

Katoomba Public School Annual Report



2016



4546

Introduction

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

Fiona Paine

Principal

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Message from the Principal

Since I was at school there have been changes to how children learn, how teachers teach. The school environment and the world in which our children will function continues to change. We as educators are aware and committed to personalised and differentiated learning and supporting every student to succeed. Our commitment to our students, and to you their parents, is that public schools are teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

School background

School vision statement

Katoomba Public School is a dynamic learning community committed to providing a friendly, caring and inclusive learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation.

School context

Katoomba Public School draws its students from one of the state's main tourist areas. It serves a diverse community and currently has 259 students enrolled. We have significant numbers of both Aboriginal students and multicultural students.

There are six classes from K–2 and five classes from Years 3–6 as well as an MC(multi category) class which is a class for students with disabilities.

We are a Positive Behaviour for Learning (PBL) school and instil our values of respect yourself, others and the environment at all times. Our Positive Behaviour for Learning (PBL) rewards are intertwined with our wellbeing system to ensure we are acknowledging the great efforts of all our students.

The school is well resourced and has excellent facilities. The school is committed to improving the literacy and numeracy achievements of all students as well as developing stronger ties and involvement with the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Our school consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Extra–curricular learning opportunities are significant, supporting student development and are strongly aligned with the school's vision, values and priorities. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Teaching

All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Data analysis informs the school's learning goals and monitors progress towards them. Our teachers work together to improve teaching and learning in their stage groups. Collaboration within and across stages ensures consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

Leading

Parents and community members have the opportunity to engage in a wide range of school related activities. We have a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Our school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. We acknowledge and celebrate a wide diversity of students, staff and community achievements. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The use of our school facilities is optimised with the local community to best meet the needs of students and the local community.

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 Wellbeing

Purpose

At Katoomba Public School we will establish a school-wide culture promoting student wellbeing.

We will ensure a nurturing positive school culture and learning environment that promotes student mental health.

Overall summary of progress

Developed school wellbeing framework and program.

Professional development completed across all teaching staff.

Wellbeing Program implemented in all classrooms.

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">Increased positive feedback from parents, community and students surveys in 2016 and 2017 as compared to base line data.Staff embed concepts of the importance of mental health and wellbeing, its impact on learning, and the significant contributions schools can make to improving student mental health. | <ul style="list-style-type: none">*implemented the 'Tell Them From Me' surveys*staff received 'KPS Wellbeing Program' booklet and participated in implementation workshop | <ul style="list-style-type: none">*KPS wellbeing program\$2000*teachers*Welfare (\$1000)*Welfare performance (\$1275) |

Next Steps

- * Continue to implement the school wellbeing program
- * Continue to develop the wellbeing program and resources to match the scope and sequence
- * Professional development – mindfulness, meditation, social and emotional learning
- * Workshops for students – resilience, bullying, mindfulness
- * Parent information sessions
- * Implement tell them from me surveys

Strategic Direction 2

Self Motivated Independent Learners

Purpose

To encourage students to develop their capacity to learn and play an active role in their own learning.

To develop learners who are creative, innovative and resourceful, able to solve problems in a variety of ways.

Overall summary of progress

* Establishment of a wide variety of extra curricula activity groups

* NAPLAN and Plan data was reviewed to ensure appropriate student learning support was in place.

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">Increased attendance shows students are engaged and enthusiastic about learning.Increased levels of achievement measured by school data—PLAN/Reports and external data—NAPLAN.Increased levels of participation in extra-curricular activities eg band, choir, recorder, drama club, environmental programs, dance.Increased Parent/Community engagement in school activities. | <ul style="list-style-type: none">* PLAN and NAPLAN data analysed.**Year 3 Writing has risen from 359.9 in 2012 to 382.1 in 2016. An improvement of 22.2.** Year 5 Reading has risen from 501.8 in 2012 (1.7 above state) to 519.9 in 2016 (17 above state) An improvement of 15.3.* Ongoing variety of student activity groups offered.* Increased parent participation in all school activities. | \$2000 |

Next Steps

* Continue to offer interesting and relevant extra-curricula activity groups.

