

Wentworth Falls Public School

Annual Report



2018



3422

Introduction

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

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

Ley Wighton

Relieving Principal

School contact details

Wentworth Falls Public School

Falls Rd

Wentworth Falls, 2782

www.wentwtfal-p.schools.nsw.edu.au

wentwtfal-p.school@det.nsw.edu.au

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Message from the Principal

Wentworth Falls Public School continued to thrive and succeed in 2018. Our student body proved to be well rounded and respectful citizens, with achievements across a range of disciplines.

Our creative side shone in 2018 in a diverse range of celebrations. The school choirs engaged in a number of musical events including the Department of Education's Proms and Festival of Choral Music and the Upper Blue Mountains Music Festival, now known as the Narragunnawali Festival. The recorders and string players performed at the Department of Education's Festival of Instrumental Music and numerous local events. Our dancers again did us proud at the Upper Blue Mountains Dance Festival with Stage 1 and Stage 3 dance ensembles performing.

Our love of sport and getting active was apparent in the number of sporting events we enjoyed over the course of 2018. A great source of pride was our triumph at the Upper Blue Mountains Cross Country Carnival, where we were winners on the day. The day to day extra curricular opportunities continued with coding and chess clubs. Peer Play programs offered leadership opportunities for year 5 students and our much valued Peer Support program was again well received by all students and staff at the school.

Our commitment to connecting education to our online world was evident in team teaching technology lessons and staff embraced google classroom by sharing resources and automating assessments. We again trialled the Online NAPLAN tests moving towards online NAPLAN in 2019.

Great teachers are great learners and our staff participated in many professional learning sessions. Three staff members attended the Edutech conference and our collective expertise on students behaviour is an invaluable resource for our students. All teaching staff participated in a writing workshop, held after hours at the school and run by a Primary English Teacher's Association consultant. The 2018 National Assessment Program in Literacy and Numeracy results demonstrate our strong commitment and success in reading and spelling.

Our incredibly hardworking parent community had an amazing year in raising funds for the school. Our Fun Run Cross Country Carnival was very popular and our November Artfest was hugely successful. The Solar Panels, in part purchased by a parent initiated grant, were installed on the roof of Q Block and LED lights were installed in the library. This commitment to sustainability reflects the values of our dedicated community. Thank you to all parents and family members for your time and effort in supporting our teaching and learning and creating a true learning community. I am honored to have fulfilled the relieving Principal position and served this wonderful community and I thank you warmly for your strong support and commitment to learning.

Ley Wighton

Relieving Principal

Message from the school community

2018 for Wentworth Falls Public School P&C was a bumper year, perhaps our most successful ever. We recorded a profit for the year of \$75,518 with an astonishing \$87,897 donated to the school. Projects that got the green-light for 2018 include: classroom technology and supplies as requested in our yearly teacher wishlists, new eco-friendly and child-friendly lights in the library, a new PA system for the COLA, Bluetooth technology and new speakers for the hall, a portable stage, author visits so that every child can attend, and a 20kw solar panel system atop Q Block that will help make the school carbon neutral and supply a valuable educational tool for generations to come.

2018 also saw the introduction of a new fundraiser: the CUA Fun Run. Held in conjunction with the school's cross-country event, this on-line project raised an impressive \$16,000 and has been scheduled as a biennial event. Artfest, our major fundraiser for the year, raised nearly \$30,000, also a record, under the guidance of new convenors Sandie Naumann and Elise Okunew. Also under new "management" is the canteen. With the wonderful Karen Louis leaving the school Tina Mellor and Anne Boyle have brilliantly stepped in, guiding the canteen to approval under the governments Healthy Canteen Strategy. The cafe, clothing pool, vegie garden, bulb sales, discos, grandparents day, mother's and father's day, among others, all contributed valuable funds.

Exciting projects in the pipeline for 2019 and beyond include; creation of our own cross-country track, regeneration of the field using the government's Soil Conservation Service (with valuable grant application assistance from our local MP Trish Doyle), and progress on the long awaited expansion of the school hall.

2018 also saw the departure of relieving Principal Ley Wighton. An enthusiastic supporter of the P&C, Ley's good humour, outstanding advice and incredibly hard work on P&C initiated projects was crucial to their success and has inspired the members to go onwards and upwards. We thank Ley and wish her all the best in future endeavours.

