

# Kootingal Public School

## Annual Report



2016



2327

## Introduction

The Annual Report for **2017** is provided to the community of **Kootingal 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.

Mrs Cara Cracknell

Principal

## School background

### School vision statement

A culture of sustainable practice that offers a diverse curriculum catering for all needs, with an embedded understanding of caring for each other, learning for life and achieving together. This is underpinned by building the capacity of all teaching staff to deliver the highest quality of teaching programs in a supportive learning environment. We value community participation and encourage family involvement in our children's learning, creating a supportive partnership with the school.

### School context

Kootingal Public School is a small P4 school located at the foothills of the Moonbi Ranges. The township of Kootingal is very well serviced and the school enjoys reciprocal partnerships with the many business houses, churches, volunteer organisations and sporting groups.

Current enrolment is 189. A new housing estate with 126 blocks to be sold is located 200m from the school's front gate. Kootingal Public School also has 23% ATSI students.

Staffing mix is experienced with New Scheme teachers. Our Principal is non-classroom based and is supported by two Assistant Principal positions. SAS staffing is small with a SAM, SAO, General Assistant and permanent SLSO (Learning and Support and Integration funding). School currently has classes, three of which are composite. The school has the following allocations:

- 4 days Learning and Support Teacher
- 1 day Reading Recovery
- 1 day School Counsellor.

Kootingal Public School is a leader in the education of technology with a class set of iPads and laptops, full school wifi access and Smart Boards in all teaching spaces.

Kootingal Public School embraces its banner statement of *Caring, Learning and Achieving Together* with programs such as a Breakfast Club, Play is the Way, School Chaplaincy, Buddy program and Before and After School Care with Sherpa Kids.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

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 domain of Learning, our major focus has been the differentiation of student learning as a result of both internal and external data collection. We have aligned our SMART goals of students' Learning and Support Plans with the clusters of the literacy and numeracy continuums. This is further supported through the collegial conversation and support during additional release to work with the Learning and Support Teacher (LaST). Greater consultation occurred with families and students around the implementation of Personalised Learning Plans for Aboriginal students. Positive Behaviour for Learning established the three core values for Kootingal Public School through extensive consultation with staff,

students, parents and the broader community. As a result, Kootingal Public School developed a matrix of behaviour for areas outside the classroom with the commencement of teaching students and communicating to the broader school community the three core values at the end of the 2016 school year.

In the domain of Teaching, the focus centred on assessment practices under the guidance of the Assessment team and 21st Century pedagogical skills from the 21st Century Learning team. The Assessment team focused centrally on Assessment For, As and Of Learning. The 21st Century team delivered the six domains of learning and their application in the classroom with staff sharing their use of one of the domains within their classroom and the progress of implementation.

In the domain of Leading, the main focus was the further development of distributed leadership across the school with the teams forming the structure and providing classroom teachers the opportunity to model, deliver and assist in the future directions of Kootingal Public 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

### Diverse Curriculum

#### Purpose

Through implementing a diverse curriculum, KPS caters for all students by creating quality, engaging and appropriate learning experiences in accordance with current syllabus documents. This ensures all students are given opportunities to develop strengths, overcome weaknesses and perform to their full potential.

#### Overall summary of progress

Kootinjal Public School continued to deliver a varied and diverse curriculum offering in 2016. This curriculum pattern fostered our school's love of music and desire for cultural awareness, and enabled additional professional learning with the support of the Learning and Support Teacher (LaST) for each classroom teacher. Professional learning focused on the development, implementation and review of ILPs and PLPs with teacher participation in the Online Training course of Personalised Learning and Support.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students identified as requiring additional support are achieving incremental goals in literacy and numeracy as demonstrated through longitudinal analysis of ILPs 2015 – 2017.	Staff feedback indicates strong support for the ongoing additional RFF with a commitment to focusing on school improvement priorities. This additional RFF, via the employment of two teachers, serves a dual purpose with the expansion of student knowledge of music and French through participation in the respective programs. Regular presentations to parent and community are well supported with anecdotal feedback indicating a high level of agreement of the continuation of these programs in 2017. Comprehensive records demonstrate student ILPs and PLPs are developed in collaboration with the Learning and Support Teacher (LaST) and families. They address the needs of students with regular reviews and communication with families as per the school schedule. Teachers are progressively working towards independence in the development of the plans and support from the LaST if required.	0.4 additional teacher staffing (French and Music) \$36000

#### Next Steps

1. Progressive withdrawal of LaST support during additional RFF to further facilitate training and development in other school priority areas.
2. Development of procedures by LaST in the development of ILPs and PLPs for inclusion in Learning and Support Policy.
3. Continuation of additional RFF to facilitate further training and development in other school priority areas.

