

Wentworth Falls Public School

Annual Report



2016



3422

Introduction

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

Ley Wighton

Relieving Principal

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Message from the Principal

It is with great pride that I present the 2016 Wentworth Falls Public School Annual School Report.

Students at Wentworth Falls Public School approach school life with commitment, effort and care. This is evident in the playground, in classrooms and in the day to day discourse amongst all school members. I acknowledge Wentworth Falls Public School students for their achievements and their honest and enthusiastic manner in all endeavours. These values are held across the community and I thank parents for instilling these attitudes and supporting students in their learning. The support of the school by parents and community create the warm community feel at Wentworth Fall Public School.

In 2016 a sports shed was built on the field playground, with sporting equipment also purchased to support and develop sporting programs from Kindergarten to Stage Three. A technology focus continued with Aps for iPads which are used daily in classrooms for a range of skills and subject areas.

The many and varied opportunities offered at the school in 2016, ranging from excursions to Rouse Hill for the Stage One students, Calmsley Hill Farm for the Kindergarten students, to our Dance 2B Fit Program and music festivals provided rich and real learning experiences which reinforce units studied in class and offered experiences to perform outside our local area. We connected to the world around us when the authors Tim Harris, Freya Blackwood and Tristian Bancks visited the school to share their inspiration for writing and their love of story telling.

A warm and sincere thanks to our P & C and the president, Yolande Speter, who farewelled the school as her child moved onto high school. Yolande Speer's contribution and dedication to her role, realised many successful fundraising events and our hardworking P & C are valued. Thank you Yolande Speter for service to our school.

2017 will bring us another busy and productive year, as we work with the community to meet students outcomes.

School background

School vision statement

We serve our students, parents and community by engaging in quality learning.

Learning that is provided within a safe, supportive and caring environment, which helps students achieve the skills, knowledge, values and attitudes they require as life long learners and to become integral members of society.

By doing this, Wentworth Falls Public School maximises learning outcomes for every student and is held in high esteem, realising community recognition for its excellence in providing holistic education for future generations.

School context

Wentworth Falls Public School is located in the Upper Blue Mountains, west of Sydney.

The school is committed to serving the local community and to providing high quality learning experiences for its students. Established in 1887, the school has a long and proud history in the local area. Our students come from a variety of cultural backgrounds and bring with them a wide range of experiences.

There are approximately 370 students enrolled at the school.

In 2016 the school retained 14 mainstream classes and an Opportunity Class. The school has a staff with a wide range of experiences and skills. The school is well-resourced and offers an attractive learning environment.

Achievement in the core subjects of literacy and numeracy is our focus but we have a strong recognition of the importance of developing the students' skill in the arts and student leadership, and recent survey results support these areas of focus.

The school is a proud member of the Upper Blue Mountains Learning Community. A group which promotes excellence and strives to coordinate professional learning for teachers and educational opportunities for students.

Wentworth Falls Public School is proud to serve the community of Wentworth Falls.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated as follows:

Learning

We are delivering in the areas of Curriculum and Learning and Student Performance measures. Future directions will include an explicit targeting of student outcomes in school plans and to access available data, both external and internal, to assess where we can move forward, particularly in Numeracy. Regular collection and examination of assessment is targeted so that we can monitor student progress and implement strategies that focus on areas of need.

Teaching

Commitment by all staff to ongoing learning and strengthening teaching skills is evident in the Professional Development Plans completed by all teaching staff. Utilising stage meetings to more effectively collaborate on examination of students' work in meeting student outcomes and is a target for 2017.

Leading

Wentworth Falls Public School's continuous focus on community feedback will give greater results in the Leading domain. While feedback is evident, using a variety of survey tools will assist the school in realising a greater community response. Communication is effective and consistent via different methods such as newsletters, the School App and our website, ensures we lead our community in keeping all member informed and up to date.

Moving our school from the delivering standard, to sustaining and growing in all three domains is an objective for future planning. Our self-assessment and the external validation 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 Teaching and Learning

Purpose

To create engaging learning environments that demonstrate current pedagogical practice, focus on individual wellbeing and recognise, value and promotes excellence and effort. It is in learning environments that exhibit these elements that students perform at their best.