David Roberts

P&C President

School background

School vision statement

Wentworth Falls Public School community values strong, resilient relationships built on a common understanding of wellbeing. We are committed to equipping students with the skills to be creative and imaginative thinkers, with tools for 21st century learning and exploring our global world. Our staff leads with inspiring teaching and learning, catering for the needs of the whole child.

School context

Established in 1887, Wentworth Falls Public School has a proud history of serving the community. Sitting alongside a national park, we respect the environment and its role in our wellbeing. The school has fifteen classes, including an opportunity class and we are committed to providing inclusive, safe and quality teaching and learning. The school delivers rewarding learning experiences that reflect our global world. With a strong focus on the literacy and numeracy skills, we strive to improve student outcomes with differentiated teaching and learning. High value is placed on Creative Arts through a variety of activities and events, for both school and community based projects. We are strongly supported by our parents and community, who are involved in many aspects of school life. We are a proud member of the Upper Blue Mountains Learning Community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Learning

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and engagement in learning. The school's wellbeing policy has well defined expectations for playground and classroom behaviour, resulting in a positive and inclusive school culture. Extracurricular learning opportunities are enjoyed by many students and students enjoy a range of sporting activities. Our focus on technology has resulted in daily use of technology in the classroom.

Teaching

The school undertook self-assessment using the School Excellence Framework and completed the 2018–2020 School Plan. 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.

Teaching

The ongoing commitment of the Wentworth Falls teaching staff to improve and refine curriculum programs resulted in the development of effective learning strategies that addressed the learning needs of students. The spelling scope and sequence, implemented across the school in 2017 was evaluated, and teaching spelling strategies were shared amongst stage groups. Preparing for the writing direction, teachers attended training at various levels to guide the writing evaluative process. Our strong connection with the community continues from strength to strength. Collaboration amongst teaching staff results in well planned and rich learning. Students are assessed regularly and results are compared across the stage. Data informs planning and the school's learning goals. Professional learning supported the technology and writing directions of the school. Safe and warm learning environments exist through the focus on wellbeing and student engagement.

Leading

Opportunities to lead are evident among the teaching staff with teachers leading directions in technology, writing and wellbeing. Parents lead with their commitment resourcing school directions and their ongoing contributions to community events, fundraising and volunteering at the school. The school's commitment to improving and extending student outcomes is visible in the commitment of parents, community and teachers.

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/self-evidence-guide>

Strategic Direction 1

Respectful, responsible and engaged school citizens

Purpose

To ensure a student centred learning environment that develops and inspires all students to be creative, motivated and responsible life long learners and citizens.

Overall summary of progress

The caring and respectful culture at Wentworth Falls Public School is apparent in our community relationships. The school community came together to review the school's anti-bullying policy early in 2018. A committee was formed and the policy reviewed. The draft policy was distributed to all community members and published in term 1.

New information processes and applications were implemented and the new school application was well received.

Shared school-wide responsibility is evident through consistent approaches, practices and communication on student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating positive community relationships and active engagement in learning, comparative to 2017 data.	\$0	Social skills learning groups were established to promote classroom and playground harmony. Suspension rates were down on 2017 statistics, evidence of a growing attitude of respect amongst the learning community. Teaching staff completed the Respect, Reflect, Reset program to promote and practice positive behaviour in the classroom and the staff room.
Shared leadership through active student involvement and family partnerships.	\$750	A community and shared leadership approach was evident in the 2018 Book Week activities. Students and parents led story telling time and workshops exploring different activities involving craft and QR.
Build collaboration across the student body to promote citizenship values.	\$975	Student Representative Council members reviewed the School's Anti-Bullying Plan and addressed and promoted playground rules and guidelines for all playground areas.

Next Steps

A new program will assist with the collection of data to determine behaviour patterns and effectively evaluate behaviour in the playground and the classroom. The school will review and update the Student Wellbeing Policy to ensure students are connected, succeeding and thriving.

Strategic Direction 2

Quality teaching and successful students

Purpose

To create an exciting and engaging student lead learning environment, that nurtures and stimulates students.

To increase student achievement with relevant and current educational practice to meet the dynamic and diverse needs of the school community.

