

Katoomba Public School

Annual Report



2017



4546

Introduction

The Annual Report for **2017** 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

The Katoomba Public School community has continued to thrive in 2017. The staff is a resilient and energetic body of people who are committed to educational pursuits for the enhancement of our students. I congratulate all staff, students and parents/carers on many great achievements attained throughout the year.

I am honoured to be the Principal of Katoomba Public School. It is a school that is held in high regard by the local community and has wonderful parent/carer support. 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/carers is that public schools are teaching and learning environments that enable the development of healthy, happy, successful and productive individuals.

Katoomba Public School has a P&C consisting of parents/carers who work hard to support our school. I am grateful for their ongoing support and the huge amount of work that they do to make our school a better place for our whole school community.

Katoomba Public School continues to provide our students with wonderful learning opportunities and we look forward to another wonderful year of teaching and learning in 2018.

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 276 students enrolled. We have significant numbers of both Aboriginal students and multicultural students.

There are five classes from K–2 and six 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. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. 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 our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Implemented School Wellbeing Framework and Program.

Professional development completed across all teaching staff.

Consistent focus on School Wellbeing Framework implemented across the school.

Consistent focus on Positive Behaviour for learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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">* \$8000– wellbeing program– casual teachers– student assistance– welfare performance– breakfast program– uniforms– Bounce Back resources– Circle Time resources	<ul style="list-style-type: none">* Used data from TTFM to inform Wellbeing focus areas.* Regular professional development in School Wellbeing Program.* Continued and increased sharing of our Wellbeing Initiative to Parents/Carers and School Community.* Improved system of student monitoring and support through Learning Support Team.

Next Steps

- * Continue to implement the school wellbeing program
- * Continue to develop the Wellbeing resources to match the scope and sequence.
- * Professional development – mindfulness, meditation, social and emotional learning (for students/staff)
- * Workshops for students – resilience, cyber bullying and mindfulness.
- * Implement Tell them from Me surveys
- * Continue to strengthen the Learning Support Team system.

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

- * Continued 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)	Funds Expended (Resources)	Progress achieved this year
<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.	<p>\$5000</p> <ul style="list-style-type: none">– Professional Development– Casual staff– Implementation resources– IT resources	<ul style="list-style-type: none">* NAPLAN data analysed.* Year 3Reading 2013 433.5 2017 447.9Writing 2013 390.0 2017 408.0* Year 3Numeracy 2013 410.4 2017 416.1* Ongoing variety of student activity groups offered.* Increased parent participation in all school activities – Canteen, Breakfast Club, Maths Groups, Gardening, Environment Committee, Squid Squad.* Senior Leadership opportunities. Every Year 6 student as a Leadership role.

Next Steps

- * Continue to offer interesting and relevant extra–curricula activity groups.
- * Create more opportunities to engage parent and community in school.
- * Continue to increase opportunities for school staff professional development in use of ICT in developing teaching and learning programs.
- * Continue Year 6 Leadership positions
- * Promote staff leadership in areas of interest to follow through the range of activities and enthusiasm for students.

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

* Our KPS students are understanding and compassionate, actively learning about and demonstrating our school PBL core values on a daily basis.

* Successfully collaborated with local Aboriginal Elders in continuing the School Totem and the beginning of Baby Birraban and Koori Club establishment.

* Consistent involvement in Community events – Anzac Day, Winter Magic, Nursing Home visits, Cultural Centre

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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">* \$4000– professional development– book awards– Birraban BBQ– Performance at the Joan by Koori Club	<ul style="list-style-type: none">* Invitations to a variety of community events.* Maintained zero suspensions* Improved regular attendance* Community Christmas Concert* Totem song* Acknowledgement in all meetings* Weekly PBL lessons* Harmony Day Event* Lunar New Year* Buddy System

Next Steps

* Continue to provide school activities and deepen social cohesion through: increased attendance, decrease partial absences and maintain zero suspensions.

* Continue to develop communication strategies to help support Parent involvement in PBL.