Overall summary of progress

Creative and stimulating learning environments are evident across the school and the needs of the 21st century learner is practiced using iPads and interactive White Boards. Student achievement is evident in the delivery of well planned and rich learning experiences that demonstrate Australian Teaching Standards, high attention to student well being and examination of external data to improve students results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">100% of staff will have personal professional learning plans that clearly focus on current pedagogical practice. Australian Teaching Standards will feature in the plans. These plans will be in place from the beginning of 2016.	Staff professional learning plans included diverse areas of learning from Circle Time, a behaviour management and personal development strategy to up skilling teachers in areas of personal fitness and sport. These skills were then shared by staff in professional learning forums.	Approximately \$6,500 was spent on releasing teachers for lesson observations.
<ul style="list-style-type: none">Number of students suspended or on in school time out will be below 5% of the student population by the end of 2016 and 3% by 2017.	Student well being is reflected in the low number of student's going through the suspension process, as a form of behaviour management. Strategies used in classrooms, developed with our Learning Support staff, together with greater student recognition and control of behaviours has increased student well being. This was also evident in the playground where issues were resolved in the area of play and in thinking time sessions with school executive. As a result our levels of suspension were at a record low.	\$0
<ul style="list-style-type: none">School performance in NAPLAN will be above State and National averages for both Year 3 and Year 5 in all areas assessed by the end of 2017.	Year Three students performed above the state average in Reading and Grammar and Punctuation. Year Five performed above state average in Reading, Spelling, Grammar and Punctuation and Numeracy.	\$16,200
<ul style="list-style-type: none">Increase the number of students in the top 2 bands in Lit & Num by 8% for both Yr 3 and Yr 5.	NAPLAN results in the top two bands for 2015 compared with 2016 is as follows: Year 5 Reading 50.9 to 52% Writing 11.3 to 14% Spelling 35.8 to 38%	Meetings focuses on scope and sequences was evident in both professional learning sessions and stage meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Increase the number of students in the top 2 bands in Lit & Num by 8% for both Yr 3 and Yr 5. 	<p>Grammar 24.5 to 32%</p> <p>Numeracy 18.9 to 12</p> <p>Data, Meas, Space & Geo 15.1 to 14</p> <p>Nbr, Patterns & Algebra 20.8 – 6</p> <p>With literacy percentages increasing, particularly in Grammar, Mathematics shows drops in growth for all strands.</p> <p>Year 3</p> <p>Reading 46.4 to 40.9%</p> <p>Writing 8.9 to 15.9%</p> <p>Spelling 25 to 27.3%</p> <p>Grammar 30.4 to 36.4%</p> <p>Numeracy 16.1 to 18.2%</p> <p>Data, Meas, Space & Geo 12.5 to 25.9%</p> <p>Nbr, Patter & Algebra 21.4 to 15.9%</p> <p>The literacy strength for Year 3 was in Grammar and a sharp increase in performance in Data, Measurement, Space and Geometry was evident.</p>	

Next Steps

Further development of effective and meaningful classroom observations with scheduled feedback sessions will continue so that teachers can target specific learning areas and share expertise.

Continued focus on student well-being and effective behaviour management strategies will promote a further drop in suspension rates.

Executive examination of numeracy results and a review of the school approach to Mathematics will be a target for 2017.

Strategic Direction 2

School Learning Community

Purpose

To build a school learning community that is supportive of the school's goals, enhances student learning and contributes to the school's ongoing improvement processes. It is by being a part of the local community that schools reach their full potential.

Overall summary of progress

The community sense of belonging and connection to the school is a real strength. Attendance at community events is always pronounced and the community feel of the school is renowned.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">More than 80% of parents will provide feedback to help inform the school's improvement processes.	Feedback requires further improvement to ensure all members of the community have their say and are involved in school planning.	\$0
<ul style="list-style-type: none">Community attendance at school functions will improve from current levels.	Attendance at events such as the badging of the school leaders, Grandparent's Day, Education Open Day and Celebration of Student Achievement is always at a high level. For example, 250 community members attended Grandparents Day in 2016.	\$0
<ul style="list-style-type: none">Survey results from parents will report a higher level of overall satisfaction with Wentworth Falls Public School.	Surveys conducted reflect a high level of satisfaction with the school. Student engagement and community inclusivity are consistently noted as is the commitment and dedication of teaching staff. "The school is clearly committed to inclusion— our child feels welcomed and included, and there are plenty of opportunities for family involvement as well."	\$195.00
<ul style="list-style-type: none">There will be a larger range of interagency involvement with the school community from the current benchmark.	An Art Therapist in training from Western Sydney University offered students, both individually and in groups, access to art techniques that provide strategies for social skills. Connect Family Services conducted Lego play groups in small group settings, also targeting social skills, particularly for younger students in the school.	\$250.00

Next Steps

Implementing a more available and effective survey tool is a focus for 2017 year so that more members of the school community are able to contribute and therefore, a truer picture of parental satisfaction can be garnered.