Overall summary of progress

Executive staff attended literacy and numeracy progressions information sessions and aspects of the progressions were included in assessment data. The Minilit program was introduced and groups in both Stage 1 and Stage 2 showed growth in reading. Our NAPLAN data generally shows an above state average in literacy and numeracy results for year 3 and year 5. Writing is an area of need which has been identified in the current school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy and numeracy as measured on the literacy and numeracy progressions.	\$5,000	The Minilit Program was introduced with two teachers receiving training. Accompanying resources were also purchased. On- training to aides and support teachers was delivered to extend the number of Minilit groups in Stage 2 and Stage 1.
At least 80% of students demonstrating expected growth in the National Assessment Program in Literacy and Numeracy.		NAPLAN data for both years 3 and 5, shows above state averages, however, year 3 results in reading and spelling were not at previous year levels. Writing is an area of focus in the current school plan.
Reporting to parents twice yearly format revised to accurately reflect student progress and be in a readable format for parents and carers.	\$11,700	Assessment data was collected in excel and transferred to the report writing tool. Support for reporting writing was available for all class teachers and extra executive time was given to support the merging process. Report covers were printed and expenditure includes external technical support time.

Next Steps

The inclusion of progressions in reporting to parents will be phased in gradually. The process and time span for the progressions will be confirmed in 2019. Feedback on the reporting format will determine future directions for reporting to parents.

Strategic Direction 3

Effective use of technology to inform and communicate

Purpose

To increase the variety and use of technology to promote collaborative teacher planning and reporting, encourage family partnerships, school connection and student engagement.

Overall summary of progress

The school's direction on technology was multifaceted in 2018. Hardware was purchased to support student learning, professional learning increased the teaching methods used to include technology in day to day learning, the collection and sharing of data developed in complexity and new communication methods were introduced. The commitment to our 21st century learners and families is moving forward.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Create a learning environment to develop and instil skills for 21st century learners and use current communication tools to seek feedback and communicate to the community.	\$1350	A new school application, SkoolBag was introduced. Office staff attended training sessions and the majority of families have installed and are active on the ap.
Increase student use of technology across the school in classrooms and extra curricular activities to connect and engage student learning.	\$44,874	60 laptops and 4 charging trolleys were purchased so that stage 2 and 3 have class sets of laptops and projects were undertaken at a whole class level. Professional learning on the use of film occurred with the P&C purchasing film equipment.
Increase the effectiveness of communication methods to survey, inform and converse with parents and community members.	\$0	In addition to the new school application, Tell Them From Me surveys were completed by parents, staff and students.
Increase the teacher use of online record keeping, promoting the use and sharing of meaningful data.	\$2300	Stage 2 and some Stage 3 classes utilised Google classroom for varied curriculum areas. Student projects were undertaken using Google Classroom. Teachers shared data using excel programs and shared google drives to increase efficiency in programming and planning.

Next Steps

Further hardware will be purchased to increase the daily use of technology across the school. Efficient resource and data sharing amongst staff will create a common method for planning and programming. There will be an emphasis on increasing parent survey response in 2019.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,582	Rich, quality resources were purchased to support curriculum areas for all stages. Teachers were released to develop Personalised Learning Pathways for Aboriginal students. PLP's were implemented and monitored and review meetings were held.
Low level adjustment for disability	\$101,962	A bank of resources for students with ASD. were purchased for the ongoing support of students. Resources designed with high interest for low level student abilities were purchased and implemented by School Learning Support Officer's in the school. Social skills groups were also established in stages to address the sense of student engagement and connection. Specific learning programs were created for students achieving at below stage level outcomes. School Learning Support Officers worked with class teachers to support students with learning needs.
Quality Teaching, Successful Students (QTSS)	\$65,000	The QTSS focus for the year was enriched and extended technology skills and strategies for teachers and students. A technology committee was formed and ICT items prioritised by the committee. A teacher was released for half a day a week to address technical issues to ensure all students had access to the devices within the school. Team teaching sessions were timetabled throughout the year to increase the technology skills of teachers across the school. Google classroom was used as a sharing and assessment tool. The purchase of laptops in stages two and three, and additional iPads for early stage one and stage one allowed teachers to implement new ideas and teaching approaches in day to day learning.
Socio-economic background	\$18,902	Support for students requiring individual learning programs is evident through resources and School Learning Support Officers working with students within classrooms. Funds were used to ensure students from low socio-economic backgrounds engaged in excursions, both internal and external, and an SLSO accompanied students to the stage three school camp.
Support for beginning teachers	\$13,786	Two beginning teachers were supported at the school. Mentor time was timetabled with beginning teachers completing a specific program designed to embed quality teaching and learning in their day to day practice. Departmental policies and requirements were included in the program so that beginning teachers are aware of their role within the school as well as their Department of Education responsibilities. Both beginning teachers completed the accreditation process reporting requirements and were accredited as proficient teachers.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	194	197	186	188
Girls	164	176	181	189