## Strategic Direction 2

### Teacher Quality

#### Purpose

At KPS, we develop the capacity of each individual teacher to ensure the best delivery of the curriculum. This leads to improved student outcomes, setting up students to succeed and become well-informed, active citizens of their community.

#### Overall summary of progress

The assessment team was established with the task of determining the current philosophy of assessment across the school K–6 and formulating a plan as identified through the results of the survey of current practice. A review of Focus on Reading methodology revealed a greater need to source further training and development for all teaching staff in 2016.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
As a result of professional Learning of Focus on Reading, students are utilising the Super 6 comprehension strategies to improve reading outcomes. This is evidenced by an overall 10% increase in students achieving the exit benchmark of 22 in Year 2 2017.	Training was secured for a school-based Focus on Reading Trainer. However, this training will not occur until 2017 as a result of a lack of a database of Lead Trainers. This action was pursued in light of the work in 2015 with Kootingal Public School's previous Highly Accomplished Teacher who delivered the original Focus on Reading training. Current data indicates that numbers of students achieving the exit benchmark of 22 is remaining steady.	Nil
Different types of assessment are developed across the school ensuring assessment of, for and as learning drives accurate placement of students on the Literacy and Numeracy continuums and forms the basis of planning program delivery to meet the individual needs of students.	<p>The Assessment Team developed a series of professional learning activities that focused on the assessment of, for and as learning methods. This professional learning also included different templates for use in the classroom as well as organisation strategies for the collation and presentation of data.</p> <p>Professional learning continued during the additional RFF time with our LaST, using the literacy and numeracy continuums as the basis of assessment of students' skills. Teachers are becoming increasingly independent in the identification of students' level of skill, including the critical analysis based on the transition package information from the student's previous teacher, and the development of ILPs for necessary students.</p>	Nil

#### Next Steps

1. Development of an assessment timeline for the whole school, with the largest emphasis on years 3–6.
2. Development of the Stages 2 and 3 assessment folder.
3. Further survey of progress thus far in assessment.
4. Development of more comprehensive student transition packages for better transition to the following year's teacher.
5. Development of a timeline for the implementation of professional learning in Focus on Reading for both the school-based trainer and course participants in 2017.

## Strategic Direction 3

### Student Welfare

#### Purpose

At KPS, we recognise that all children are individuals. We aim to provide social, emotional and academic support to enable all children to achieve the level of which they are capable. All children have the right to access the curriculum and all teachers are committed to working in collaboration with parents and the community to ensure the appropriate accommodations and adjustments support the learning and wellbeing needs of each student.

#### Overall summary of progress

We have achieved significant progress in the area of Positive Behaviour for Learning (PBL). Whole school consultation continued in 2016 with the core values and PBL logo design. The PBL team focused on the analysis of data of student behaviour, the development of a whole school behaviour matrix and the development of systems to ensure ease of collation and communication with the broader school community. The steady approach to PBL's implementation has also allowed for take-up time from the school community, as it becomes a pivotal part of the school's daily operation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
As a result of best practice in student welfare, there is a reduction of 10% in student behaviour referrals from 2015 – 2017.	<p>The PBL team focused on the following aspects in 2016:</p> <ul style="list-style-type: none"><li>• analysis of data of student behaviour to identify the predominant behaviours</li><li>• the development of a whole school behaviour matrix</li><li>• the development of systems to ensure ease of collation and communication with the broader school community</li><li>• development of new behaviour referrals to encompass all areas of the school and</li><li>• the development of a scope and sequence for the teaching of the core values.</li></ul> <p>In light of the changes to student welfare, greater attention was given to structures of support required for students needing additional support.</p>	