Strategic Direction 3

School Leadership

Purpose

To promote the importance of leadership throughout the school. To build a culture that acknowledges that we can all lead. Help create a dynamic leadership team that is engaged in current practice, provides strong positive direction for our school and has a focus on continual school improvement. With a focus on leadership development, there will be greater opportunities for continual improvement.

Overall summary of progress

A growing commitment to leadership among the teaching staff has increased as more teachers seek to lead in their area of expertise. A sharing of technology strategies and apps or tools has been evident, demonstrated by a strong and developing technology team within the school.

Analysis of Professional Development Plans, contributions to professional learning sessions by staff and survey results indicated teachers enjoyed the leadership opportunities within the school.

The Student Representative Council, Play Pal training, Peer Support and School Leadership training provided student's with a rich and diverse number of leadership opportunities. School student leaders take an active role in leading school functions and being part of the decision making processes within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There will be an increase in the number of teachers actively involved in leadership roles, from seven to fourteen.	An increased involvement in leading specific terms within the school resulted in an increase in leadership for teachers from Kindergarten to Year Six. Leading extra curricular events in sport and music groups and community events such as ArtFest allowed a greater number of staff to lead teams for successful community and interschool events.	\$3,150
Tell Them From Me Survey indicates staff growth in the areas of Leadership and Technology (currently 6.4 average for Technology, and 8 for Leadership).	Leadership opportunities and up skilling in technology were successful strategies for teachers in 2016. Greater access to technology and exploring how we can use Departmental resources inspired effective technological practice.	\$1,590

Next Steps

Moving forward we will effectively form teams in target curriculum areas, to promote leadership growth within the school.

iPads will continue to be a focus as we ensure that our connectivity is reliable and consistent, and that all teachers have access to problem solving techniques to independently correct some technical issues.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Identification of Aboriginal students' areas of strength and areas for further development was evident through the Personalised Learning Plans for all Aboriginal students at the school. Teachers focused on areas for further development during support sessions.	\$4,776
Low level adjustment for disability	Support for students with disabilities was realised through the Learning and Support Teachers, as well as the School Learning and Support Officers, who provided students with assistance in the classroom. Students also benefited from small groups sessions on reading and numeracy skills.	\$99,276
Quality Teaching, Successful Students (QTSS)	Teachers collaborated through classroom observations, which resulted in stage team planning and assessment review. These observations allowed teachers to identify areas of strength amongst the cohort to effectively utilise expertise within the school for the benefit of fellow staff.	\$28,644
Socio-economic background	Identified students were scheduled with specialist teachers, including the Learning and Support Teachers and measurable improvement in student outcomes was evident.	\$22, 346
Support for beginning teachers	Beginning teachers and their mentors had timetabled weekly sessions to review teaching content and practice. These weekly sessions targeted curriculum expertise, programming requirements and behaviour management strategies. Beginning teachers were also offered time to examine assessment for reporting periods.	\$4,081

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	205	192	194	197
Girls	173	162	164	176

There was an increase in enrolments in the 2016 school year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	94.6	94	94.3
1	93.3	93.2	95.7	91.6
2	93.5	93.2	92.7	93.1
3	94.8	94.5	93.7	90.6
4	94.8	94.4	93.5	91.8
5	94.6	94.9	94.9	92.1
6	94.1	94.5	93.9	93.7
All Years	94.2	94.2	94.1	92.5
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

The Attendance Data shows that our school has an attendance rate that is slightly below State average.

Class sizes

Class	Total
KC	19
KB	20
KM	18
1/2J	22
1S	23
1D	22
2M	23
2H	23
3/4M	30
3/4H	32
3/4F	30
4/5W	29
5/6B	31
5/6Z	29
5/6H	30

Structure of classes

This table shows the number of students enrolled in each class at Wentworth Falls Public School in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	0.13

*Full Time Equivalent

One member of our staff is an Indigenous Australian.

Workforce retention

The staff Wentworth Falls Public School has remained

relatively stable from 2015 to 2016. We welcomed a new member of staff to our school team in 2016.

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

All staff at Wentworth Falls Public School participated in professional learning in 2016. Our Monday afternoon professional learning sessions cover mandatory training requirements as well as curriculum areas of focus undertaken as parts of projects or stage target areas.

There are two beginning teachers who are working towards accreditation and three new scheme teachers maintaining accreditation at Proficient level as measured by the NSW Education Standards Authority.

