation of Personalised Learning Plans (PLPs).	Nil
Improvements in NAPLAN and PLAN data in Literacy and Numeracy across all student cohorts.	Student performance measures indicate around 20% of students achieve at higher levels of performance on external performance measures. The school achieves mid-range valued added results. This is reflected through the SMART data and the School Excellence Framework Student Attainment statistical data.	Nil
Teaching and learning programs to incorporate new syllabus outcomes and 21st century learning practices.	All teachers are implementing the new Syllabus documents inline with DoE timeline. Teachers continued to implement Project Based Learning programs in the area of Mathematics, this was evident in the teaching and learning programs of teachers.	TPL \$3,000

Next Steps

Future Directions for 2017 include:

Monitor syllabus implementation and ensure teacher professional learning is aligned with the school plan. Newly developed Scope and Sequence to be implemented evaluated and refined where necessary.

Students continue to engage in teaching and learning programs that differentiate learning practices for 21st Century Learners.

Provide opportunities for parents and carers to engage in community learning decisions.

Strategic Direction 2

Teacher Quality

Purpose

To build the capacity of all staff to effectively deliver teaching and learning programs that engage students with a focus on leadership, teacher quality and the accreditation of staff.

Overall summary of progress

During 2016 induction packs were created for new staff to the school. This included different packages based on the status of the teacher, for example day to day casual, temporary teachers or new permanent teachers. Formal mentoring sessions took place weekly for two beginning teachers, these sessions were individualised to meet the needs of each teacher. The school completed all LMBR training opportunities and was fully deployed to the new system in September. All Early Stage One and Stage One class teachers participated in professional learning in the Get Reading Right phonics program. As a result all classes are implementing the program on a daily basis.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Integrate new LMBR Management Systems. Local Schools Local Decisions policies, BOSTES teacher accreditation procedures and DEC accountabilities while maintaining a sustained focus on learning.	Two teachers achieved accreditation at proficient level and all pre 2004 teachers were provided with the timeline and requirements for accreditation.	Nil
Procedures for the development and achievement of the Performance and Development Plans documented.	The school developed and implemented a procedural timeline for the ongoing implementation and monitoring of Professional Goals and Teaching Practice.	Nil
Successful implementation of LMBR and DEC reforms.	After completing all requirements from the DoE, Kingswood Public School was fully deployed to the LMBR system in September.	TPL and SASS Professional Learning \$5,000

Next Steps

Future Directions for 2017 include:

Development of a school induction and mentoring program for staff new to the school.

Increase involvement with Western Sydney University, community of schools and local high school initiatives.

Increased leadership capacity building opportunities for aspiring teachers.

Strategic Direction 3

School Community Wellbeing

Purpose

To build a school community that promotes the development of safe, responsible and respectful learners in an environment that nurtures resilience and community engagement.

Overall summary of progress

The school has identified aspects of and factors contributing to wellbeing in the delivery of teaching and learning by working towards updating the Student Welfare Policy to include cyber bullying and the appropriate use of social media. The school culture is reflective of positive and respectful relationships across the whole school community by engaging in the Police Liaison Program, targeting Stage Three students. Attendance rates are regularly monitored and actions are taken promptly to address issues with individual students. Students, staff and parents are continually engaged in the DoE Tell Them from Me Surveys. An analysis of this data was conducted and findings were presented to staff. Data gathered in the 2015 NCCD determined those students who required additional support in 2016, as a result teachers developed IEPs for these students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Updated Student Welfare Policy to include cyber bullying and information regarding the Acceptable Usage of Social Media platforms.	After an analysis of Anti Bullying plans, Kingswood Public Schools plan was developed to include Cyber Bullying and the acceptable use of Social Media Platforms.	Nil
Develop IEPs for all students identified on the National Consistent Collection of Data Program (NCCD).	Students who were identified on the NCCD have been placed onto a school data base to record the adjustments made. As a result IEPs were developed.	\$1,000 Teacher relief
Enhance student and parent understanding and reduced incidents of unacceptable social media use.	Students participated in Social Media workshops conducted by the local Police Liaison Officer. Information regarding Acceptable use of Social Media was regularly communicated to parents through the Skoolbag app.	Nil
Updated Attendance Policy to include partial attendance leading to decreased rates of partial attendance.	The Attendance Policy was modified to include the monitoring of partial attendance rates. Partial attendance rates continue to be monitored by teachers.	Nil

Next Steps

Future Directions for 2017 include:

New Anti Bullying plan to be presented to staff and the P&C for endorsement.