#### Next Steps

1. Development of classroom behaviour management system that is consistent across the school K–6.
2. Development of 5 whole school expectations that are consistent across all contexts within and external to the school.
3. PBL lessons in 2017 focus initially on a review of the core values and the predominant behaviours identified in the analysis of data.
4. Conduct another Self Assessment Survey to review progress made thus far in School Wide Systems.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Quality Teaching, Successful Students (QTSS)</b>	Kootingal Public School utilised the additional staffing as a way to support students in the middle bands of NAPLAN in Numeracy. This additional support was based on small group withdrawal and focused on the skills required to move students into the proficient bands as identified through data analysis.	0.131 FTE
<b>Socio-economic background</b>	The total socio-economic funding allocation was devoted to the employment of specialist French and Music teachers under the Strategic Direction Diverse Curriculum. Through our community consultation regarding the new school plan, it was obvious that a curriculum that offered different opportunities for children was necessary for the community.	\$20541
<b>Support for beginning teachers</b>	Kootingal Public School utilised the funds to reduce the number of hours in a block basis, as agreed to by the beginning teacher, in conjunction with his mentor. The beginning teacher received additional release through further professional learning through online training with the Learning and Support Teacher (LaST).	\$13 127.38
<b>Aboriginal background loading</b>	<p>70% of the total allocation was devoted to the employment of our Learning and Support Teacher (LaST) for an additional day and the employment of an additional School Learning and Support Officer (SLSO).</p> <p>The employment of the LaST for an additional day directly targeted the identification, development, implementation and communication of ILPs for students. As this was the third year of this professional learning, further time was given to the maintenance of plans and their regular review and designated communication schedule to families.</p> <p>The employment of the SLSO was pivotal in the delivery of the reading intervention programs MiniLit, MultiLit and Catch Up. As a result of the delivery of these reading intervention programs, Kootingal Public School tailored the reading intervention program to the students. This ensured that each student referred to the Learning and Support team was assessed and matched to the correct intervention program for their needs. Data indicates an improvement in student outcomes with growth in both word attack skills and reading fluency for each student.</p> <p>The remaining portion of funding assisted with the employment of a music teacher one day per week as a part of the Diverse Curriculum Strategic Direction.</p>	\$36572
<b>Low level adjustment for disability</b>	The total funding allocation was devoted to the permanent hours of a School Learning	\$20955



<b>Low level adjustment for disability</b>	<p>and Support Officer's (SLSO). The SLSO is pivotal in the implementation and delivery of the reading intervention programs MiniLit, MultiLit and Catch Up. The use of the funding enabled the consistent delivery of intervention programs by a trained SLSO, ensuring the validity of the programs was maintained with the best opportunity for improved student outcomes. As a result, data confirmed the improvement in student outcomes demonstrating growth in both word attack skills and reading fluency.</p>	<p>\$20955</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	84	87	88	101
Girls	97	89	92	83

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	96.7	92.7	95.6
1	95.8	94	95.5	94.1
2	95	95.2	93.7	95.2
3	96.6	95	95.7	91.3
4	95.6	94.7	93.1	94.6
5	94.4	96.8	93.9	94.5
6	94.6	95.5	95.7	94.8
All Years	95.2	95.4	94.4	94.3
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

In 2016, Kootingal Public School moved to a third-party software package for the maintenance of attendance. Attendance information is now available for all staff. This software was used in conjunction with the text messaging service and enabled a seamless transition. Parents are quick to respond to the text messaging service, easing potential confrontations from phone calls. Students with attendance patterns of concern were raised at Learning and Support Team meetings. Overall, attendance at Kootingal Public School remains steady and above the State average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration & Support Staff	2.04
Other Positions	0.07

\*Full Time Equivalent

At Kootingal Public School, one staff member identifies as being of Indigenous descent.

### 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	

### Professional learning and teacher accreditation

The main areas of focus for professional learning in 2016 were the implementation and review of ILPs for identified students, Online Training in Personalised Learning and Support, assessment practices in line with assessment of, as and for learning, and PBL methodology.

Kootingal Public School utilised the Beginning Teacher funds to reduce the number of hours in a block basis, as agreed to by the beginning teacher, in conjunction with his mentor. The beginning teacher received additional release through further professional learning through online training with the Learning and Support Teacher (LaST). One other teacher is currently in the maintenance phase of accreditation.

Staff also completed mandatory training in CPR, Emergency Care and Anaphylaxis.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>168 552.50</b>
Global funds	128 623.80
Tied funds	153 621.65
School & community sources	69 258.92
Interest	3 766.22
Trust receipts	17 945.10
Canteen	0.00
<b>Total income</b>	<b>541 768.19</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	15 888.97
Excursions	39 434.19
Extracurricular dissections	7 751.51
Library	3 614.39
Training & development	0.00
Tied funds	147 979.04
Short term relief	37 766.59
Administration & office	28 740.70
School-operated canteen	0.00
Utilities	20 660.27
Maintenance	33 102.25
Trust accounts	21 899.61
Capital programs	19 779.55
<b>Total expenditure</b>	<b>376 617.07</b>
<b>Balance carried forward</b>	<b>165 151.12</b>

