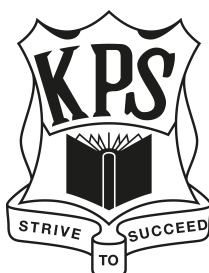


# Kingswood Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of **Kingswood Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Norma Petrocco

Principal

## School contact details

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## Message from the Principal

Kingswood Public School continues to provide quality teaching in a caring environment. The school motto 'Strive to Succeed' underpins the programs and practices of the school and supports all students to achieve their best. The school continues to have a strong focus on the improvement of learning outcomes for all students, especially in Literacy and Numeracy whilst ensuring that the whole child is being developed academically, socially and emotionally.

Programs such as: Early Action for Success, Spirals of Inquiry, PBL (Positive Behaviour for Learning) and Best Start ensure that teaching and learning focuses on the improvement of learning outcomes for all students whilst developing skills through quality teaching. The P & C and school community has continued to work hard this year to raise funds to support our current school priorities. Due to their efforts, we are moving closer to achieving our school targets.

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

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

At Kingswood Public School we believe in a school community where everyone can learn in a safe, stimulating and collaborative environment as we strive to reach our full potential.

### School context

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

The school has served the community since 1892 and currently caters for 453 students. It is located in spacious grounds adjacent to the Western Sydney University, Kingswood campus. The community is composed of families with a non-English speaking background, Aboriginal students and students whose parents are temporary residents of Australia. The school has 18 staged classes from Early Stage 1 to Stage 3. This includes two Stage 3 Opportunity Classes which caters for identified gifted and talented students.

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

In 2018, Kingswood Public School determined that we were making steady improvements across all aspects of the School Excellence Framework. Whilst our achievement levels in each element did not change from 2017 to 2018, the quality of our practices, procedures and actions in each element have been strengthened through on going reflection and improvement.

In the element of Learning, we assessed our school at Sustaining and Growing.

In the element of Teaching, we assessed our school at Delivering.

In the element of Leading, we assessed our school at Sustaining and Growing.

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

### Quality Teaching and Learning

#### Purpose

To enhance the professional practice of all staff by:

- Setting high expectations for student learning and engagement.
- Using best practice to drive teaching and learning programs.
- Increasing collaborative practice.
- Improving learning outcomes for all students.

#### Overall summary of progress

Throughout 2018 we achieved the following milestones within the Quality Teaching and Learning Strategic Direction of our School Plan:

- K–2 teachers became familiar with the new Literacy and Numeracy Progressions, began to enter data into PLAN 2 and used the reporting features to assist with teaching and learning programs.
- Stage 2 and Stage 3 began to refine the development of assessment tasks in Literacy and Numeracy.
- Staff undertook professional learning on the new Science and Technology syllabus.
- Two methods of collaboration were trialled with all class teachers across the year, after reflection and analysis of each method, a decision was made to implement the Spirals of Inquiry Framework in 2019.
- Weebly websites have been set up for History and Geography Units for teachers to access and use.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers have high expectations for student learning, through the use of learning intentions, student goals and success criteria.	Nil	Visible learning strategies have been a focus of our collaboration sessions. Some teachers are consistently using these strategies within their classrooms.
All teachers working collaboratively on a regular basis to improve student learning outcomes.	\$40 000	Teachers participating in fortnightly collaboration sessions. Sessions are led by the Deputy Principal Instructional Leader.
Increase the number of students achieving in the top two NAPLAN bands by 8% for reading and numeracy.	Nil	in 2018 we had 54.48% of students achieving in the top 2 bands for reading and numeracy in NAPLAN. An increase of 0.23%.
Increased proportion of Aboriginal students in the top two NAPLAN bands by 8% for reading and numeracy.	\$7 000	Unable to use this data due to a small cohort size.

#### Next Steps

In 2019:

- Each stage group and the executive team will participate in fortnightly Spirals of Inquiry sessions.
- A new scope and sequence for Science and Technology will be developed.
- Teachers will participate in professional learning on the new PDHPE syllabus.
- Building Numeracy Leadership will be a focus of professional learning.