Student and parent workshops in conjunction with the Police Liaison Officer on the acceptable use of social media.

Develop and implement lessons which include resilience and cyber bullying into the school peer support program.

Teacher professional learning on the NCCD process and around the development of IEPs for students identified through this process.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Throughout 2016 additional SLSO time was funded to support Aboriginal students within their classroom to support the implementation of PLPs. Aboriginal students benefited by receiving identified and tailored support to meet their individual needs as outlined in their PLPs.	\$10,910 SLSO salaries
English language proficiency	Throughout 2016 additional EALD teacher time was funded to support EALD students. A greater number of EALD students received support from an EALD teacher. Leading to improvements in their English skills.	\$26,148 additional EALD salaries
Low level adjustment for disability	The school identified students who required additional support in the classroom based on the NCCD data. Funding in this area was spent on SLSO salaries. Those students who were identified as needing higher levels of support were targeted by SLSO to provide assistance within the classroom and implement IEPs as needed.	\$25,898 SLSO salaries
Quality Teaching, Successful Students (QTSS)	Additional teacher time was used to provide school executive with time to complete lesson observations, mentoring meetings, staff professional learning sessions and school planning sessions.	\$45,556 Teacher salaries
Socio-economic background	Throughout 2016 additional LaST teacher time was provided to support identified students. After an analysis of SMART data, PLAN data and school based data, a decision was made to provide additional LaST time to those students identified. Students received small group support in Literacy and Numeracy.	\$21,786 additional LaST salaries
Support for beginning teachers	One beginning teacher received support during 2016. Funds were used to provide the additional release and mentoring time for this teacher. The teacher and mentor participated in formal weekly mentoring sessions.	\$13,377 Teaching salaries for release time.
Targeted student support for refugees and new arrivals	Throughout 2016 an additional EALD teacher was funded to support Refugees and New Arrival students. From the Direct Teaching Modes the withdrawal method was deemed as most appropriate for initial instruction. Withdrawal lessons were utilised throughout the year with the time and focus allocated, adapted to suit the needs of the children.	\$2,843 additional EALD salaries

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	178	190	199	212
Girls	154	158	186	199

Once again in 2016 Kingswood Public School numbers have steadily increased with our 16th class being formed this year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	94.4	93.3	92
1	93.5	94.6	93.1	91.5
2	93	95	93.2	92.1
3	94.5	94.7	94.8	93.6
4	95.1	95.6	92.2	93.5
5	95.4	95.1	96	93.9
6	94.7	94.8	91.8	94.2
All Years	94.4	94.9	93.5	93
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 attendance is managed and monitored by classroom teachers and is referred to the school executive in charge of attendance in accordance with the Department of Education Attendance Policy and procedures.

Class sizes

Class	Total
ES1F	18
ES1P	20
ES1J	20
S1C	23
S1O	23
S1J	23
S1D	23
S1/S2B	27
S2AS	27
S2L	28
S2E	28
S2/S3H	29
S3F	30
S3B	29
S3J	29
S3T	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher of ESL	1
School Administration & Support Staff	3.22
Other Positions	0.14

*Full Time Equivalent

Kingswood public School currently has two permanent teaching staff that identify 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	35

Professional learning and teacher accreditation

All staff participated in Professional Learning meetings and Strategic Direction Team meetings throughout the year and on staff development days, including mandatory training requirements in areas such as CPR and Child Protection.

A number of staff participated in external Professional Learning opportunities provided by both the Department of Education and private providers. These professional learning experiences were aligned to the school's strategic directions and personal and professional learning goals.