* Establishment of 'Baby Birraban'

* Professional Development – Cultural Competency

* Kindergarten Information workshops – Numeracy, Literacy, Welfare

* Establishment of Aboriginal Education Team

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	*Parents *Students and Staff *Auntie Carol Cooper * Darug and Gundungara elders \$14,716	*successful participation in transition programs *employment of SLSO to support all Aboriginal students *PLP's for every Aboriginal student *improved the quality of teaching and learning for Aboriginal students – sharing stories, performances *increased participation and engagement in Koori Club *strengthened support for Aboriginal students moving to Year 7. *consultation and engagement with Darug and Gundungara community *strengthened links for future support
English language proficiency	*teacher *SLSO \$5500	*students assessed and tracked *program evaluated
Low level adjustment for disability	*teachers *LST	*employment of SLSO's to support student learning *engaged student and their parents/carers in consultative and collaborative processes to personalise learning *transition programs
Quality Teaching, Successful Students (QTSS)	*Executive staff	*planned and implemented Kinder Orientation Program – Assistant Principals presenting Curriculum Information Sessions. *initiated new LST system *support/mentoring staff *Wellbeing Program *Access Requests
Socio-economic background	\$22,873	*planned and reviewed program *employed SLSO's *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, lunch time activities, boys and girls group



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	128	130	131	143
Girls	121	130	122	136

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.7	90	94.1	94
1	93.5	93.4	91.9	94.7
2	94.2	92	94.5	93.7
3	93.6	90.4	92.1	93.1
4	93.3	91.9	91.8	91.2
5	94.3	89.3	93	93.4
6	94.1	90.8	90.4	93.9
All Years	93.8	91.3	92.7	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

* Unexplained absences are followed up by phone call and absence slip.

* Meetings with families and carers to discuss any issues.

* Referral to HSLO

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.25
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.52
Other Positions	0

*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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	115,572
Revenue	2,654,274
Appropriation	2,515,356
Sale of Goods and Services	6,233
Grants and Contributions	130,377
Gain and Loss	0
Other Revenue	0
Investment Income	2,308
Expenses	-2,627,490
Recurrent Expenses	-2,627,490
Employee Related	-2,369,048
Operating Expenses	-258,442
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	26,784
Balance Carried Forward	142,355

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance

carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,942,753
Base Per Capita	39,585
Base Location	0
Other Base	1,903,168
Equity Total	136,379
Equity Aboriginal	14,716
Equity Socio economic	22,873
Equity Language	5,548
Equity Disability	93,243
Targeted Total	200,412
Other Total	168,223
Grand Total	2,447,767

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

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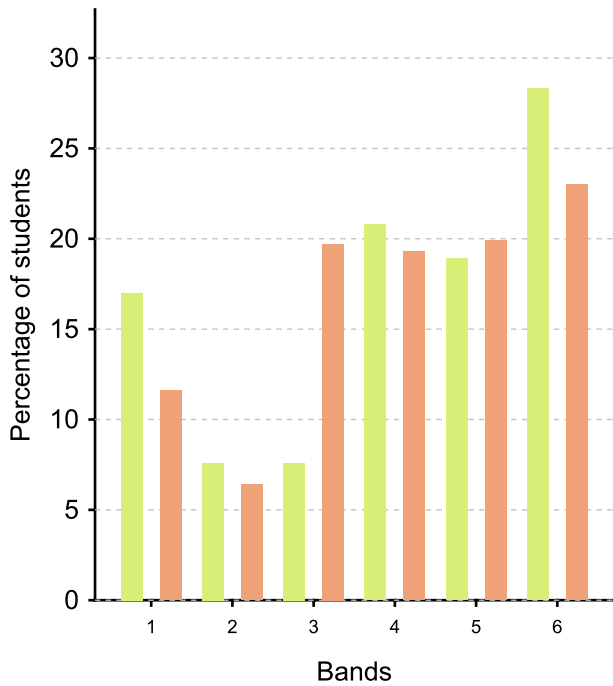
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School performance