The school's enrolment numbers are increasing and this trend will see an additional class at the school in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	94.3	94.9	94
1	95.7	91.6	94.2	89.7
2	92.7	93.1	92	93.3
3	93.7	90.6	93.4	91.3
4	93.5	91.8	91.8	94.2
5	94.9	92.1	93.4	92.5
6	93.9	93.7	91.6	91
All Years	94.1	92.5	93.1	92.4
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

A range of strategies are used to promote regular student attendance. The school implements a systematic use of sign in and sign out procedures. Teachers contact families with unexplained absences and follow up letters are dispatched. Students with a high number of absences are placed on the school learning and support meeting agenda and programs are designed to meet the needs of those students and encourage regular attendance. This includes parental involvement. Consistent and constant communication

through school newsletters, letters home and phone calls are all components of communicating the compulsory student attendance policy.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.86
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

All teaching staff at the school meet the Australian Professional Standards as required in New South Wales. Two beginning teachers gained proficient teacher status in 2018.

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	8

Professional learning and teacher accreditation

Great teachers are great learners and there was a strong focus on professional learning in 2018. An after hours writing workshop in term 1, catered for all teaching staff, who came together to explore writing pedagogy. This workshop, run by Annette Grey, a PETAA consultant, inspired staff and a team approach to our strategic direction on writing evolved. Two staff attended a PETAA Writing Conference in term 4, to lead staff in improving writing outcomes and their lead will continue in 2019. With the continuing emphasis on technology a priority, another after hours workshop on creating films in the classroom, saw eight staff attend and enrich their teaching with film making techniques and approaches. Three staff attended the Edutech Conference in Sydney, which presented future focused learning. Two staff attended Minilit training, as this

program replaced Reading Recovery in the school. Minilit groups in Stage 1 and Stage 2 were held throughout the year. A marked increase in reading levels was realised for the majority of students involved in this program. Professional learning meetings are scheduled on Monday afternoons. These meetings are lead by teachers at the school, external consultants and the Principal. Areas of learning include curriculum needs as dictated by our school plan and investigating research to promote positive student outcomes. School development days and professional learning meetings included: Code of Conduct, Child Protection, First Aid and Anaphylaxis, the School Excellence Framework, NSW Teacher Accreditation, Health and Safety, School Reporting and Assessment, Technology, teacher development plans, Mathematics, writing, examining school surveys, school planning and grade planning. All teaching staff completed the Respect, Reflect, Reset program to promote a respectful and nurturing culture amongst staff and the students. The Upper Blue Mountains school development day held annually at the beginning of term two, addresses a range of learning requirements ranging from classroom management to Department of Education programs and initiatives. This development day allows schools across the Upper Blue Mountains to compare and share their learning, instilling a common commitment to quality education in the community. Individual teachers attended external workshops on wellbeing, sport, ASD, writing and conferences on teaching and learning developments.

Two beginning teachers completed the NESA accreditation process and were awarded as proficient teachers. Time was allocated for reports to be read and supported by mentors. Congratulations to those teachers who bring their enthusiasm and current research and learning to the school.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	566,021
Revenue	3,328,875
Appropriation	3,086,341
Sale of Goods and Services	29,637
Grants and Contributions	209,831
Gain and Loss	0
Other Revenue	0
Investment Income	3,065
Expenses	-3,166,225
Recurrent Expenses	-3,166,225
Employee Related	-2,762,049
Operating Expenses	-404,176
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	162,649
Balance Carried Forward	728,670

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,552,261
Base Per Capita	70,967
Base Location	0
Other Base	2,481,294
Equity Total	124,846
Equity Aboriginal	3,582
Equity Socio economic	18,902
Equity Language	400
Equity Disability	101,962
Targeted Total	188,295
Other Total	111,739
Grand Total	2,977,140