There are no teachers seeking or maintaining accreditation at the voluntary stages of Highly Accomplished or Lead Teacher.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1st January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	167 170.36
Revenue	2 980 734.77
(2a) Appropriation	2 773 144.85
(2b) Sale of Goods and Services	29 152.79
(2c) Grants and Contributions	172 362.64
(2e) Gain and Loss	0.00
(2f) Other Revenue	4 639.09
(2d) Investment Income	1 435.40
Expenses	-2 862 021.42
Recurrent Expenses	-2 862 021.42
(3a) Employee Related	-2 522 881.88
(3b) Operating Expenses	-339 139.54
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	118 713.35
Balance Carried Forward	285 883.71

We intend to utilise the funds available from balance carried forward to improve school infrastructure and enhance the quality of learning experiences offered to our students.

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	2 394 507.27
Base Per Capita	19 191.51
Base Location	0.00
Other Base	2 375 315.76
Equity Total	117 990.30
Equity Aboriginal	1 829.15
Equity Socio economic	16 463.74
Equity Language	0.00
Equity Disability	99 697.41
Targeted Total	99 050.14
Other Total	58 833.48
Grand Total	2 670 381.19

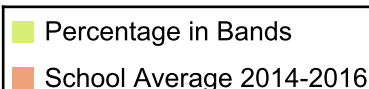
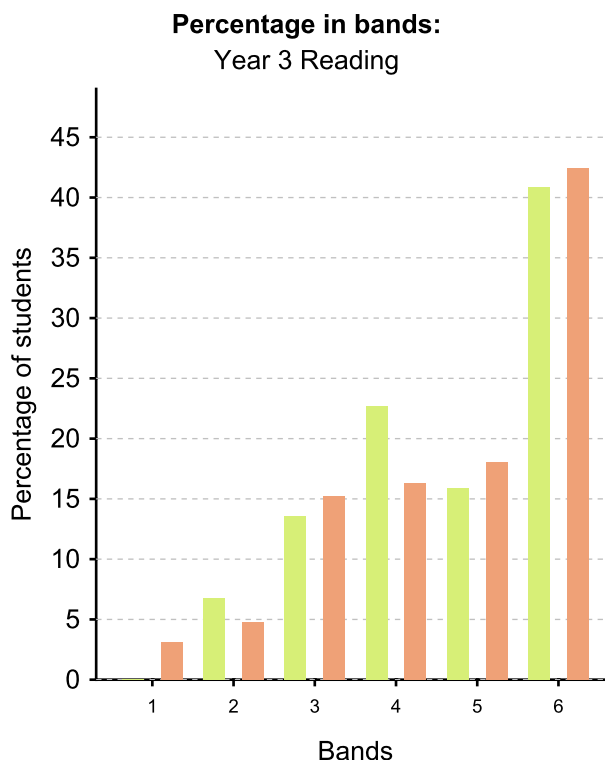
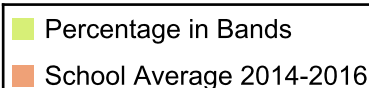
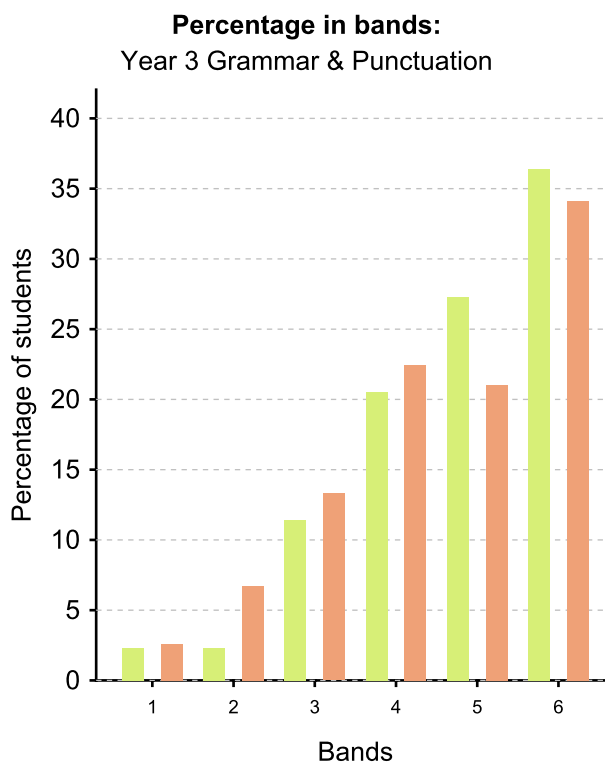
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