## Strategic Direction 2

### Learning Culture

#### Purpose

To create a school community where:

- Students, staff and parents are recognised as lifelong learners.
- Learning alliances within and beyond our school are accessed to support school programs.
- Parents and families are encouraged to take a genuine interest in the work of the school.
- Diversity is embraced and celebrated.

#### Overall summary of progress

Throughout 2018 we achieved the following milestones within the Community Culture Strategic Direction of our School Plan:

- Several parent workshops were held throughout the year, an average of 50 families were represented at each of these events.
- The planning phase of an ATSI Yarning Area commenced.
- Current school events were refined and expanded on to increase parent involvement and interaction between families.
- Staff attended professional learning in ATSI 8 ways of learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of opportunities for staff to lead/mentor across all areas of responsibility.	\$40 000	During collaboration sessions, staff are viewed as teacher leaders, sharing their expertise and experiences with others.
Increase parental involvement across the school through engagement opportunities.	\$2 000	Several parent workshops have been held throughout the year. All school events have been refined to encourage parent participation.
Strengthen links with learning alliances beyond our school, including Western Sydney University.	Nil	Stage 3 participation in the First Foot Forward program. Stage 2 participation in the Reading Ambassador program.
<b>Increased number of teachers accredited at the Highly Accomplished and Lead Teacher levels.</b>	Nil	All teachers remain accredited at proficient.

#### Next Steps

In 2019:

- The construction of our ATSI Yarning Area will be finalised.
- More parent workshops will be held.
- Beautification of the school grounds to include acknowledgement of our first people and multicultural community.

## Strategic Direction 3

### Wellbeing

#### Purpose

To improve the wellbeing of all stakeholders through:

- Regular opportunities for staff collaboration and connectedness.
- Deepening students, staff and parents understanding of wellbeing.
- Promoting positive relationships across the school.

#### Overall summary of progress

Throughout 2018 we achieved the following milestones within the Wellbeing Strategic Direction of our School Plan:

- Data analysis of The Tell Them from me surveys to determine future directions in Wellbeing.
- Stage 3 visit from the Police Community Liaison Officer, focusing on cyber safety.
- Communication with Early Stage 1 parents about E-Safety, through the orientation program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementation of new PD/H/PE syllabuses and update scope and sequence to reflect the new syllabus and the current wellbeing needs of our community.	Nil	Focus for 2019.
All staff participate in regular opportunities to work collaboratively and display connectedness.	\$40 000	Teachers participating in fortnightly collaboration sessions.
Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.	Nil	Tell Them from Me data indicates a high proportion of out students feel a sense of belonging and success at school.
Improved staff engagement results in the People Matter Employee Survey.	Nil	Results were consistent with previous years.

#### Next Steps

In 2019:

- Investigation into suitable Wellbeing programs for students and staff.
- Focus on positive relationships with students, this will be measured and monitored throughout our Spirals of Inquiry Sessions.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$15 804	Throughout 2018, funds were used to provide Aboriginal students with School Learning Support Officer time to support the implementation of their Personalised Learning Plans. As a result, students made progress towards achieving their specific goal. Funds were also used to provide teachers with frequent, dedicated time to work collaboratively. During these sessions, teachers worked together to analyse student data, provide quality feedback to teaching practice to improve the quality of teaching and learning programs and as a result, improve the targeted teaching for students.
<b>English language proficiency</b>	\$41 731	In 2018, funds were used to improve the quality of our English as an Additional Language or Dialect (EALD) teaching and learning resources. As a result, our increasing number of EALD students has greater access to quality teaching and learning programs. Funds were also used to provide teachers with frequent, dedicated time to work collaboratively. During these sessions, teachers worked together to analyse student data, provide quality feedback to teaching practice to improve the quality of teaching and learning programs and as a result, improve the targeted teaching for students.
<b>Low level adjustment for disability</b>	\$41 462	During 2018, funds were used to provide targeted support to identified students through the use of School Learning and Support Officers. Targeted students were given in class support to work towards their goals identified in their Individual Education Plans.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$74 961	In 2018, funds were used to provide time for each Assistant Principal to support their team. The type of support given was responsive to the needs of the individual teachers and their students.
<b>Socio-economic background</b>	\$32 529	In 2018, the Socio-economic background funds were used to increase our Learning Support Teacher staffing allocation. This increased the opportunity for students to access additional Learning and Support time to develop their skills in an identified area. Students participated in targeted small group Mathematics, writing and reading lessons, as well as individualised support.
<b>Support for beginning teachers</b>	\$4 164	Throughout 2018, Kingswood PS only had one beginning teacher who was in the second year of funding. This teacher continued to receive the additional one hour each week of RFF that they were entitled to. Mentoring continued in a informal nature.
<b>Targeted student support for refugees and new arrivals</b>	\$2 009	During 2018, these funds were used to employ additional English and an additional Language or Dialect (EALD) teachers to provide intensive support to the identified students.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	199	212	213	222
Girls	186	199	211	220