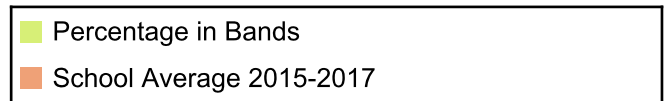
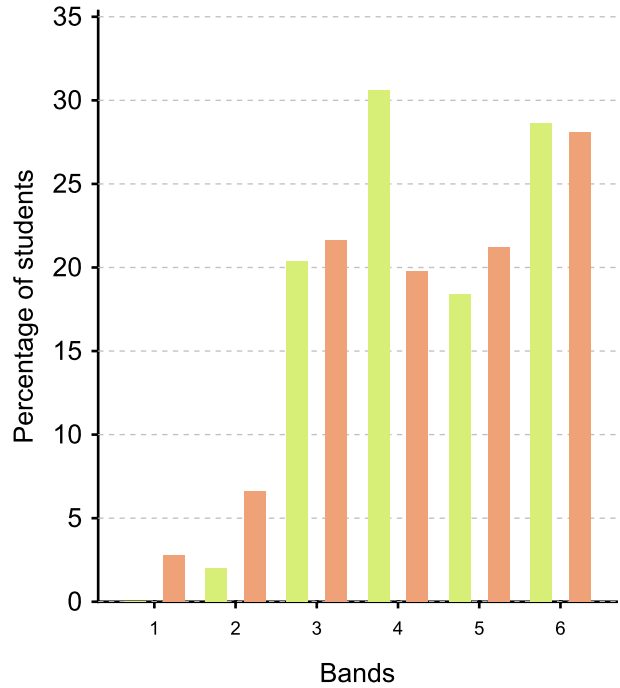
NAPLAN

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.

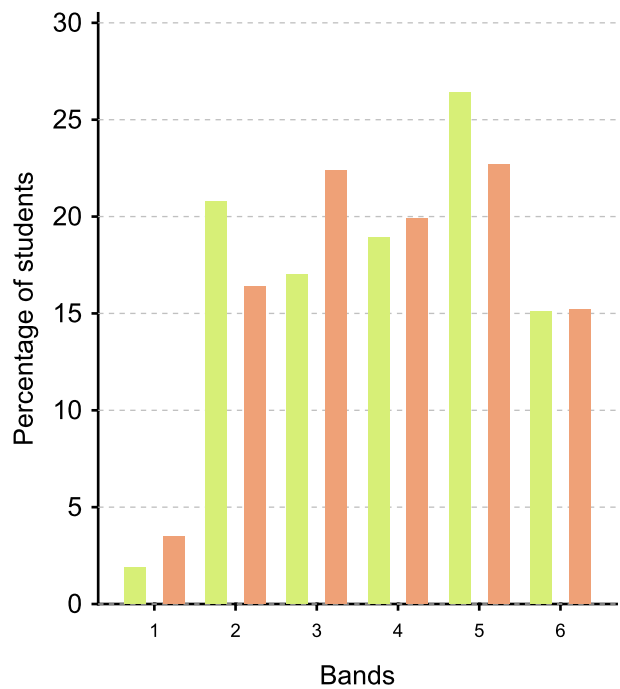
Percentage in bands:
Year 3 Grammar & Punctuation



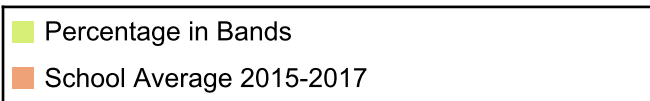
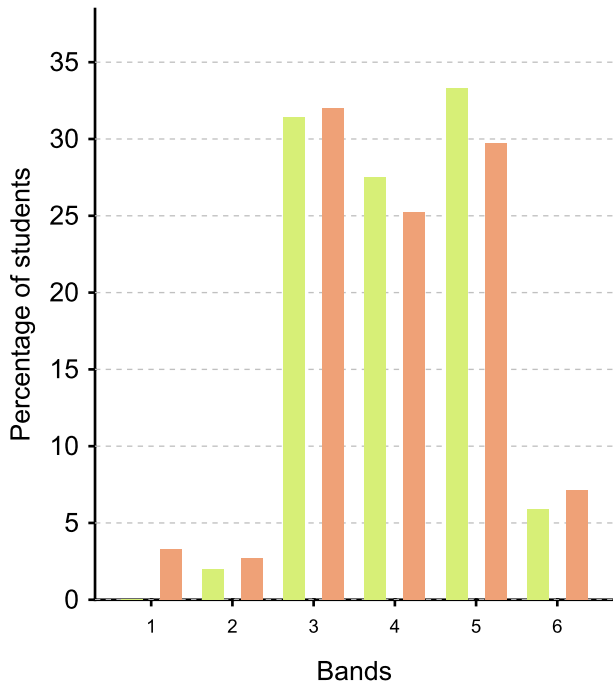
Percentage in bands:
Year 3 Reading