* Create more opportunities to engage parent and community in school.

* Increase opportunities for school staff professional development in use of ICT in developing teaching and learning programs.



Strategic Direction 3

Culture and Values

Purpose

To work across the school community to embed a positive culture and set of values based on the three expectations – Respect Yourself, Others and the Environment.

Using PBL to achieve a culture where success is valued and a strong social conscience is developed.

Overall summary of progress

- * Students are understanding, actively learning about and demonstrating our school PBL core values on a daily basis.
- * Successfully collaborated with local Aboriginal Elders in establishing School Totem.

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">• Students demonstrate engagement in school activities and deepened social cohesion through:<ul style="list-style-type: none">–increased attendance–decrease partial absences–decrease office referrals–maintain zero suspensions• Students clearly understand and demonstrate PBL values across the school and wider community and are rewarded for their efforts. | <ul style="list-style-type: none">*Community Christmas Concert*attendance improvement*maintained zero suspensions | \$2500 |

Next Steps

- * Continue to provide school activities and deepen social cohesion through: increased attendance, decrease partial absences and maintain zero suspensions
- * Develop communication strategies to help support Parent involvement in PBL

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|---|---|
| Aboriginal background loading | <ul style="list-style-type: none"> *successful participation in transition programs *employment of SLSO to support all Aboriginal students *Personal Learning Pathways for every Aboriginal student *improved the quality of teaching and learning for Aboriginal students – sharing of stories, performances *increased participation and engagement in Koori Club *strengthened support for Aboriginal students moving to Year 7 – KPS students visited and participated in program with the Aboriginal Education Officer *consultation and engagement with Darug and Gundungara community *strengthened links for future support | <ul style="list-style-type: none"> *Parents *students and staff *Aboriginal Education Officer \$15000 |
| English language proficiency | <ul style="list-style-type: none"> *students assessed and tracked *program evaluated | <ul style="list-style-type: none"> *teacher *SLSO \$1700 |
| Low level adjustment for disability | <ul style="list-style-type: none"> *employment of SLSO's to support student learning *engaged student and their parents/carers in consultative and collaborative processes to personalise learning *transition to High School plan | <ul style="list-style-type: none"> *teachers *LST \$20000 |
| Quality Teaching, Successful Students (QTSS) | <ul style="list-style-type: none"> *planned and implemented Kinder Orientation Program – Assistant Principals presenting Curriculum Information Sessions. | <ul style="list-style-type: none"> *Executive Staff \$2000 |
| Socio-economic background | <ul style="list-style-type: none"> *planned and reviewed program *employed SLSO *student assistance for school activities *raised the expectations of students, families and community *strengthened partnerships between school and families *enhanced students' access to a wider range of learning experiences – learning clubs, lunchtime activities, boys and girls group *2017 class placements carefully considered | <ul style="list-style-type: none"> \$14000 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 131 | 128 | 130 | 131 |
| Girls | 113 | 121 | 130 | 122 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 94.2 | 93.7 | 90 | 94.1 |
| 1 | 91.2 | 93.5 | 93.4 | 91.9 |
| 2 | 94 | 94.2 | 92 | 94.5 |
| 3 | 92.3 | 93.6 | 90.4 | 92.1 |
| 4 | 91.9 | 93.3 | 91.9 | 91.8 |
| 5 | 93.3 | 94.3 | 89.3 | 93 |
| 6 | 91.4 | 94.1 | 90.8 | 90.4 |
| All Years | 92.5 | 93.8 | 91.3 | 92.7 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Class sizes

| Class | Total |
|-------|-------|
| KG | 18 |
| KB | 18 |
| 1/2C | 24 |
| 1S | 23 |
| 2W | 26 |
| 2/3N | 25 |
| 3/4D | 31 |
| 4/5K | 30 |
| 5/6W | 29 |
| 5/6A | 30 |

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 9 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.6 |
| School Administration & Support Staff | 3.52 |
| Other Positions | 1.1 |