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

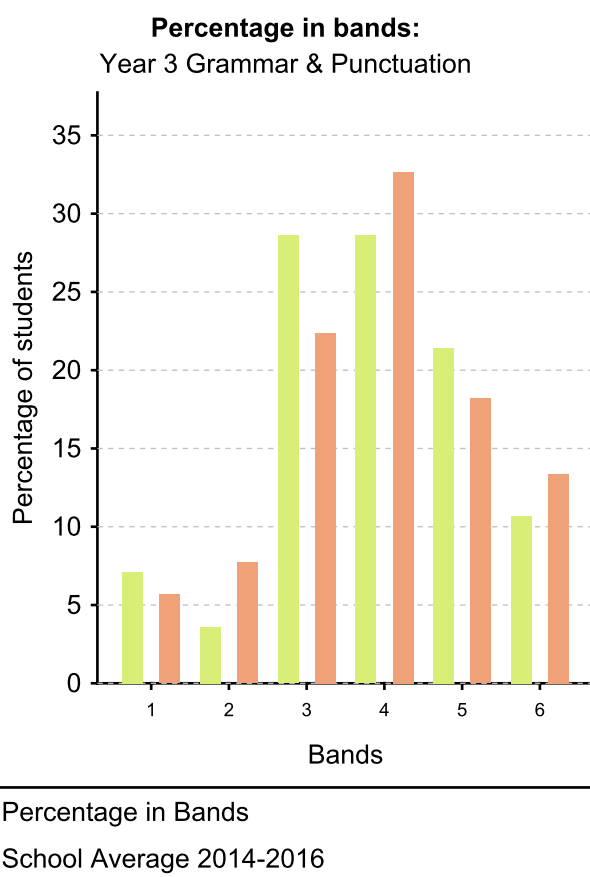
### ICAS

In 2016, Kootingal Public School had 11 participants across 6 different assessments, namely Mathematics, English, Spelling, Writing, Science and Digital Technologies. In total, students achieved 6 Merits, 16 Credits, 3 Distinctions and 1 High Distinction.

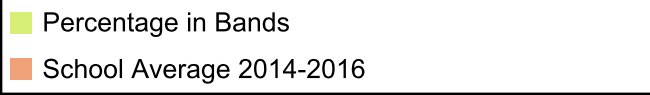
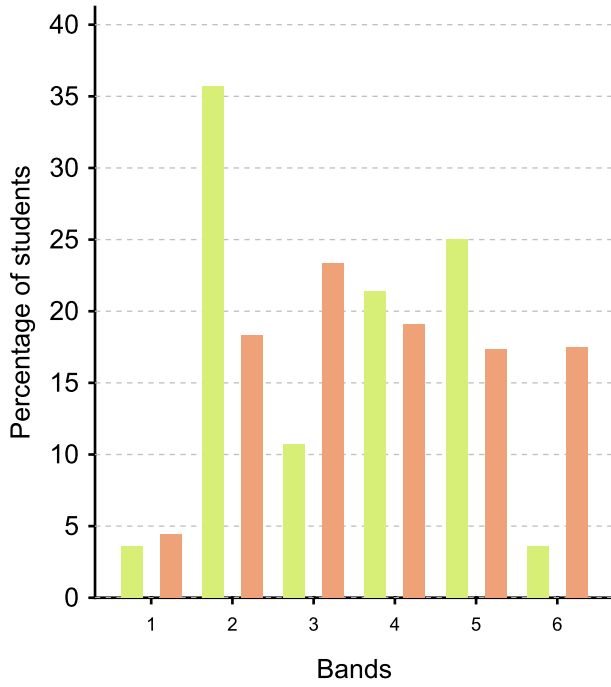
### NAPLAN

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.

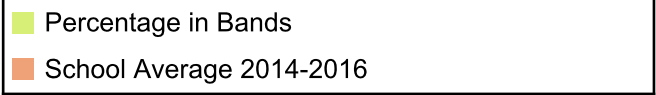
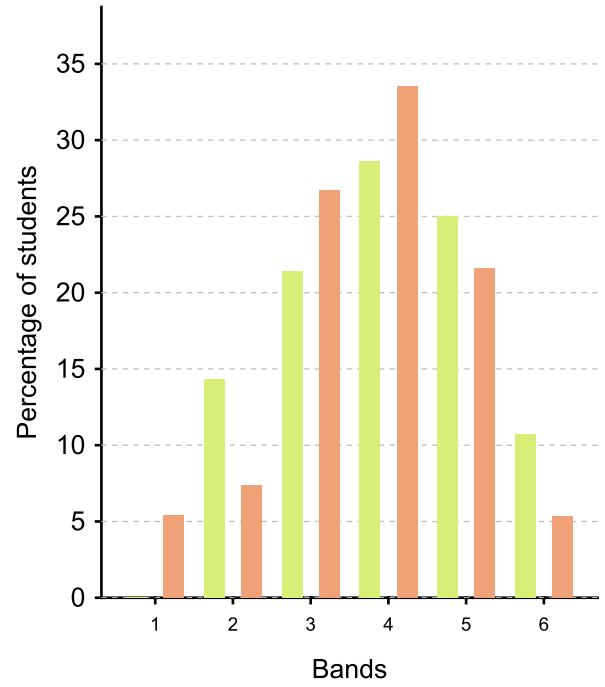
Major focus areas for Kootingal Public School continue to be reading and writing across all year levels. Reading results indicate our students directly locate and infer meaning in narrative texts but experience difficulty when reading information texts. This is consistent across both year 3 and year 5 results. Data in writing indicates students are performing well in foundation skills but require a more comprehensive vocabulary when composing texts.