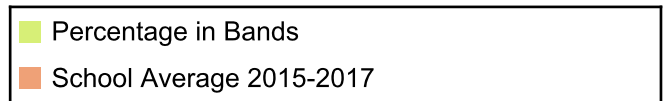
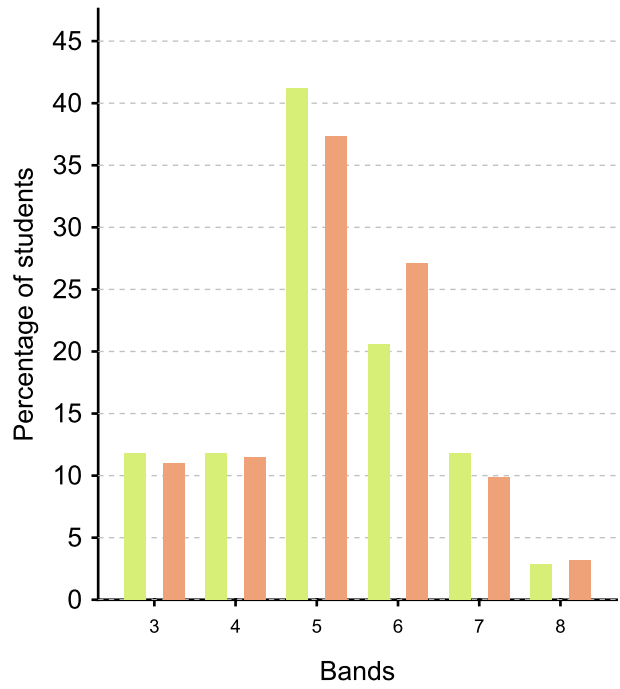
Percentage in bands:
Year 3 Spelling



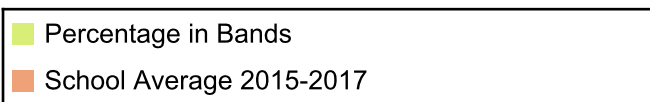
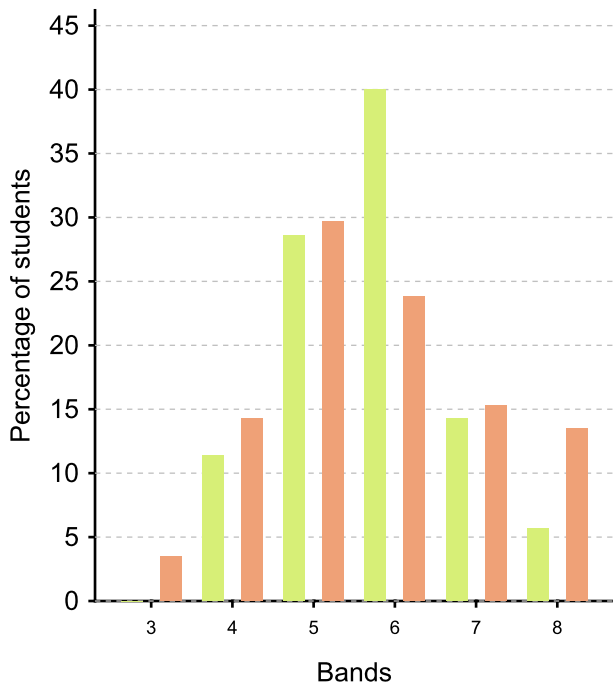
Percentage in bands:
Year 3 Writing