Once again in 2018 Kingswood Public School numbers have increased, the school reached it's 18th class during Term Four..

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.3	92	94	91.8
1	93.1	91.5	93.5	91.4
2	93.2	92.1	92	94.1
3	94.8	93.6	92.7	93.5
4	92.2	93.5	94.3	92.3
5	96	93.9	93.9	94.8
6	91.8	94.2	94.6	90.7
All Years	93.5	93	93.6	92.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is managed and monitored by classroom teachers and is referred to the school executive in charge of attendance in accordance with the Department of Education Attendance Policy and Procedures. The Home School Liaison is engaged for students who are not meeting the minimum benchmarks for attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.13
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
Teacher ESL	1.4
School Administration and Support Staff	3.22

\*Full Time Equivalent

Kingswood Public School has one member of teaching staff that identifies as Aboriginal or Torres Strait Islander.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	63
Postgraduate degree	37

### Professional learning and teacher accreditation

All staff participated in Professional Learning meetings and Strategic Direction Team meetings throughout the year and on staff development days, including mandatory training requirements in areas such as CPR and Child Protection. A number of staff participated in external Professional Learning opportunities provided by both the Department of Education and private providers. These professional learning experiences were aligned to the school's strategic directions and personal and professional learning goals.

All teaching staff participated in regular collaboration. This was led by the Assistant Principals or Deputy Principal Instructional Leader. 2018 was our trial year to determine the most effective method of collaboration, in preparation for full implementation in 2019.

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

All teaching staff developed individual Professional



Development Plans (PDPs). Individual PDPs were linked the current strategic directions of the school and the individual needs of teachers. Teachers and Supervisors took part in lesson observations and feedback sessions. PDPs were reviewed in consultation with supervisors and possible directions for 2018 were discussed.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	173,008
<b>Revenue</b>	3,680,610
Appropriation	3,498,183
Sale of Goods and Services	10,000
Grants and Contributions	168,652
Gain and Loss	0
Other Revenue	100
Investment Income	3,675
<b>Expenses</b>	-3,629,600
Recurrent Expenses	-3,629,600
Employee Related	-3,273,469
Operating Expenses	-356,132
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	51,010
<b>Balance Carried Forward</b>	224,018

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

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,870,113
Base Per Capita	81,989
Base Location	0
Other Base	2,788,124
<b>Equity Total</b>	370,986
Equity Aboriginal	15,804
Equity Socio economic	32,529
Equity Language	187,489
Equity Disability	135,164
<b>Targeted Total</b>	29,504
<b>Other Total</b>	120,686
<b>Grand Total</b>	3,391,288

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.

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Our 2018 NAPLAN data highlighted the following positives for Kingswood Public School:

- 57% of Year 3 students are achieving in the top 2 bands in reading.
- 53% of Year 5 students are achieving in the top 2 bands in reading.
- 70% of our students were at or above the expected growth in most aspects of English.

- Year 5 results in reading continued to improve again in 2018.

Our 2018 NAPLAN data highlighted the following positives for Kingswood Public School:

- 74.2% of our students were at or above the expected growth in Numeracy.
- 27.4% of our Year 3 students are in the top band, this is significantly above the state average.
- 22% of our Year 5 students in the top band, this is significantly above the state average.
- The average score for students in Year 5 has continued to increase in 2018.

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.