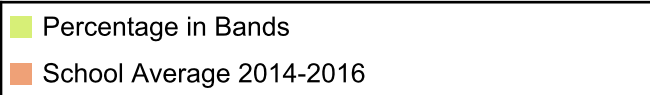
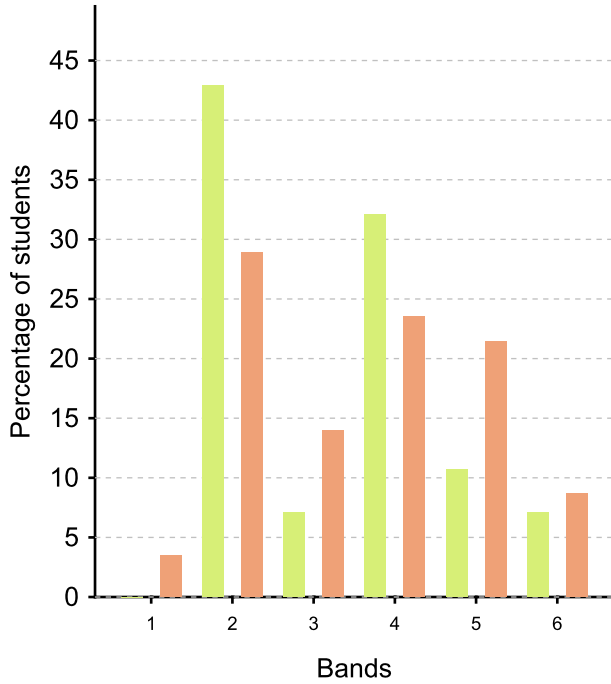
**Percentage in bands:**  
Year 3 Reading



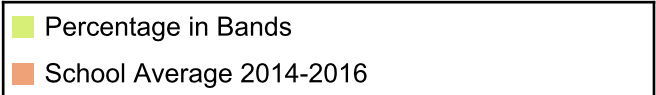
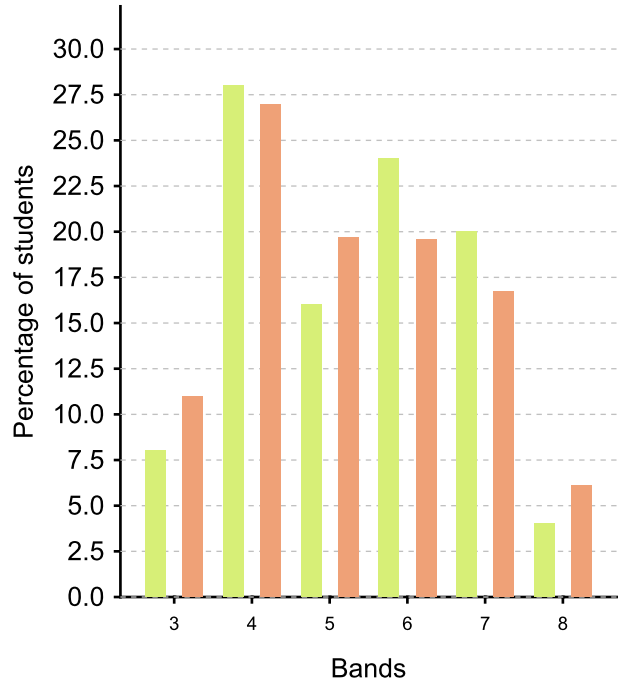
**Percentage in bands:**  
Year 3 Writing



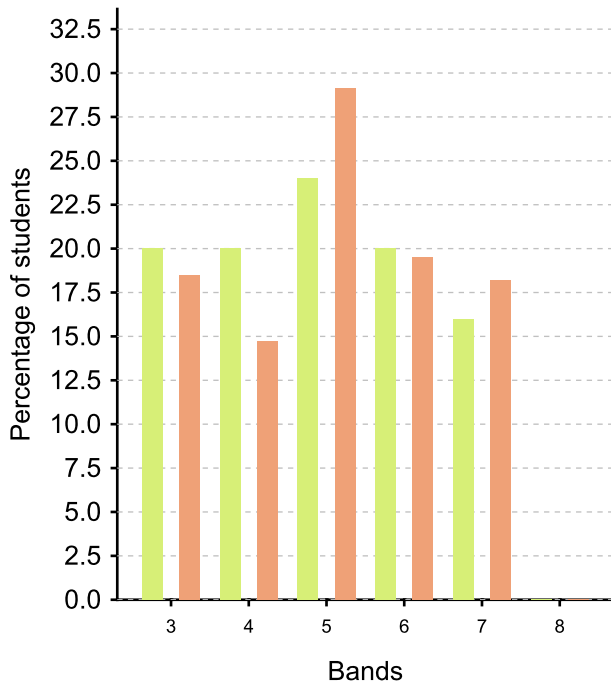
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation