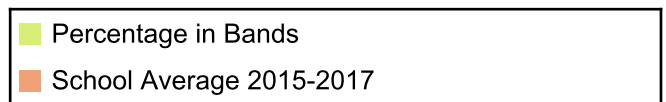
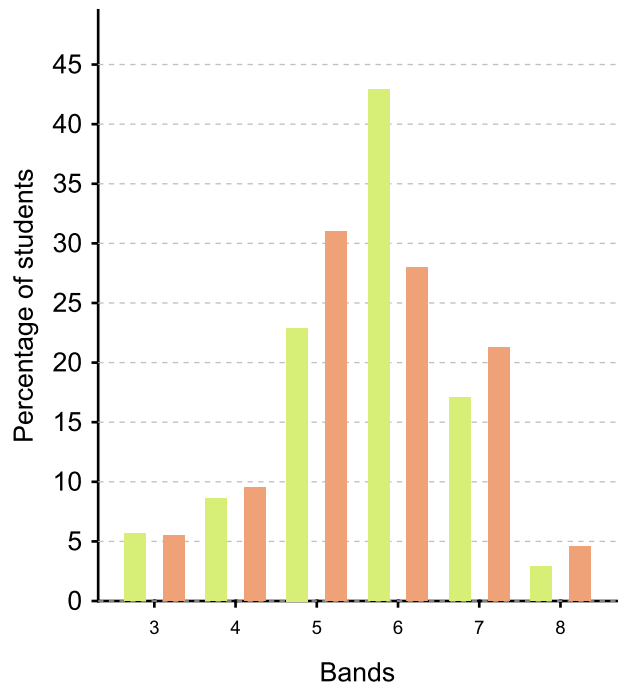
Percentage in bands:
Year 5 Writing



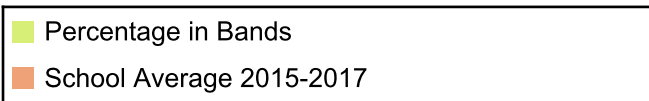
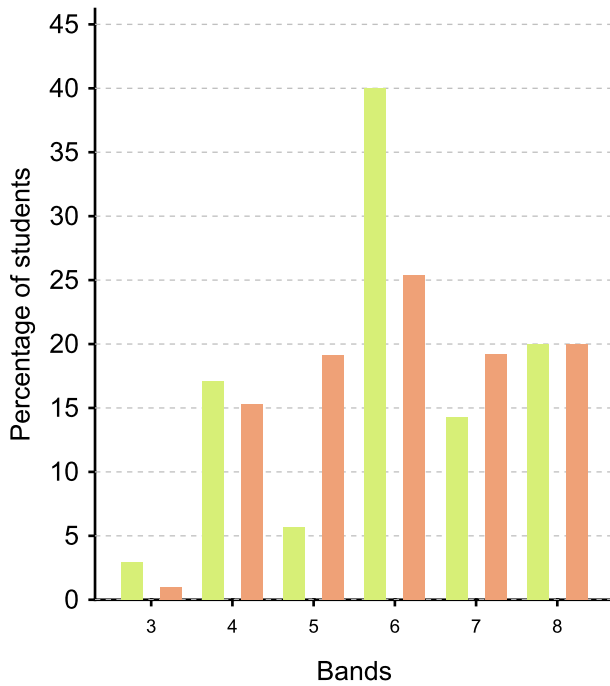
Percentage in bands:
Year 5 Grammar & Punctuation