*Full Time Equivalent

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 | 58 |

Professional learning and teacher accreditation

- 3 Beginning teachers – working towards accreditation proficient
- 4 Beginning teachers – maintaining accreditation at proficient

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 | 95 887.30 |
| Global funds | 206 578.99 |
| Tied funds | 105 512.64 |
| School & community sources | 54 630.49 |
| Interest | 2 355.98 |
| Trust receipts | 12 850.70 |
| Canteen | 0.00 |
| Total income | 477 816.10 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 36 770.85 |
| Excursions | 3 098.59 |
| Extracurricular dissections | 9 534.88 |
| Library | 3 137.70 |
| Training & development | 0.00 |
| Tied funds | 55 810.45 |
| Short term relief | 51 147.92 |
| Administration & office | 28 180.86 |
| School-operated canteen | 0.00 |
| Utilities | 38 673.67 |
| Maintenance | 16 521.26 |
| Trust accounts | 13 884.74 |
| Capital programs | 0.00 |
| Total expenditure | 256 760.92 |
| Balance carried forward | 221 055.18 |

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 286 286.47 |
| (2a) Appropriation | 232 233.97 |
| (2b) Sale of Goods and Services | 890.59 |
| (2c) Grants and Contributions | 52 574.64 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 587.27 |
| Expenses | -170 714.74 |
| Recurrent Expenses | -170 714.74 |
| (3a) Employee Related | -86 767.77 |
| (3b) Operating Expenses | -83 946.97 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 115 571.73 |
| Balance Carried Forward | 115 571.73 |

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

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

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

Financial summary equity funding

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

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 1 769 414.59 |
| Base Per Capita | 14 292.63 |
| Base Location | 0.00 |
| Other Base | 1 755 121.95 |
| Equity Total | 119 997.64 |
| Equity Aboriginal | 15 191.59 |
| Equity Socio economic | 14 590.62 |
| Equity Language | 1 710.82 |
| Equity Disability | 88 504.62 |
| Targeted Total | 182 907.12 |
| Other Total | 158 526.74 |
| Grand Total | 2 230 846.09 |

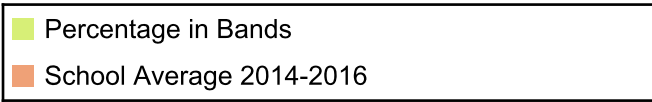
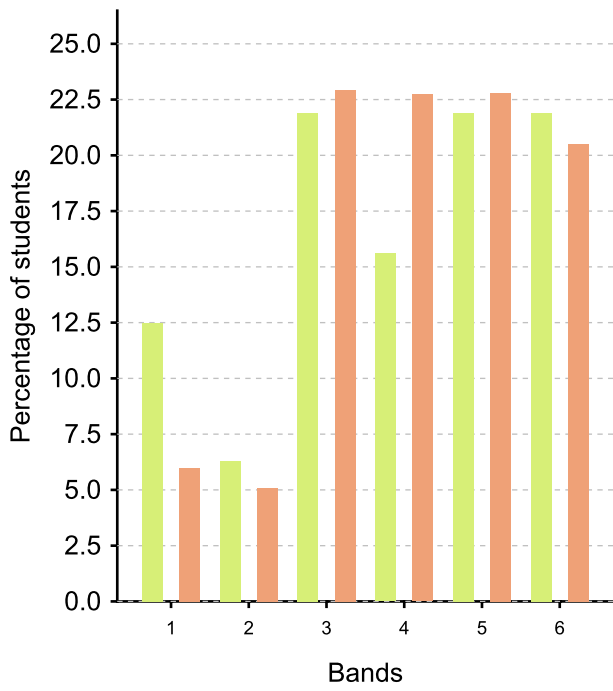
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