*Premier's Priorities: Improving education results.*

In 2018, Kingswood Public School had the following number of students achieving in the top 2 bands:

#### Reading

- 35 Year 3 students (48.39%)
- 39 Year 5 students (59.15%)

#### Numeracy

- 30 Year 3 students (56.45%)
- 42 Year 5 students (53.45%)

An overall total of 54.48% of students achieving in the top 2 bands for reading and numeracy. This percentage has been rising since 2015.

*State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

The Aboriginal student cohort in both Year 3 and Year 5 was less than 10 in 2018.

## Parent/caregiver, student, teacher satisfaction

Once again in 2018, our Parents/Caregivers, Students and Teachers participated in the Tell Them from Me Surveys. Below are the results:

#### Parents/Caregivers

- On each of the seven measures our school scored at or above the NSW Government Norm.
- Parents/Caregivers are actively supporting their child/rens learning at home and are encouraging and praising their child/rens successes.
- Parents/Caregivers are very satisfied with the high expectations that our teachers have for their child/ren.

- Across all aspects of the school supporting positive behaviour, our Parents/Caregivers are highly satisfied.
- Parents/Caregivers feel that their child/ren are safe at school and that teachers manage behaviour issues in a timely manner.

#### Students

- 83% of our students have a high rate of participation in sports at school.
- 86% of students have friends at school they can trust and who encourage them to make positive choices.
- 90% of students try hard to succeed in their learning.
- Students believe they have someone at school who consistently provides encouragement and can be turned to for advice.

#### Teachers

- Across each of the measures our school scored at or above the NSW Government Norm.
- Teachers believe that we are an inclusive school.
- Teachers agree that our school has a positive learning culture.
- Teachers believe that they work closely with parents across all aspects of their students learning.

## Policy requirements

#### Aboriginal education

On Monday 25th June our school community came together celebrate NAIDOC Week under the theme – *Because of her, we can!*. The students had the opportunity to partake in the first traditional smoking ceremony led by Aboriginal Elder Uncle Wes Marne. Uncle Wes is a 96-year-old Bigambul Elder and descendant of a long line of storytellers with a deep knowledge of Aboriginal culture. He talked to the students about place, land and Country. Students and the parent community were invited to walk through the smoke as a sign of cleansing themselves and starting anew. It was a very moving ceremony. Students performed a beautiful rendition of 'It's our language – keep it strong' reflecting the importance of different Aboriginal dialects and Celebration SING Town Hall choir finished the service with a song about brolgas dancing in the Australian outback. Students were then entertained by Dion Drummond – an Aboriginal performer covering both Mainland and Islander culture as a dancer, singer and storyteller. Students participated in a number of Aboriginal art activities including stone stories, painting on hessian and Aboriginal people and games. It was a great day filled with new learning for our students.

## Multicultural and anti-racism education

At Kingswood Public School we share a proud tradition of tolerance, understanding and learning within a culturally diverse setting. In line with these values, our school celebrated this year's Harmony Day theme – Growing Together in Harmony. On the day, students wore their traditional, national dress or something orange. They were engaged in Harmony Day activities in their classroom which, on completion, were displayed in the library and classrooms. Students also had the opportunity to bring in an item of interest that had cultural or religious connection to their family. They gave prepared talks about the item to their peers.

The Anti-Racism Officer (ARCO) is always on hand to support students and handle any complaints of racial grievances. Kingswood Public School takes a strong stand against racism and closely follows the DEC Anti-Racism Policy.

## Other school programs

### Early Action for Success (EaFS)

At the end of 2017, Kingswood Public School submitted an expression of interest to be a self funded school in the EaFS initiative provided by the Department of Education. We were successful in our application and at the beginning of 2018 we commenced the initiative as a supplementary school. The school self funds a Deputy Principal Instructional Leader to lead the initiative at Kingswood Public School.

During our first year we were able to access many high quality professional learning opportunities and gain access to the Literacy and Numeracy Learning Progressions and ALAN tool. The school formed a team of 4 to take part in the Building Numeracy Leadership (BNL) professional learning which comprised of 8 full day sessions with between session tasks. This professional learning challenged our thinking about current teaching and learning practices in Mathematics. As a result, in 2019 the school will be making some modifications to our teaching based on the research and knowledge gained through the BNL program. This professional learning has been shared with the whole school staff and will continue to be explored in 2019.