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

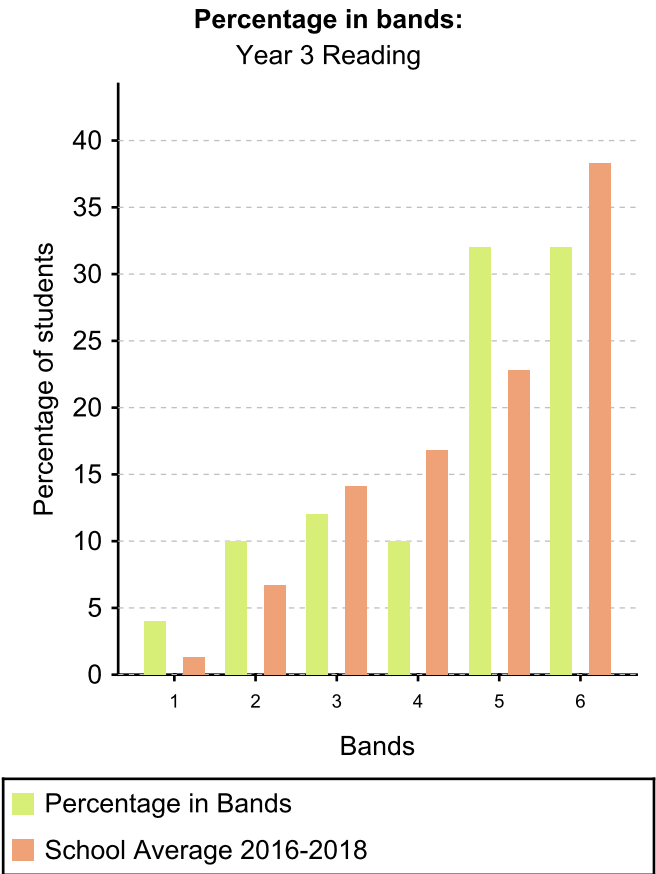
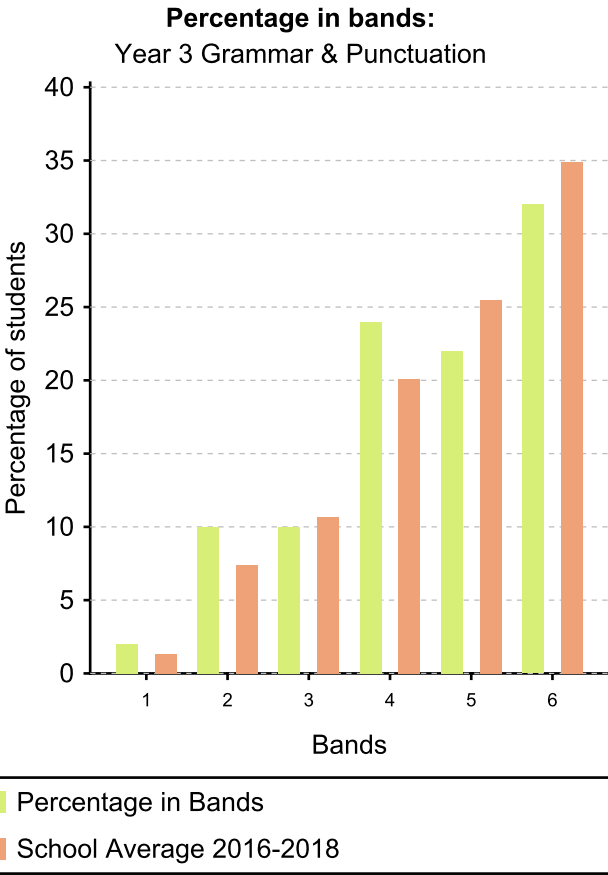
NAPLAN

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.

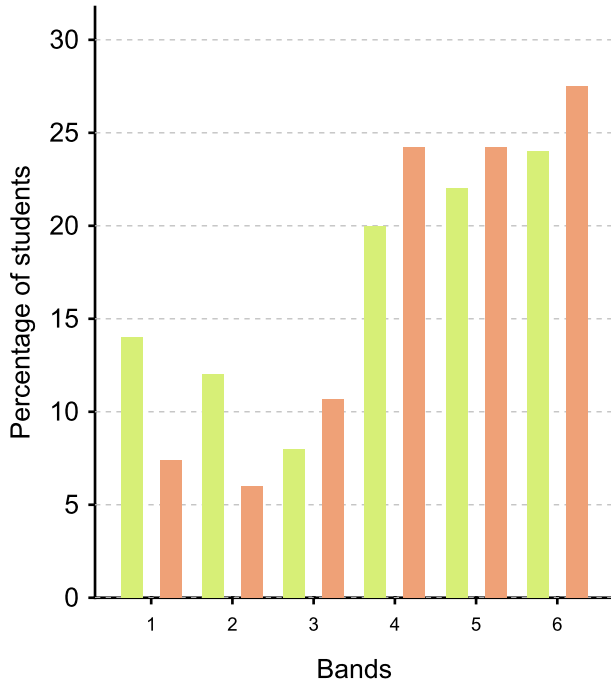
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