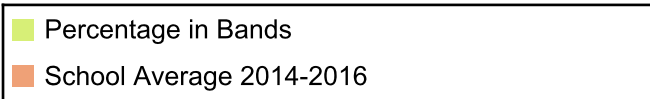
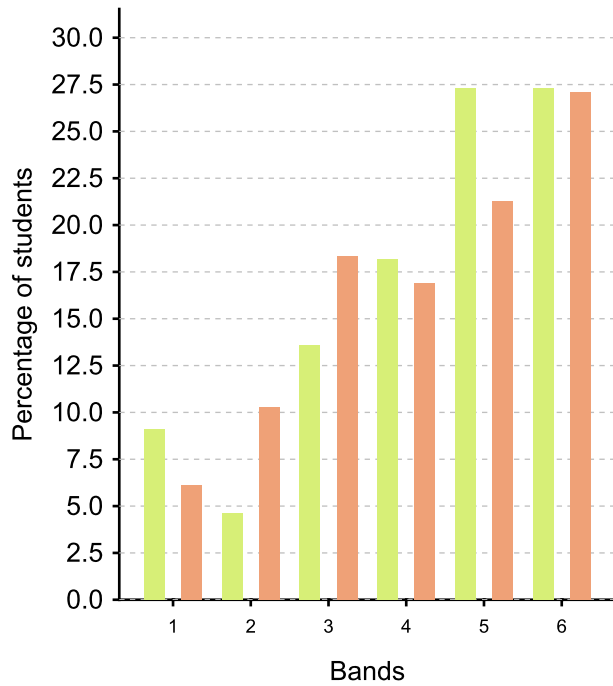
Best Start assessments are undertaken in Kindergarten at the beginning of the year. Literacy and Numeracy assessments are scheduled throughout the school year for all students. Bi-annual reports are presented and distributed to parents at the school.

NAPLAN

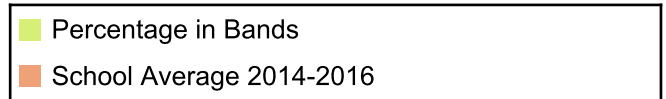
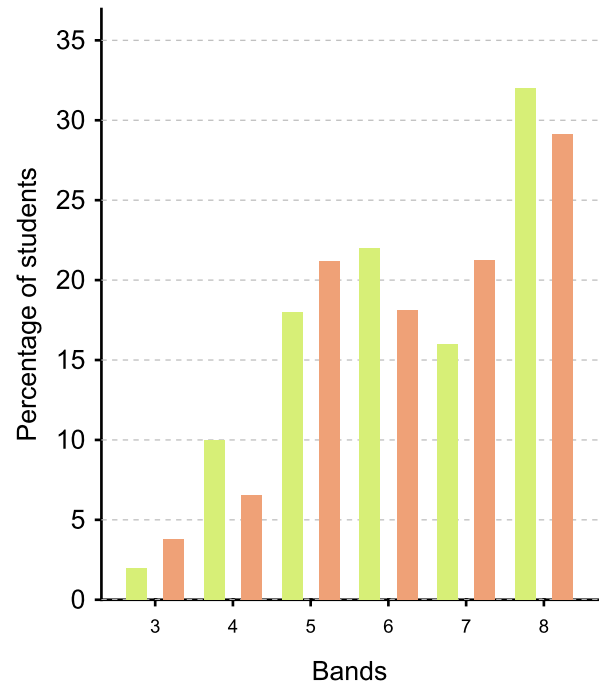
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