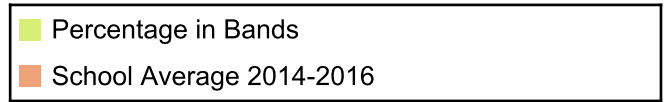
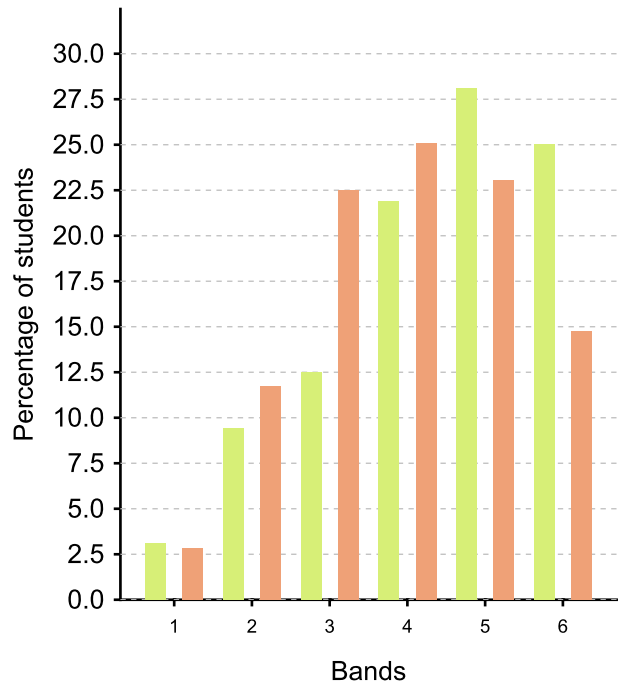
NAPLAN

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

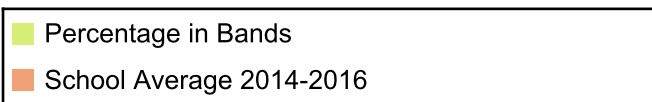
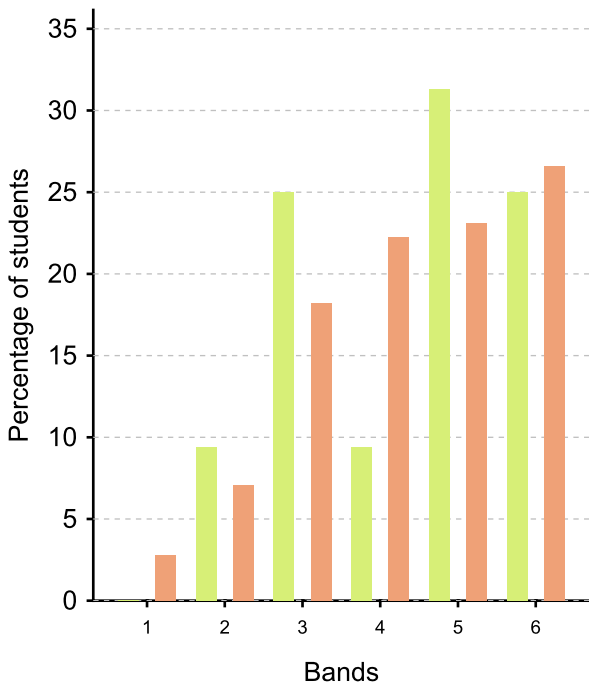
Percentage in bands:
Year 3 Grammar & Punctuation