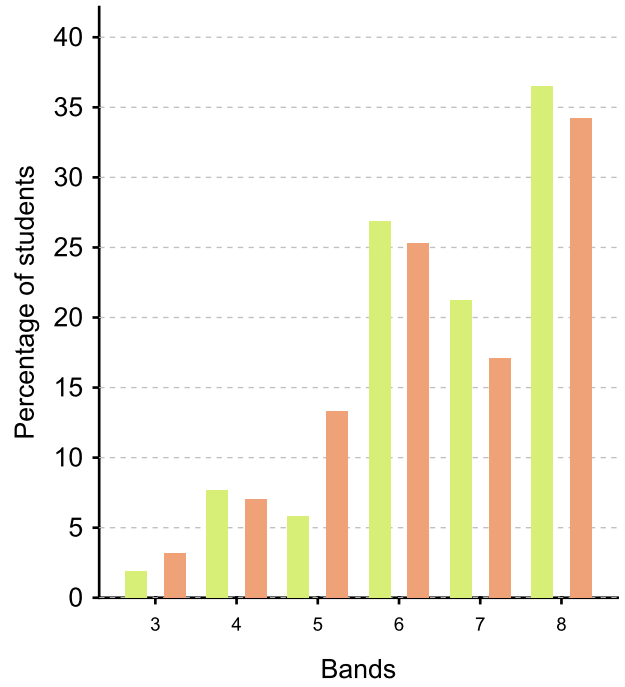
Reading results again show strong growth in the top two bands. A continuing focus on writing will be evident in 2019.



Percentage in bands:
Year 3 Spelling



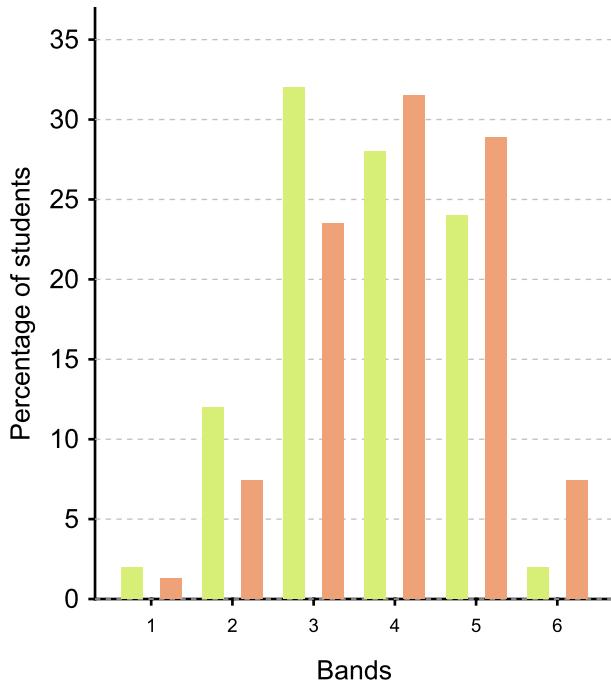
Percentage in bands:
Year 5 Grammar & Punctuation



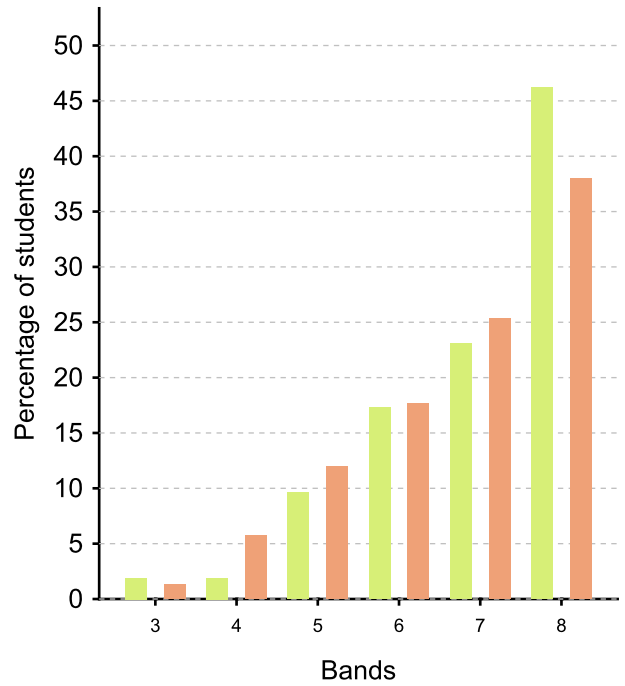
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