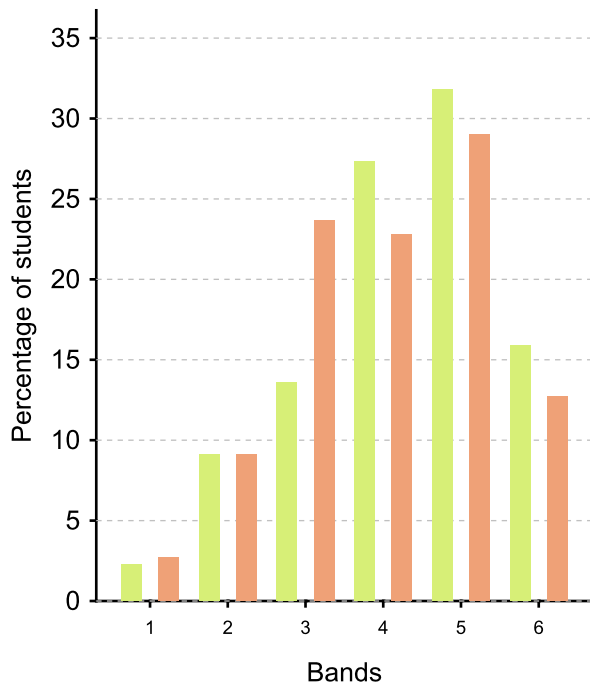
Percentage in bands:
Year 3 Spelling



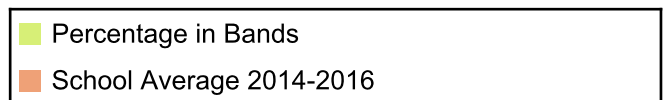
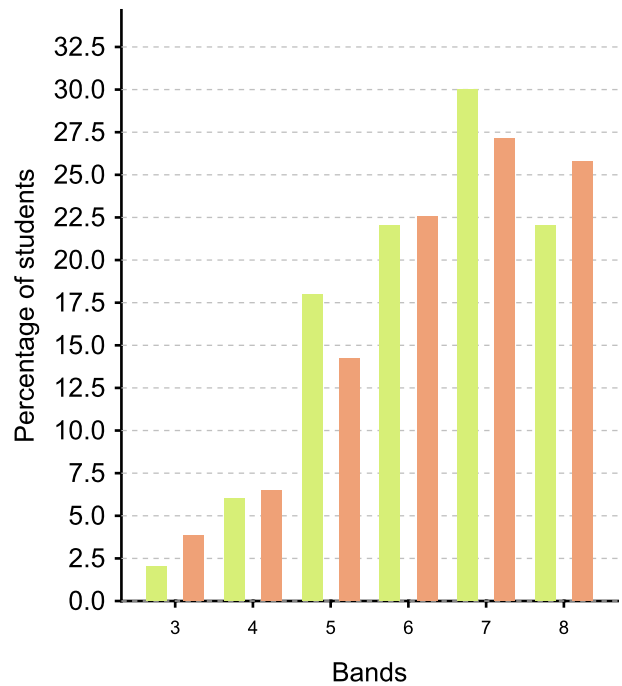
Percentage in bands:
Year 5 Grammar & Punctuation



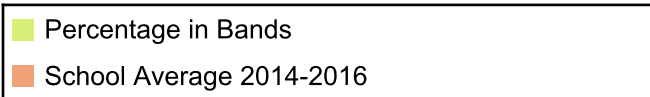
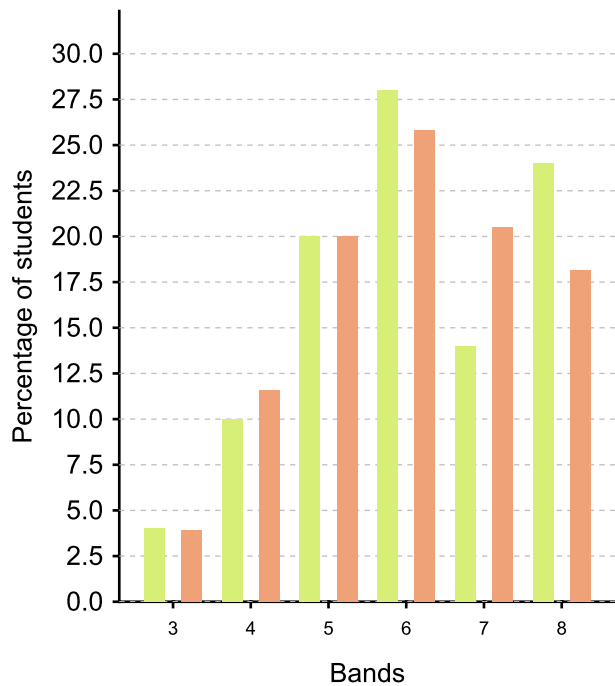
Percentage in bands:
Year 3 Writing



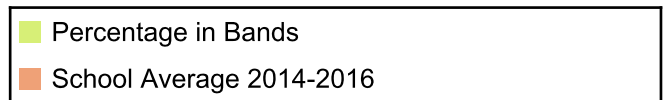
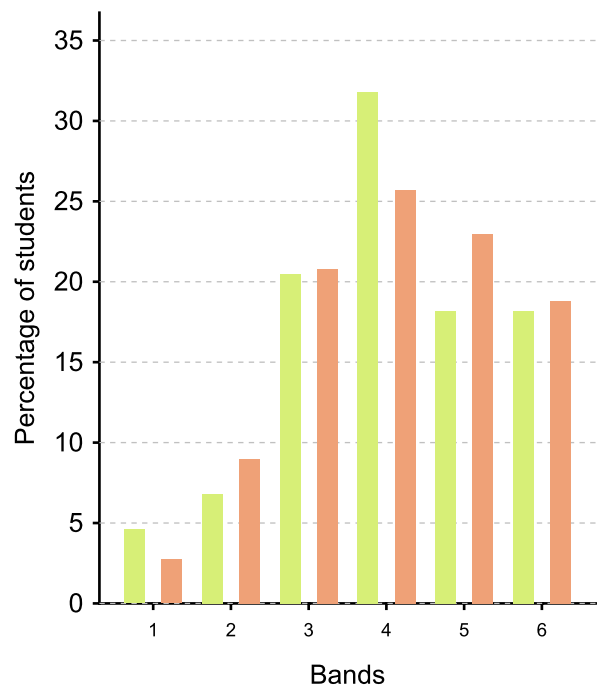
Percentage in bands:
Year 5 Reading