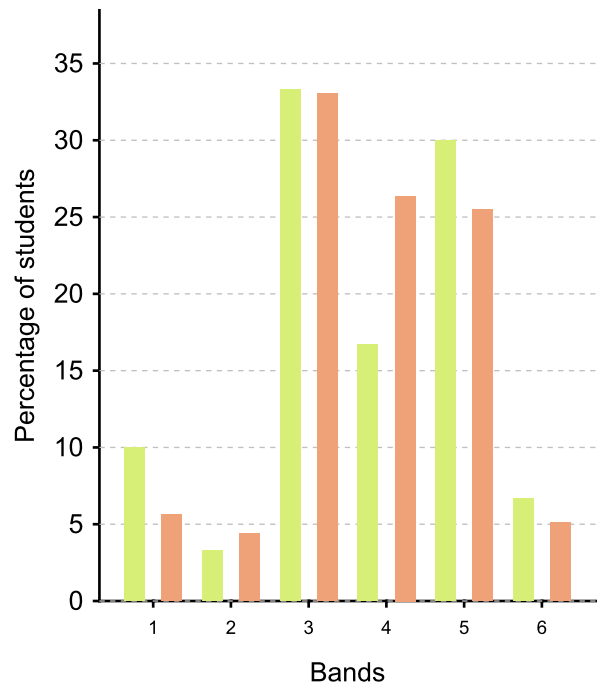
Percentage in bands:
Year 3 Spelling



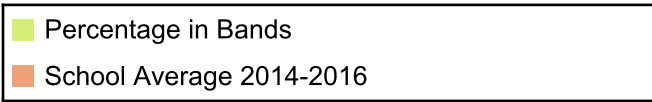
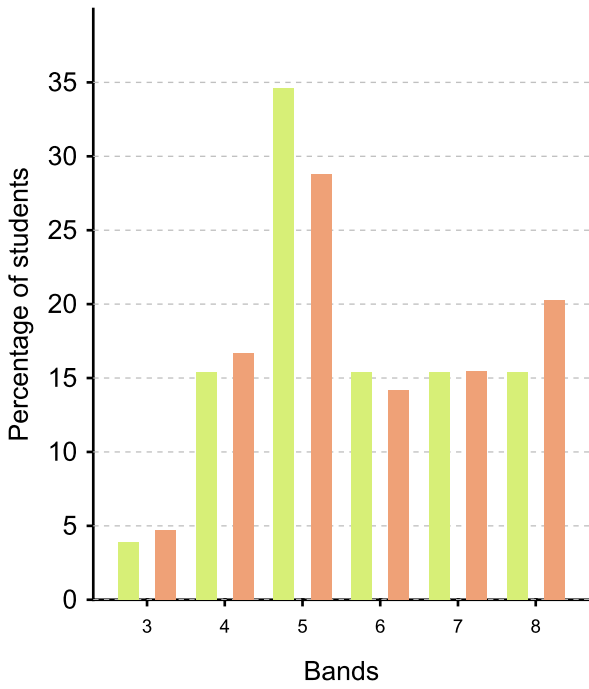
Percentage in bands:
Year 3 Reading



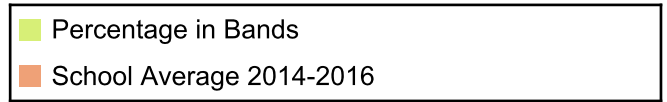
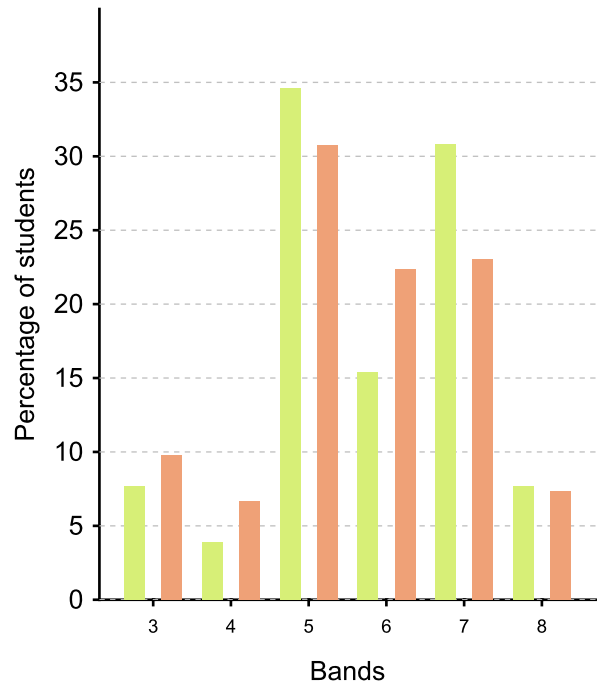
Percentage in bands:
Year 3 Writing