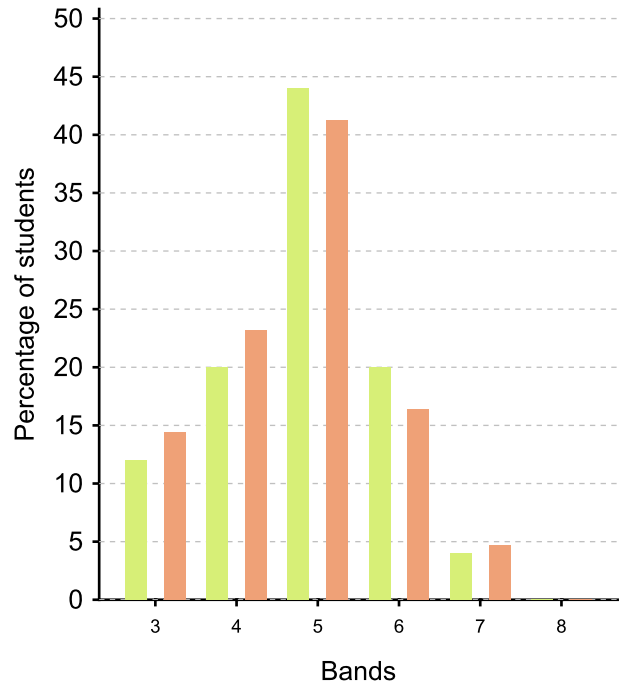


**Percentage in bands:**  
Year 5 Reading



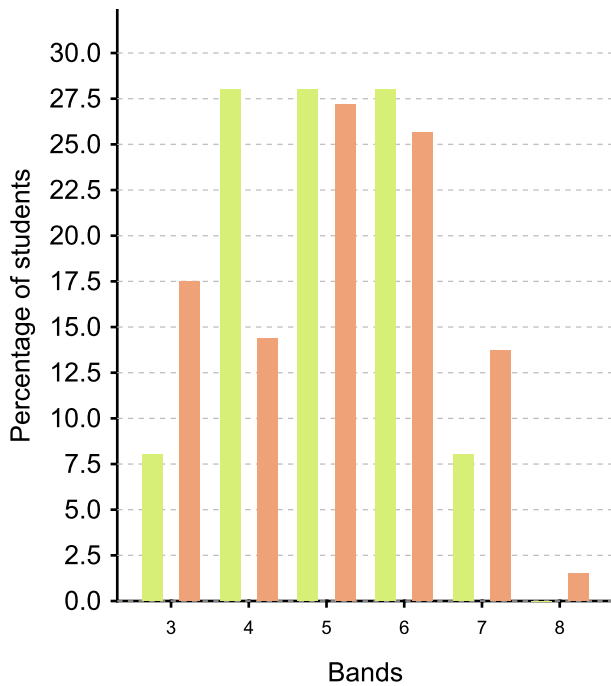
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

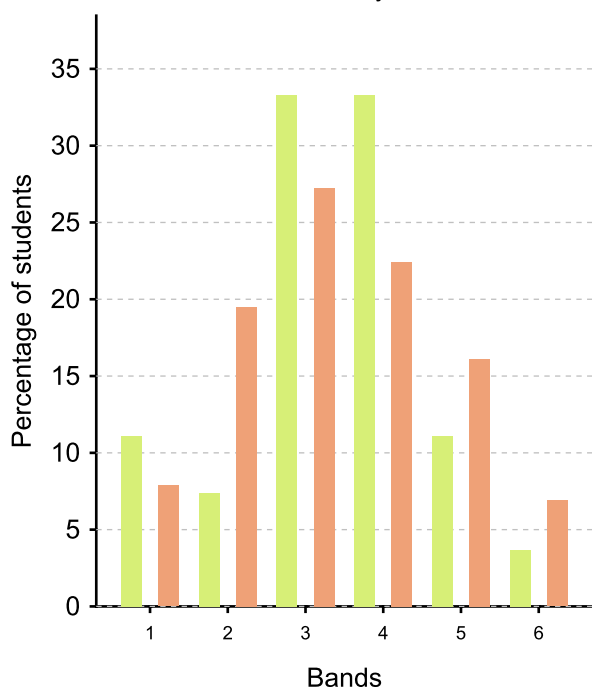
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2014-2016