Our School Administrative Staff participated in extensive professional learning in order to successfully transition our school to the new LMBR systems.

All teaching staff developed individual Professional Development Plans (PDPs). Individual PDPs were linked the current strategic directions of the school and the individual needs of teachers. Teachers and Supervisors took part in lesson observations and feedback sessions. PDPs were reviewed in consultation with supervisors and possible directions for 2017 were discussed.

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	200 384.49
Global funds	127 469.70
Tied funds	96 070.50
School & community sources	102 089.86
Interest	2 553.08
Trust receipts	7 987.95
Canteen	0.00
Total income	536 555.58
Expenditure	
Teaching & learning	
Key learning areas	20 879.17
Excursions	10 359.69
Extracurricular dissections	16 562.06
Library	5 000.49
Training & development	1 240.00
Tied funds	100 246.25
Short term relief	46 121.29
Administration & office	29 271.79
School-operated canteen	0.00
Utilities	24 783.22
Maintenance	25 871.93
Trust accounts	6 775.85
Capital programs	9 110.25
Total expenditure	296 221.99
Balance carried forward	240 333.59

The information provided in the financial summary includes reporting from 21 July 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	456 091.52
(2a) Appropriation	413 939.96
(2b) Sale of Goods and Services	1 975.35
(2c) Grants and Contributions	39 160.88
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 015.33
Expenses	-226 797.57
Recurrent Expenses	-226 797.57
(3a) Employee Related	-91 270.19
(3b) Operating Expenses	-135 527.38
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	229 293.95
Balance Carried Forward	229 293.95

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.

Kingswood Public School adheres to the Department of Education policies and procedures regarding finance. Schools funds are directed to meet the needs of the current school plan and targets.

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	2 556 365.02
Base Per Capita	20 611.47
Base Location	0.00
Other Base	2 535 753.55
Equity Total	280 975.29
Equity Aboriginal	13 301.96
Equity Socio economic	21 787.34
Equity Language	128 169.21
Equity Disability	117 716.79
Targeted Total	22 743.48
Other Total	67 770.36
Grand Total	2 927 854.15

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.

Across all aspects of Literacy, Kingswood Public School has a higher number of students than the state average achieving proficient levels.

The number of both Year 3 and Year 5 students achieving in lowest 2 bands in reading has continued to decrease again this year. Whilst the number of both Year 3 and Year 5 students achieving in highest 2 bands in reading has continued to increase again this year.

Approximately 60% of Year 5 students had equal to or above the expected growth in reading, spelling, grammar and punctuation.

Across all aspects of Numeracy Kingswood Public School has a higher number of students than the state average achieving proficient levels.

Year 3 students achieving in Band 2 for Numeracy have reduced from 16% in 2015 to 6% in 2016, this has led to an increase in the number of students achieving in Band 3 or higher.

Year 5 Numeracy results in Band 6 have increased by 10% this year, as result of our focus to move those students achieving in the middle bands.

Approximately 59% of Year 5 students had equal to, or above the expected growth in Numeracy.

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.

Kingswood Public School had fewer than 10 Aboriginal Students in each of the NAPLAN cohorts to report on the achievement of Aboriginal students in the top two Bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about their school. Their responses are presented below.

In 2016, the school sought the opinions of parents, students and teachers about the school. Through the Tell Them from Me Surveys. Their responses are presented below:

Parents:

As a group parents are very satisfied with most aspects of Kingswood Public School. In particular the following areas are those with the highest satisfaction scores:

- Written information from the school is in clear, plain language.
- Reports on my child's progress are written in terms I understand.
- Teachers expect my child to pay attention in class.
- Teachers maintain control of their classes.
- My child is clear about the rules for school behaviour.
- My child feels safe at school.
- My child feels safe going to and from school.
- I can easily speak to my child's teacher.
- I am well informed about school activities.
- The school's administrative staff are helpful when I have a question or problem.
- Teachers shown an interest in my child's learning.
- My child is encouraged to do his or her best work.