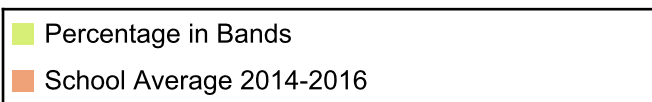
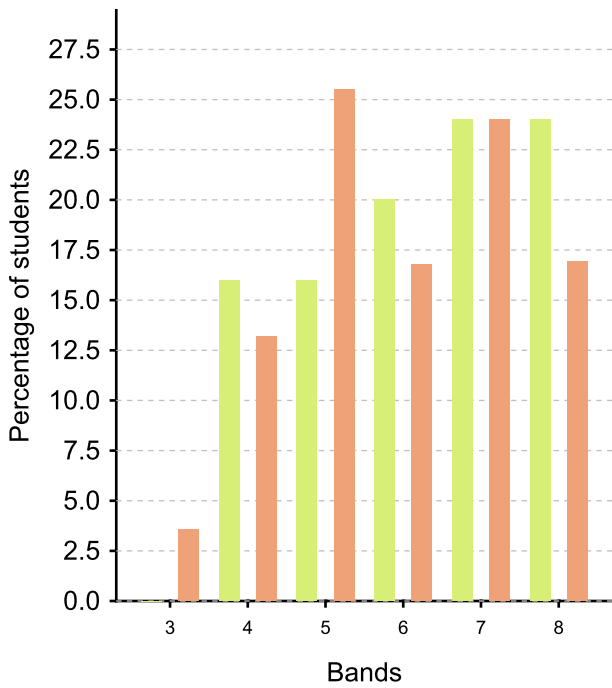
Percentage in bands:
Year 5 Grammar & Punctuation



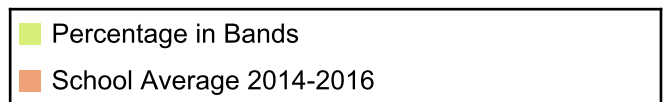
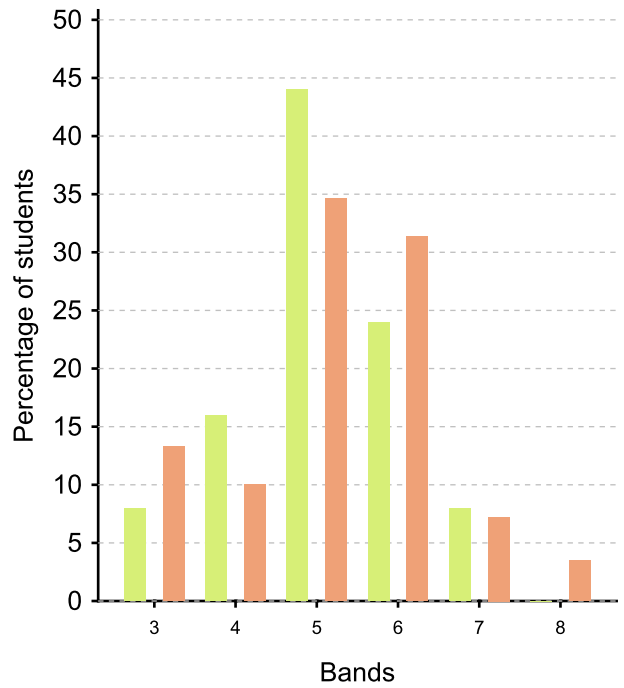
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

Parents were asked "What is successful at KPS?"

*sense of acceptance, sense of community, virtues/PBL, Breakfast club, feel involved, teachers know the children's names, community involvement in classroom activities, excellent teachers, student welfare, KaTNews, classroom environments

Students were asked "What are the great things at KPS?"

*computer lab, library, art, kitchen garden, music, dancing, singing, AFL clinics, smiley people, camps, Quicksmart, Squid Squad, friends, iPads, Sports, Kermit, Circle Time, teachers look after you, 'best teachers', every class get their own Assembly, everyone is kind, the expectations, playground, birthday cards, performances, extra help given, bully free

Teachers were asked "What do we do well?"