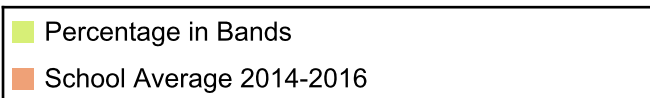
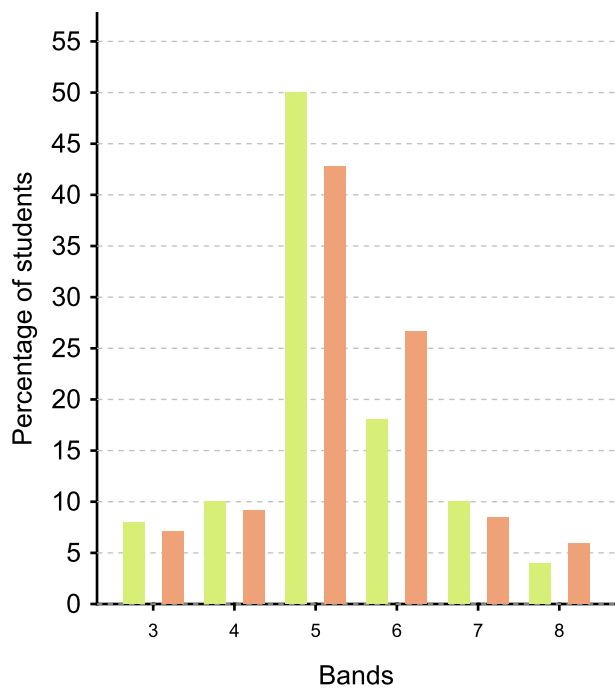
Percentage in bands:
Year 5 Spelling



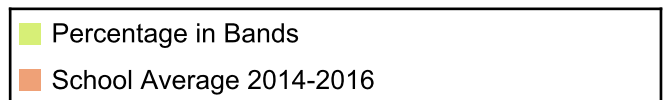
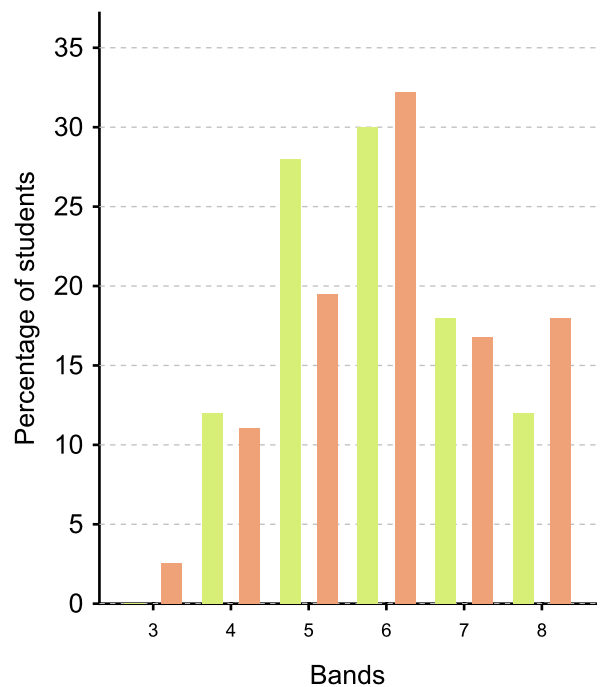
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 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.

Parent/caregiver, student, teacher satisfaction

Parents, students and staff were surveyed regarding school performance and future directions.

93% of parent surveys expressed a high level of satisfaction with the inclusive and community feel of the school. 75% commented on the dedication of Wentworth Falls Public School teachers, who promote healthy relationships amongst students, parents and teachers. Changes to school times and eating arrangements during the day were the two items most requested.

In the staff survey, 100% of staff acknowledged their peers for the collaborative way teachers work towards meeting students needs. Team work and support were often used to describe the interaction of staff in meeting curriculum needs across all key learning areas. The teachers' focus on technology was evident in the surveys as 84% requested a consistently stable school network and strategies to assist with productive use of iPads in the classroom.