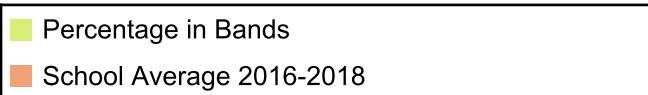
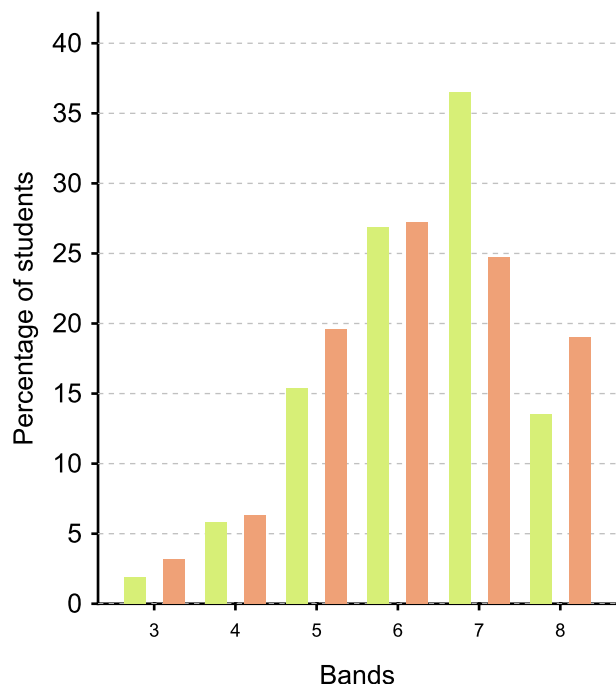
Percentage in bands:
Year 5 Reading



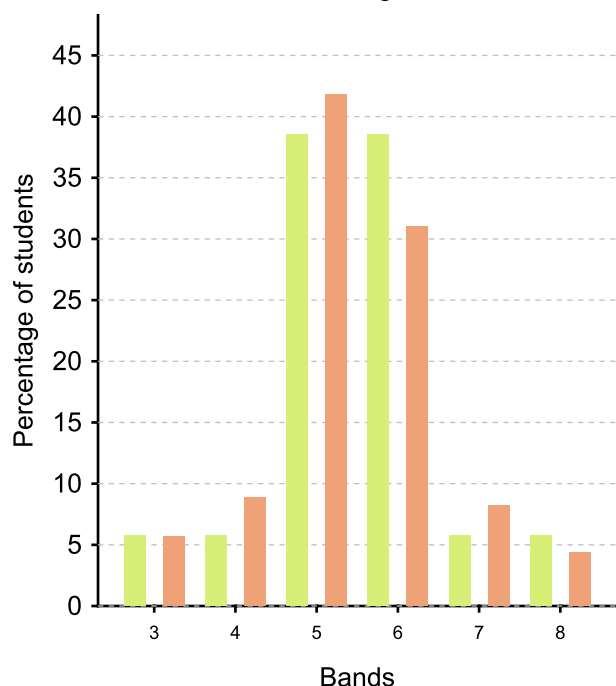
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



to <http://www.myschool.edu.au> to access the school data.>

ACARA recognised the school as achieving substantially above average gain in numeracy and reading, as measured by NAPLAN. This is an outstanding result for the students and demonstrates the high quality teaching within the school.

Parent/caregiver, student, teacher satisfaction

The school received feedback from anecdotal data and the Tell Them From Me survey results from students, parents and teachers. This information is used to improve the learning and wellbeing for all school members.

The strongest survey results regarding the school are as follows;

Students–

- have positive relationships at school
- have positive behaviour at school
- participate in sporting activities
- try hard to succeed in their learning
- feel learning is relevant to their lives

Parents–

- believe the school supports positive behaviour
- participate in school and teacher meetings
- support learning at home
- believe the school supports learning and positive behaviour
- believe the school is inclusive

Teachers–

- believe school leaders promote improvement and change
- give and receive constructive and positive feedback about teaching and learning
- have visible goals for learning
- have planned learning opportunities with students and colleagues
- feel the school is inclusive

The Premier's Priorities were achieved with 56% of students achieving in the top two bands, a significant achievement for the school.