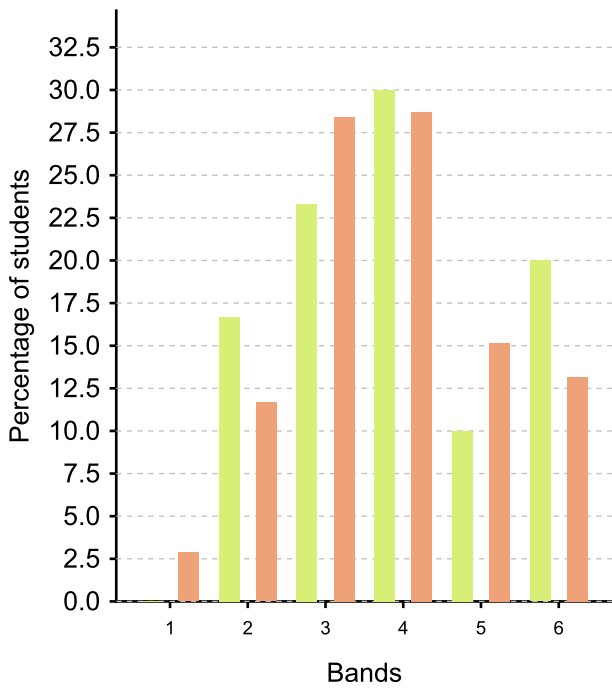
*Create a friendly, caring and supportive learning environment for all students, provide learning programs within the classroom that differentiate between children's learning abilities and styles, excellent sport program with expert coaching provided for a variety of sports, acknowledge that all children have a variety of interests and cater for those through sport, music and special interest clubs, have high expectations for all students whilst not pressuring students, giving students a chance to redeem themselves, being forgiving and always noticing positive characteristics of all students, aiming to develop the whole child through programs/activities such as Circle Time and Meditation, giving all senior students roles of responsibility. Welcoming and including the community in the life of the school, we are very supportive and caring of each other.

Policy requirements

Aboriginal education

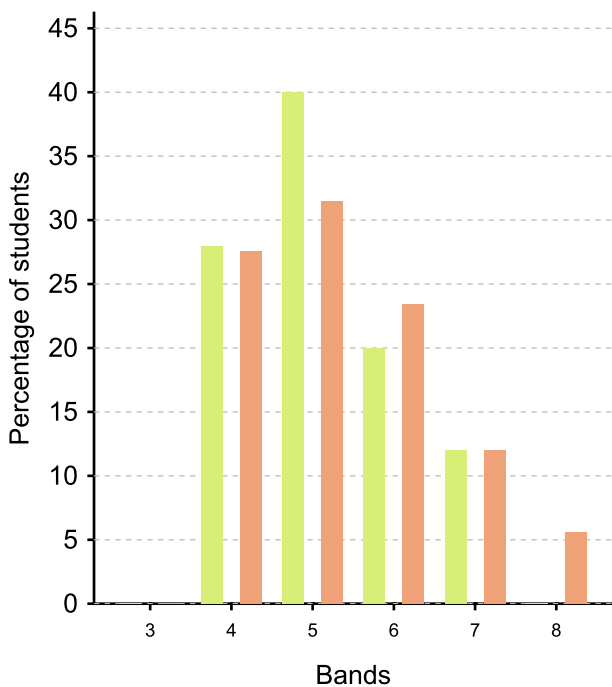
The school ensures that the needs of Aboriginal students are catered for and that they achieve their potential academically, socially and in sporting areas. Personal Learning Pathways are developed by the teachers and the students and their families. Students are developing their knowledge and understanding of Aboriginal history, culture and contemporary Aboriginal Australia through Human Society and its Environment units. The celebration of Harmony Day provided additional stimulus for class lessons. Small but important steps have been taken to enhance the appreciation of Aboriginal people as the first Australians by the pronouncement of the "Acknowledgement of Country" at whole school assemblies and the flying of

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

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.

the Aboriginal flag alongside the Australian flag.