Students overwhelmingly expressed their pleasure in the number and quality of our school playgrounds which include fixed equipment, the basketball court, the field and the pebblecrete area. All these areas provide for the different play needs of children from Kindergarten to Year Six.

Policy requirements

Aboriginal education

Students who identify as Aboriginal at Wentworth Falls Public School have continued to be supported with Personalised Learning Plans and with funding through the Resource Allocation Model.

A totem ceremony, with Year Six handing over the totem to Year Five students for the coming year, was lead by our local Aboriginal Elder and proved to be a moving and significant ceremony for all involved.

Multicultural and anti-racism education

Multicultural perspectives are embedded in teaching and learning programs across the curriculum. Human Society and It's Environment programs, including History and Geography, explored multicultural Australia past and present.

The school also celebrates multicultural events such a Harmony Day.

The school has a designated Anti-Racism Contact Officer.

Other school programs

School Leadership

The election of school leaders at Wentworth Falls Public School provides many students with opportunities to lead and grow. School leaders are elected through student votes and student election presentations are an important and valued process at the school. Library Monitors play an important role in our Library and these students are selected from the Year Six cohort. Students also elect Sport Captains and Vice Captains democratically and their roles in the many carnivals and events give weight to their positions. Student Representative Council students attend meetings to determine charity events and donations and their opinions regarding aspects of the school are voiced and acted upon. The badging ceremony held at the beginning of the year is a respected event where parents pin the badges on their children for the leadership roles.

School Chaplain Program

The School Chaplain continues to provide support to many students across the school. Encouragement and connection for those students who find aspects of school life challenging is offered and the Chaplain works with special groups to help with a balanced and positive approach to learning and working with others.

Support with sport programs, school excursions, playground social groups and classroom activities are all components of the role. Wentworth Falls Public School values the contribution of the program.

Environmental and Sustainability

The gardens at Wentworth Falls Public School provide students with a hands on approach to nurturing our environment and classes contribute to planting and nurturing vegetable gardens at the school. Parents and community members play a vital role in our gardens as they direct students in planting and maintain beds around the school. Produce from the gardens is sold to the community and is donated to the school canteen for food items sold to students at recess and lunch. This provides a meaningful and immediate example of sustainability to students. We are also involved in environmental awareness programs through excursions to National Parks and natural habitats and we are involved with the Blue Mountains Council BioBlitz program, brings studies our aspects of our local environment and how we can care and protect our physical world.

Sport

Our students have enjoyed participating in a wide variety of sporting events and activities, including our Cross Country, Swimming and Athletics Carnivals. Many students represent the School at District and Regional events, which is a testament to the students' dedication to sporting life. Senior students, both girls and boys participate in PSSA events for soccer, touch football, netball, futsal, Newcombe ball, basket ball and cricket. In PSSA selection trials our students were successful in entering girl's touch football, boys and

girls basketball and golf teams.

Our students represented our school in these sporting pursuits with pride and determination and we commend their efforts at these levels of sporting competition.

All students enjoyed fitness sessions and weekly sports programs, which involved numerous skills that contribute to their sporting and physical development. We are also consistent participant in the Premier's Sporting Challenge where we achieve high results in sporting activities.

ARTS

Creative Arts are valued at Wentworth Falls Public School and students have many opportunities to enjoy a variety of Creative Arts pursuits.

The school's choral tradition is long standing and our skills in Music, Visual Arts, Drama and Dance continue to develop. Events and achievements in the Creative Arts in 2016 included:

- K–6 singing recitals at our Term 1 Grandparents Day
- Stage Three participation in the Department of Education's Festival of Choral Music at the Sydney Opera House.
- Stage Two and Three performed at the Children's Charity Choir at the Sydney Town Hall.
- The Stage Two choir performed at the Department of Education's Primary Proms at the Sydney Town Hall.
- Stage Two students performed at the Upper Blue Mountains Music Festival.
- Violinists and recorder players performed at the Department of Education's Festival of Instrumental Music at the Sydney Opera House.
- Two dance groups performed at the Upper Blue Mountains Dance Festival and these groups performed again at the school's ArtFest.
- Public Speaking opportunities were provided for all students in Stage Two and Three at both zone and regional events.
- All students completed artwork, which was displayed at the school's ArtFest.
- Artworks were produced as group pieces for Kindergarten, Stage One, Stage Two and Stage Three for ArtFest. These pieces were auctioned at ArtFest.

We will continue our proud tradition and relish Creative Arts opportunities in 2017.

Chess

Our chess club was held during lunchtimes and our school Chess Teams participated in the NSW Junior Chess League competition, held on Friday afternoons, and many students enjoyed the challenges that chess presents. We will continue to offer chess as an extra curricular activity in 2017.