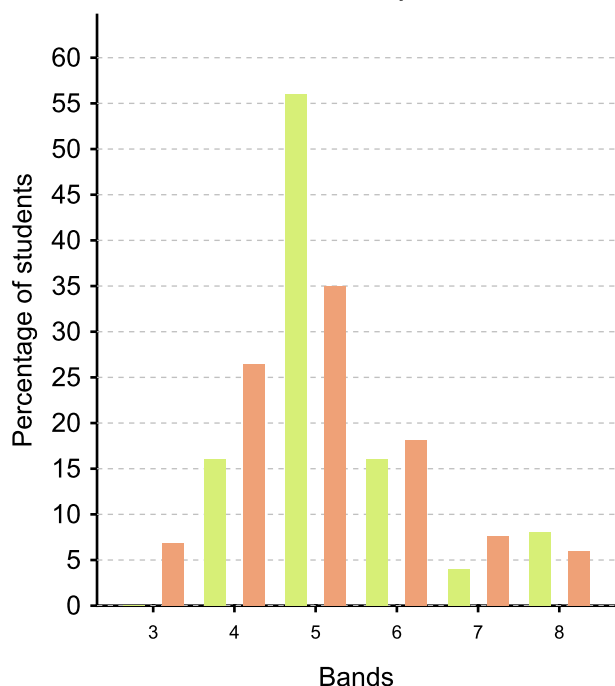
Kootungal Public School's numeracy data indicates we are strong in number but experience difficulty decoding word problems, particularly those that are multistep and require multiple operations. Kootungal Public School has coordinated programs targeting students in the middle bands for small group withdrawal. Techniques used in these small groups are based on Newman's analysis. Continued focus areas in 2017 are volume and mass, and data and measurement.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

Kootingal Public School utilised the Quality Teaching Successful Students additional staffing as a way to support students in the middle bands of NAPLAN in Numeracy. This additional support was based on small group withdrawal and focused on the skills required to move students into the proficient bands as identified

through data analysis. Of this group, 12% identify as Aboriginal.

## Parent/caregiver, student, teacher satisfaction

In 2016, Kootingal Public School conducted a survey of the communication practices within and external to the school. The detailed responses serve to enhance our future directions in this area. In summary, the results demonstrate our key strengths as providing quality information, ability to use information easily and efficiently, and engagement with others. Our main area for development is communicating our school's vision.

## Policy requirements

### Aboriginal education

NAIDOC week was recognised in 2016 with a day of celebration in conjunction with Tamworth High School students and the Aboriginal Education Team. To begin our celebrations, Mr Brian Sampson conducted a smoking ceremony. This was of special significance for Kootingal Public School as this was the first smoking ceremony conducted at school and a first for many of our students and staff. This was then followed by a series of workshops conducted by both Aboriginal Education Officers and Workers and students.

Personalised Learning Plan SMART goals were developed in conjunction with students and families, and were tracked during the additional professional learning time with the LaST.

Aboriginal perspectives are embedded in class teaching and learning programs. All formal occasions include the Acknowledgement of Country as per the prescribed protocols.

### Multicultural and anti-racism education

As a part of the K-6 music program, students participated in the Count Me In program. Class music lessons were conducted with Mrs Walsh focusing on music and musical instruments from different countries. Kootingal Public School also celebrated Harmony Day in 2016 with each individual class conducting activities.

Multi-cultural perspectives are a fundamental component of school practices ensuring an inclusive school community and racism-free learning and working environment. Students attended weekly religious education lessons and combined Easter, Education Week and Christmas assemblies. Students also voluntarily participated in the CWA Country of Study. The country of study was Mongolia.

Kootingal Public School also has anti-bullying programs that are taught throughout PDHPE and a trained Anti Racism Contact Officer (ARCO) in Mrs Nicole Chegwyn.

## Other school programs

### Student Representative Council

The SRC began the year by hosting an Easter Disco. Everyone had a great time and looked great dressed up as bunnies with bunny ears and cotton tails. Many children won an egg in the best dressed categories and for their wonderful dancing. We played games where we spun the microphone and danced the limbo. Supper was a popper and chips. We charged a \$3 entry and made a total profit of \$270.

The SRC purchased DVD movies for viewing in classrooms on rainy days and excursions, and investigated ways of making breaktime more involved for everyone. The SRC also purchased a range of inside games to be added to the collection for Games Day in the hall.

On Thursday the 26th May, we had huge success with our Biggest Morning Tea fundraiser. We raised approximately \$400 for the Cancer Council of Australia. We had a large amount of cakes and slices donated that we sold in break time.

On the last day of last term two, the SRC held a Mufti day as a fun way to end the term. Students were asked to donate a gold coin for this privilege. In total, we raised approx. \$500. This money was used by the SRC to support our students here at KPS.

In term three, all children had the opportunity to go on an excursion to a performance in Tamworth. Years K–3 went to Snugglepot and Cuddlepie and later in the term years 4–6 went to Peasant Prince. The SRC covered the cost of the bus for all children by donating over \$600 to help reduce the cost of the excursion for all families.