Multicultural and anti-racism education

The teaching of cultural diversity continues to be a part of the overall curriculum within the school. This is particularly evident in the teaching of values education and within the key learning area of Human Society and its Environment. A focus on the cultural diversity of people was evident for all students through the preparation and research of various projects during the year, including China and Japan.

Other school programs

Welfare: Katoomba Public School is a PBL school. PBL – Positive Behaviour for Learning, is a systems approach for establishing the social culture and individualised, behavioural and academic supports needed for schools to be effective learning environments for all students. Our goals are:

- To build systems that makes it easier to teach
- To create environments that encourage (rather than discourage) pro-social behaviour
- To teach all students what is expected
- To provide a continuum of behaviour and learning support to students who need more support to be successful in their learning

At Katoomba Public School, PBL is a school wide practice of discipline which has established clear consequences. Students are instructed in social skills, helping them regulate their own behaviour. Using PBL, teachers are assisted in intervening effectively to manage behaviour in the classroom and other school environments.

Technology is a focus within the school, with Interactive Whiteboards in every room. The school also has a well-equipped computer Lab situated in our Library and every class has computers in their room. We have purchased iPads, iPods and digital Cameras with funds donated by the P&C and these are being utilised throughout the school. We are beginning to roll out Apple TV to Stage 3.

Music: The school has a Band, a Recorder Group, Guitar Group and a Choir who have represented the school at a variety of functions including the Sydney Opera House, Upper Blue Mountains Music festival and many local venues and events. Our band is growing stronger and showing huge improvement in skills and quality of performed work.

Kindergarten Orientation The school liaises with all local pre-schools and encourages visits to the school prior to Kindergarten Orientation. The school handbook is provided to each family along with a range of other information. Year 4 & 5 students are specially trained to be positive role models. Year 4 & 5 students start

working with the new Kindergarten students on Orientation Day and continue to provide positive support in the first few weeks of the new school year. Parents and Caregivers are invited to attend Orientation Day where they are introduced to school routine and are provided with an opportunity to develop links with the school and other parents.

Sporting Program: Students have the opportunity to participate in a number of sports throughout the year and have learnt valuable skills due to what these sports have had to offer. The school has been able to access the Sporting Schools funding and as a result students have been able to participate in Orienteering, Tennis, Netball, and Little Athletics. The school has been able to purchase New Netball equipment that will allow classes to play Netball as part of the weekly sport program. KPS continues to participate in a variety of Gala Days such as Milo Cricket, AFL and Newcombe Ball. Our students always show great skills but what is more important they show great sportsmanship. This year was the start of the Upper Blue Mountains Soccer Gala Day that was created and successfully run by Katoomba Primary School. All our students participated well in all PSSA sporting events and one student took out the Pam Grosbee Shield for Excellence in Sporting Achievements.

The Virtues Program: Our school is focusing on developing positive behaviour and attitudes by implementing the Virtues Program. The impetus for this program stems from the school's expectations of Respect Yourself, Others and the Environment. The moral values and beliefs of our community are developed and actioned every day. The attributes or qualities are made explicit and are reflected in the daily practices of the school and the people in it. Our Virtues Program provides a simple but systematic approach which helps to create a culture of caring and respect on a school-wide level.

Parents and Citizens Association: The Katoomba Public School P&C hold regular meetings each month. They undertake a variety of fundraising activities to support staff and students. The P&C is an important forum for parents/carers to discuss school issues. The P&C also oversees the operation of the school canteen and the uniform shop. Parents and Carers are regular helpers in our classrooms. Many parents are involved in the operation of the Home Reading Program which is a joint initiative of parents and the school. A number of parents volunteer their time to tend the gardens in the school. Working bees are held throughout the year to maintain and improve the school environment.

Community Participation: The school participates in a number of local activities. Students' artwork is displayed during Katoomba's Winter Magic Festival – Art Street competition, Waste to Art and a special display at the Blue Mountains Music Festival. Students also participate in the Winter Magic Festival Writing Competition. The school is also the site for the Blue Mountains Folk Festival held each year. The P&C, staff and community work together to make the Music Festival a big success.