Teachers:

Teachers answered questions based on the Eight Drivers of Student Learning, our highest scores in each of the domains were:

Leadership

- I work with school leaders to create a safe and orderly school environment.

- School leaders have supported me during stressful times.

Collaboration

- I talk with other teachers about strategies that increase student engagement.
- I discuss learning problems of particular students with other teachers.

Learning Culture

- Students become fully engaged in classroom activities.
- I monitor the progress of individual students .
- I set high expectations for student learning.

Data Informs Practice

- My assessments help me understand where students are having difficulty.
- When students formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve.
- I give students feedback on how to improve their performance on formal assessment tasks.

Teaching Strategies

- When I present a new concept I try to link it to previously mastered skills or knowledge.
- I use 2 or more teaching strategies in class most lessons.

Technology

- I help students use computers or other interactive technology to undertake research tasks.

Inclusive School

- I am regularly available to help students with special learning needs.
- I strive to understand the learning needs of students with special learning needs.
- I establish clear expectations for classroom behaviour.
- I make an effort to include students with special learning needs in classroom activities.
- I create success opportunities for students who are working at a slower pace.

Parental Involvement

- I work with parents to solve problems interfering with their child's progress.
- Parents understand the expectations for students in my class.

Students:

- 85% of our students stated they had a high rate of participation in school sports which is 2% more than the NSW DoE average.
- Overall Kingswood Public School provided above average results in all areas relating to a positive sense of belonging, positive relationships and valuing school outcomes.
- Kingswood Public School students had a much higher score when looking at positive relationships and being interested and motivated whilst at school compared to the DoE average.
- The students also stated their effort was as high as 92% and stated they tried hard to succeed in their learning.
- Kingswood Public School scored 8.8 out of 10 for positive teacher student relations and the DEC average is 8.4.

Policy requirements

Aboriginal education

Kingswood Public School is committed to ensuring all students develop an understanding of the culture and perspectives of Aboriginal people. The "Acknowledgement of Country" is at the beginning of assemblies and all formal events. The Aboriginal flag is on display in the school hall. These protocols are evidence of our commitment to increase the understanding and appreciation of Aboriginal heritage.

Aboriginal perspectives and awareness are regularly incorporated throughout the K–6 curriculum. This acknowledges respect for Aboriginal culture and heritage and the on going relationship the traditional custodians have with the land. Staff increased their understanding of the Aboriginal perspectives included in the new History and Geography syllabus through professional development meetings. Resources have also been purchased to support these perspectives for both staff and students.

Aboriginal students were supported on a needs basis in Literacy and Numeracy by School Learning Support Officers.

NAIDOC celebrations focussed around the sharing of culture and language through activities in classrooms. These activities included: dreamtime stories, writing, art work and a wonderful display of Aboriginal artefacts that classes were able to visit. These activities indicate our commitment towards understanding and celebrating Australia's first people.

Multicultural and anti-racism education

Kingswood Public School has two experienced teachers who are fully trained in the procedures to handle complaints of a racist nature. The Anti-Racism Contact Officer (ARCO) follows the DoE Anti-Racism Policy. Any reported incidents to the ARCO are dealt with promptly and professionally. All teachers promote our school's cultural diversity through values education as well as through the Australian Curriculum. This ensures Kingswood Public School remains a safe and harmonious place for all.

In 2016, our school participated in Harmony Day on the 21st of March. Activities centred on the day's theme of 'Strength in Diversity'. Each class selected a diversity quote and made display posters that represented the chosen quote. These were displayed in the front office and library foyers to further promote our school's long-standing tradition of tolerance and understanding. In addition, all students were photographed wearing their national dress or the colour orange whilst standing in an outline of Australia. These were displayed alongside the posters made in class.

Other school programs

Sport

Our students regularly engage in varied physical education experiences designed to provide the foundation for lifelong commitment to, and value for, leading a healthy lifestyle.

Our achievements in sports are:

Sixty students from Years 2–6 participated in the Special Swimming Scheme.

Sixteen students were chosen to represent the school at the Penrith Zone Swimming Carnival.