The My School website provides detailed information and data for national literacy and numeracy testing. Go

Policy requirements

Aboriginal education

Staff were released to develop Personalised Learning Pathways for Aboriginal students. PLP's were implemented and monitored and review meetings were held. Learning and behaviour goals were set for 2018. Resources to enrich Aboriginal history and culture were purchased to support curriculum for all classes across the school.

The history, culture and beliefs of the First Nation peoples were developed through the teaching of the history, culture and languages in all classes throughout the school. Wentworth Falls Public School is situated on Gundungarra and Dharug land. This is recognised at key assemblies and at every weekly assembly at the school. Teaching resources purchased in 2017 support embedding the Aboriginal history and culture in key learning areas. Visiting Aboriginal performers came to the school and recognition of NAIDOC week and the National Reconciliation Week continues to be a key focus, with all students participating in events and learning activities. This is in accordance with the Department's Reconciliation Action Plan. .



Multicultural and anti-racism education

Multicultural perspectives are embedded in teaching and learning programs across all stages. The schools' history and geography units include quality literature that reflects Australia's multicultural population.

The teaching staff completed the People Matter's Respect, Reflect, Reset program, which demonstrates appropriate ways to increase tolerance and inclusion in the classroom and the staffroom. This included accepting differences and ways to manage racism.

Other school programs

Student Representative Council

Wentworth Falls PS Student Representative Council in 2018 worked with commitment to represent our student body: sharing ideas, gathering opinions and collecting data which was used to target and demonstrate positive

behaviour for learning K–6. Two students from each class were elected (with Kindergarten representatives joining the Council in Term 2) and meetings were held with minutes and progress recorded. K–6 representatives were involved in disseminating Playground Area signage and discussing the Anti-Bullying policy and procedures. Students were keen to undertake fund raising initiatives which resulted in money being raised in Term 1 and 3 for playground equipment and supporting Australian farmers affected by drought.

School choirs

In 2018 30 Years 3 and 4 students performed in the Kakadu Concert of the Primary Proms. Our choir of Stage 2 students successfully auditioned for this opportunity and presented a varied repertoire, including songs featuring two-part harmonies. The songs were learned over a period of three terms with weekly rehearsals and in-school performances. Wentworth Falls PS, as a school with fine musical traditions, hosted the Primary Proms cluster rehearsal conducted by the Arts Unit conductor Ian Jefferson with the combined local choir also accompanied by recognised accompanist Rachel Kelly.

School Chess Team

Wentworth Falls Public School students have participated in inter-school chess competitions for many years. When students play chess, they use creative and critical thinking skills to solve problems. Last year, three teams had the opportunity to play against Blue Mountains Grammar School on Friday afternoons during Term 2. The chess teams also participated in a one-day competition extravaganza, playing many games against a number of local primary schools. The Friday afternoons provided students an opportunity to hone their chess skills, develop new friendships and eat delicious afternoon tea! Thank you to the wonderful students that took on this challenge and displayed great sportsmanship.

Kindergarten Orientation

Each year our school offers a Kindergarten Orientation Program for our new enrolments. In 2018, the program ran on each of the Tuesdays in November. A morning and a middle session were scheduled, each for one and a quarter hours. In all, 58 of our new enrolments attended all or most of the sessions.

Mrs Masters, Mrs Hodgetts, Mrs Franklin, Mrs Bond and our chaplain Mr Burke were involved in the implementation of the program.

Morning session: 9:15 to 10:30 Literacy

- 15 minutes: Whole group English focus (book, songs, speaking and listening).
- 45 minutes: Literacy group rotation: 6 to 8 groups (4 students per group). *Teachers/helpers to assess/observe/take notes as groups rotate.*
- 15 minutes: Mini morning tea at KF's turfed outdoor area.

Middle session: 11:10 to 12:25 **Maths**

- 15 minutes: Whole group Numeracy focus (smart board activities, counting songs).
- 45 minutes: Numeracy group rotation: 6 to 8 groups (4 students per group).

Teachers/helpers to assess/observe/take notes as groups rotate.

- 15 minutes: Mini lunch at KF's turfed outdoor area.

In addition, a Parent Information Evening was held on the 3rd Tuesday (20th November) in the school library. The P&C catered splendidly for the event.