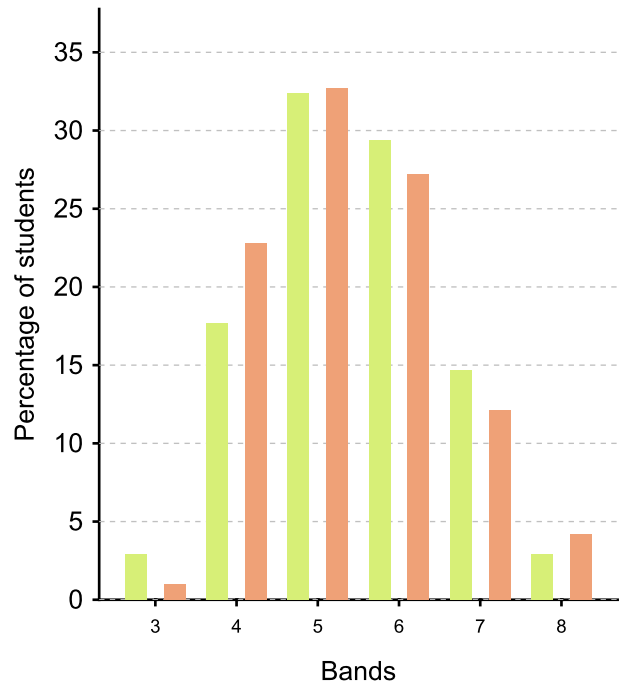
Percentage in bands:
Year 5 Spelling



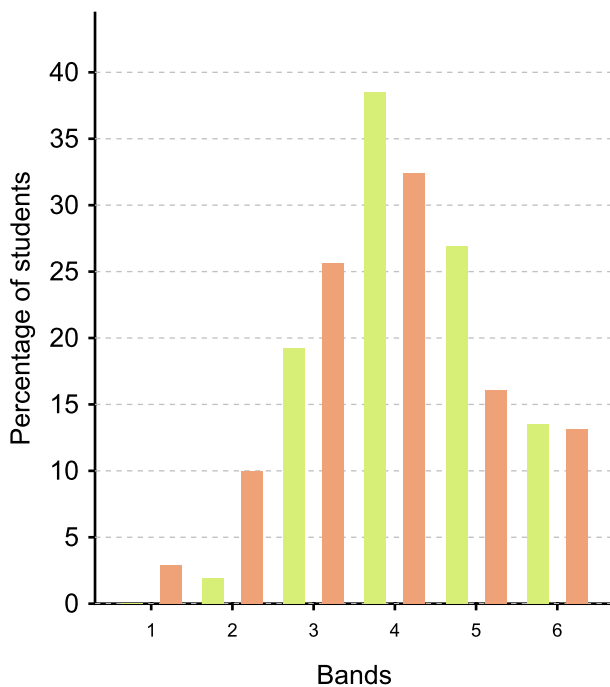
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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 the Aboriginal Flag alongside the Australian Flag.

In 2017 six staff members completed the Cultural Competency Course. Two staff members attended the Aboriginal Education Conference. The KPS Koori Club visited Katoomba High School spending time at Birriban, working with the Aboriginal Education Officer. This time allowed us to begin to develop our own 'baby' Birriban Project. The Koori Club attended an Aboriginal Performance at the Joan Sutherland Centre in Penrith.

2017 saw even further involvement of Aunty Carol Cooper at school activities/assemblies/staff meetings.

Aunty Carol worked closely with our staff to introduce Koori Club Family gatherings each term.

KPS introduced the Aunty Carol Cooper Award for Aboriginal Student Leadership.



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. Establishment of Anti Racism Officers.

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
- Build resilience

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.

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.

Wellbeing: Our school implements a school wide wellbeing program. Mindfulness, Circle Time and Resilience based activities are part of each classroom program. Further Wellbeing support is provided through targeted social skills programs and extensive collaboration through the school's learning support team. Students are given the opportunity to watch performances and be part of whole school celebration days to further embed our school's culture of positive wellbeing.

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

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. The Upper Blue Mountains Soccer Gala Day continued this year and was successfully run by Katoomba Primary School. All our students participated well in all PSSA sporting events.

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 and Maths Groups which is a joint initiative of parents and the school. Working bees are held throughout the year to maintain and improve the school environment. The garden is celebrated by the Annual Spring Garden Party.

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. Student Art is displayed at Blue Mountains Cultural Centre. KPS Choir and Koori Club and performing at major community events.