Every week on Wednesday, year 6 SRC students have the role of setting up games for K–6 in the hall at 1st and 2nd breaks. It has been a pleasure to watch the kids play games like Twister, Uno and Snakes and Ladders. We also have colouring in and a range of construction items, and of course 'Just Dance' is always a hit. It was extremely popular over the cold winter months.

Another large donation the SRC made to the school to support our fellow students was a \$1000 contribution to the new playground markings that were placed under the COLA area.

It has been a wonderful year being year 6 SRC representatives for Kootingal Public School. Thank you to teachers and students for giving us this opportunity.

It has been a rewarding experience. It will be sad to leave and pass on our role to other students. By being an SRC member, we have learnt how it feels to be a leader and how we can encourage and help others.

Written by Ryley Marsh, Brock Hyson, Georgia DeBelle and Sophie Hobden

## Whole School Performance – *Children of the World*

Our whole school musical performance *Children of the World* was a fantastic success. Our children relished the opportunity to demonstrate their artistic abilities to our broader school community at both a matinee and night-time performance. Each class performed an item from around the world with the evening conducted by Mrs Nicole Chegwyn and Mrs Anne Doak as air hostesses. This method of performing is conducted on the alternate year from CAPERS.

### Storytime at Kootingal Public School

Our Storytime program targeted children 0–5 years, with a picture book the central focus and was based on the theme *Seasons*. Mrs Nicole Chegwyn coordinated and delivered the program from our library on alternate Wednesdays from 10am – 11am. During the program, students were encouraged to borrow picture books from the library to continue their learning while at home. The program commenced Wednesday 1st June. Our school performed a mail drop in our village and surrounding areas and utilised the weekly newsletter, text messaging, school noticeboard, website and Facebook to advertise the program.

### Bright Stars Transition Program

Kootingal Public School continued the same method that brought so much success in 2015 for Kindergarten Transition. This program provided a longer transition program coupled with a *Come & Try* section. Kootingal Public School offered a *Come & Try* Program during Term 3 to children attending preschool who are intending to enrol in Kindergarten regardless of school. The program operated on Wednesday afternoons each week for five weeks. A bus transported children attending Kootingal and District Preschool to Kootingal Public School. Families brought children not at preschool to the school. The program aimed to orientate children to school and to the Kindergarten setting, as well as help develop social skills, gross and fine motor skills, literacy and numeracy skills necessary for a confident and smooth start to school life.

In Term 4, the *Bright Stars Transition* program commenced for five weeks. This program was designed for children intending to commence Kindergarten at Kootingal Public School. This program became more formalised. Each week, the 2017 Kindergarten students experienced a new Key Learning Area (KLA) with Mrs Lawrence. This was with the view that by the end of the program, each child had experienced every KLA offered at primary school. Indicators of a successful program were increased familiarity with our school for both students and parents, improved knowledge of the students' skill set, increased knowledge of prior to school settings and structures and greater familiarity of the students and their well-being prior to entering formal schooling.

Further developments for 2017 will include greater parent inclusion in the transition programs with support from experts in the field of early childhood.

### Kootingal Playgroup



In late Term 3, Kootingal Public School assumed the role of coordination of the Kootingal Playgroup. This playgroup is affiliated with Playgroup NSW. Mrs Nicole Chegwyn assumed the coordinator's role delivering a high quality program each Monday morning based on the development of language, gross and fine motor skills, relationship building between parent and child, and literacy and numeracy. This initiative followed our implementation of the Storytime program. At the end of the 2016 school year, Kootingal Playgroup had an enrolment of 20 families with families coming from nearby Tamworth to attend.

### **PSSA Representatives**

In 2016, Kootingal Public School had seven students represent the North West region in sport. They were Kelsey Burrell and Brianna–Maree Goman for Softball, Byron Lees for Touch, Zane Goodfellow for Athletics, Joseph Barber for Athletics, Harry Fields–Waddington for Athletics and Megan Johnson for Cross–Country, Football and Athletics.

### **Out of School Hours care – Sherpa Kids**

Our Out of School Hours care service, Sherpa Kids moved from Homebase 1 to the school's hall in Term 4 2015. This move enabled the school to assume a classroom again in a time of expansion while allowing Sherpa Kids to increase their capacity to take more enrolments. The installation of a kitchenette facility in the largest storeroom is well utilised by Sherpa Kids in the preparation and clean up of food services. It also serves as the designated office area as it is locked throughout the day.

This year, we also installed a gate and pathway to the school's hall to stop congestion and increase safety in the staff carpark. The gate and pathway also serves a dual purpose as an entry to the school's hall for all associated performances.