Forty eight students were chosen to represent the school at the Penrith Zone Cross Country Carnival.

Twenty five students were chosen to represent the school at the Penrith Zone Athletics Carnival. One student went on to represent Penrith in Shot Put at the Sydney West Carnival.

Six students were chosen to represent the school in the following Penrith Zone PSSA sports: rugby league, cricket, touch football, netball and basketball. One student represented Sydney West at the NSW State Touch Football carnival and went on to represent NSW at the national carnival.

Twelve Stage 3 students participated in the Premier's Sporting Leadership Program.

All Stage 3 students successfully participated in a skills based sporting clinic with students from Western Sydney University, Kingswood.

All K–6 students successfully participated in the Premier's Sporting Challenge. The Premier's Sporting Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles.

Kingswood Public School entered a team into the inaugural NSW PSSA Todd Woodbridge Cup. The team finished first in the regional tournament and went on to place eighth at the state finals.

2016 saw Kingswood Public become part of the Sporting Schools initiative. Grant money received by the school was used to deliver sporting programs to all students in K–6 and to acquire new sporting resources for the school. The programs were also successful at increasing the uptake of sport outside of school. The programs were:

K–2 students participated in the Sporting Schools AFL program, delivered by AFL NSW/ACT and the GWS Giants.

Students in years 3–6 participated the Sporting Schools Basketball program, delivered by coaches from Basketball NSW.

Stage 2 students participated in the Sporting Schools Football program, delivered by coaches from the Western Sydney Wanderers.

All Stage 3 students participated in the Panthers on the Prowl, Healthy Active Lifestyles program. This program challenged students to improve their overall fitness over the period of one term. At the end of the year representatives from Kingswood Public School attended an award ceremony where the school was congratulated on its approach to fitness and physical activity.

Kingswood Beautification Committee

The grounds of Kingswood Public School have been decimated, over the last few years, by the invasion of termites and grey gum dieback disease which has resulted in the cutting down of 160 trees in the various playgrounds. Ensuring the grounds are an inspiring working environment for the whole school community as well as a pleasurable environment for parents and the community to visit, has been the main objective for the Kingswood Beautification Committee. This has been a work in progress with the making of new garden beds, planting of more shrubs and trees along with the refurbishment of the school volleyball courts and recreational areas.

The Kingswood Beautification Committee held another successful working bee which was well attended by teachers, parents and students. These workshops are organised to move soil, mulch and heavy gardening activities which are too hard and time consuming for the students to complete on the Schools Tree Planting Day. These activities allow the grounds to be prepared in readiness for the students to plant free trees and shrubs giving the plants the best conditions that we can provide.

The P&C and teachers provided food and drink for morning tea and lunch as a thank you to all of the helpers who attended the working bee. Everyone appreciated this time to rest and restore energy levels before completing the tasks necessary on the day. Without this support the school environment would not be as pleasant to work in or visit.

Each year Kingswood Public School participates in the Schools Tree Planting Day where Toyota and Planet Ark provide free trees and shrubs to schools to replenish their gardens. On this day students from all classes at Kingswood Public School are given a number of trees and shrubs to plant in garden beds around the school. This gives the students ownership of their own learning environment along with an appreciation of the school grounds.

One of the other initiatives of the Kingswood Beautification Committee has been to establish raised garden beds where the classes are able to grow a variety of plants and vegetables. This gives the students a better understanding of how different vegetables are grown along with a joy in watching their own produce grow and pleasure in being able to take it home to be eaten. Cherry tomatoes have been especially successful. Other plants grown, with varying

degrees of success, have been onions, rock melons, pumpkins, corn, spinach, sunflowers, wheat, peas, watermelons and carrots. Through this program the students have gained a better understanding of how things grow and the timeframes needed to grow various plants.

Choir

The School Choir is a committed, enthusiastic group of 31 students from grades 3 – 6. This year they successfully performed in the Penrith Valley Performing Arts Festival in the mass choir and at a number of school assemblies including Presentation Day. The students thoroughly enjoyed their experiences this year and were excellent ambassadors for our school.