Our K–2 teachers were introduced to the progressions and commenced using the ALAN tool to enter data on our students. The data gathered was regularly analysed during collaboration sessions and stage meetings. This led to improved knowledge of our students and tracking to determine the amount of growth that each student achieved. Teaching and learning programs were critically deconstructed and constructive feedback was given. Teachers participated in regular analysis of lessons through video and face to face lesson observations. Teacher's reported increased confidence and knowledge in our areas of focus and as a result provided students with deep, meaningful and authentic learning experiences.

A large part of our current school plan is to improve the collaborative practices of teachers. In 2018 we trialled collaboration time using two different approaches to determine the approach that would be most effective for the school. Initially we provided 2 stages with fortnightly sessions to work collaboratively based on the current needs of the stage. These sessions were led by the Assistant Principals and focused solely on the needs of the stage. The second approach was to use the framework 'Spirals of Inquiry' to use evidence based practice to foster our collaboration. These sessions also took place fortnightly and were based on the needs of the students within the stage. Based on the success for both teachers and student students a decision was made to use the 'Spirals of Inquiry' framework for all collaboration sessions moving forward. In 2019, this will include a session for each of the four stages, the support teachers and the executive team. Each group will meet on a fortnightly rotation with sessions being led by the Deputy Principal Instructional Leader to ensure a consistent approach across the school.

In 2019, we will continue as a supplementary school in the EaFS initiative.

### School Choir

This year we had a record number of sixty students join our school choir. Once again our choir participated in the Penrith Valley Performing Arts Festival which was hosted by the Joan Sutherland Centre along with a number of schools in the Penrith area. Our students successfully sang a variety of repertoires combined with choral movements at the Festival. Three students from our school were selected to perform solo pieces at the Festival and did an outstanding job in representing our school. The school choir also performed at our school assemblies to showcase their talents.

### Town Hall Choir

2018 saw the creation of the inaugural Celebration SING OUT Town Hall Choir. Celebration Sing Out is an annual concert now in its 24th year which brings together primary and secondary school children and adult singers to perform great choral repertoire and raise funds for the support and treatment of sick children. Students from cross sector primary schools, secondary schools and 200 adult singers from around NSW come together with the 70 piece TOPS symphony orchestra to perform. The songlist ranged from contemporary songs to songs performed in Latin – O Fortuna! The students were enthusiastic and incredibly excited at every aspect of the day – from the city experience to the awe of performing in the regal Sydney Town Hall. This beautiful building was an incredible backdrop to the angelic voices of our students. The opportunity for the choir students to perform at such a high level was wonderful. The 20 Town Hall Choir students were selected from the Years 3 to 6 school choir. The students, led by Ms Ochert, Mrs Johnston, Mrs Husarek and Ellen Greening, vocal tutor, performed on the evening of Sunday 29 October in a combined primary school and adult choir, accompanied by a full orchestral band, an impressive organ and an enthusiastic audience which many students had never seen before. The richness that this

music provided the students was reflected in the awe of the parents. Many commented that it was impressive and a significant cultural experience for their children. We look forward to continuing our involvement in this charity concert again next year.

## **School Sport**

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

*Our achievements in school sports competition were:*

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

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

Forty–seven students were chosen to represent the school at the Penrith Zone Cross Country Carnival. One of those students represented Penrith at the Sydney West Carnival.

Twenty–one students were chosen to represent the school at the Penrith Zone Athletics Carnival. One student finished first in the High Jump and went on to represent the Penrith Zone in High Jump at the Sydney West Carnival.

Twenty–three students trialled for Penrith Zone PSSA teams in football, rugby league, cricket, touch football, netball, softball and basketball. Two students made the girls football team, two made the girls basketball team and one made the girls softball team.

*Special Sports Programs 2018:*

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

All K–6 students successfully participated in the Premier's Sporting Challenge. The Premier's Sporting Challenge aims to engage young people in sport and physical activity and encourages them to lead healthy, active lifestyles. As a result of the schools participation we received a grant to purchase new sporting equipment for the school.