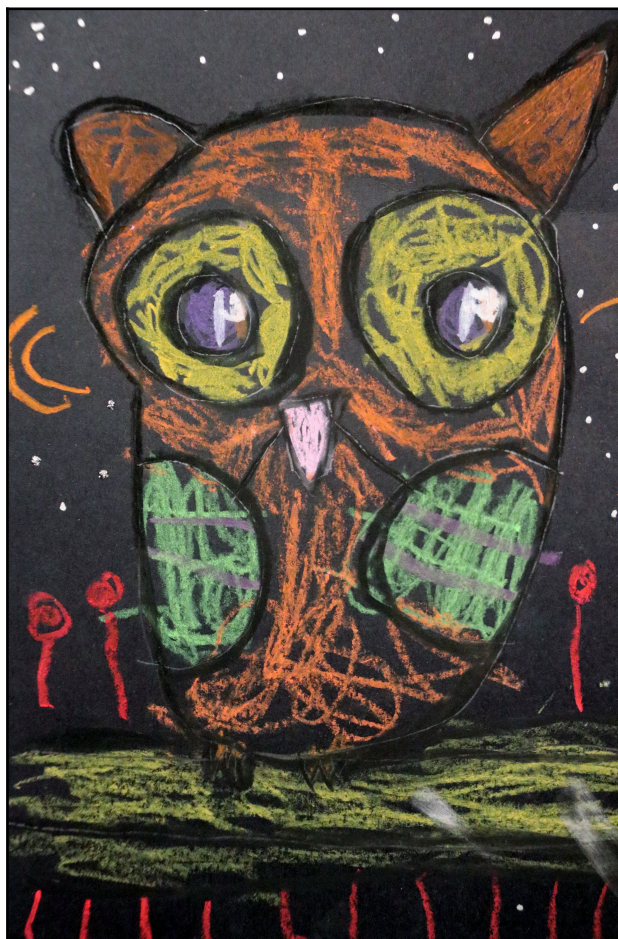


Katoomba Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

The Katoomba Public School community has continued to thrive in 2018. 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 2019.

Fiona Paine

Principal

School contact details

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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.

At Katoomba we equip students with the tools to be successful, confident and creative individuals. We are a school that is inclusive and we work in partnership with our community.

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

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

Our staff hold high expectations of all students and foster a passion for learning. The school provides a challenging and creative environment. Our students benefit from the active participation of parents and community members in all aspects of school life.

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.

Katoomba Public School is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

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.

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

Wellbeing

Purpose

To enhance and further support the school/community wide culture of positive mental health and wellbeing.

Overall summary of progress

Implemented School Wellbeing Framework and Program

Continued Professional development completed across all teaching staff

Consistent focus on School Wellbeing Framework implemented across the school

Consistent focus on Positive Behaviour for learning

Established Community Hub to provide family access to support and services within the local community

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>* Increased positive feedback on Wellbeing initiatives from parents, community and student surveys.</p> <p>* Creation of community space in school which provides information and links to community support services.</p> <p>*70% of families report the DropIN space has helped make links with community support services.</p>	<p>–DropIn space established – KPS Community Hub</p> <p>–Wellbeing program</p> <p>–Casual teachers</p> <p>–Student assistance</p> <p>–Uniforms/textbooks</p> <p>–BounceBack resources</p> <p>–Circletime resources</p>	<p>*Consistent implementation of KPS Wellbeing Program across whole school</p> <p>*All staff implementing School Wellbeing Direction</p> <p>*KPS staff culture focussing on consistent development of student wellbeing</p> <p>*Used data from TTFM to inform Wellbeing focus areas</p> <p>*Regular professional development in School Wellbeing Program</p> <p>*Continued and increased sharing of our Wellbeing Initiative to Parents/Carers and School Community</p> <p>*Improved system of student monitoring and support through Learning Support Team</p>

Next Steps

*Continue to implement the school wellbeing program

*Continue to update the Wellbeing resources to match

*Use the surveys to inform our future Anti Bullying and Wellbeing Policy

*Revision of PBL

*Continue to strengthen the Learning Support Team and develop Learning Support Systems and Procedures Policy

*Community Agencies utilise our School Hub to provide services for our School Community

Strategic Direction 2

Student Success

Purpose

To develop efficient assessment, monitoring, evaluation and review processes that are embedded and undertaken routinely.

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
- *Development of Stage Assessment Scope and Sequence

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
*100% of all teachers plotting students on PLAN2 for Literacy and Numeracy.	–Professional Development	*NAPLAN data analysed
*School Assessment Plan in place and implemented by all teachers.	–Casual Staff	*Year 5
*Increased proportion of students in the top two NAPLAN bands for reading and numeracy.	–Implementation resources	Reading 2014 471.5 2018 494.3
*Increased proportion of students at greater than or equal to expected growth in Numeracy, moving from 50% to 65% from Year 3 to Year 5 and from Year 5 to Year 7.	–IT resources	Writing 2014 496.7 2018 532.4
		Numeracy 2014 471.5 2018 494.3
		*Ongoing variety of student activity groups offered
		*Increased parent participation in all school activities – Canteen, Breakfast Club, Maths Groups, Gardening, Art Club, Sqid Squad
		*Senior Leadership opportunities. Every Year 6 student has a Leadership role.

Next Steps

- *Continue to offer interesting and relevant extra-curricula activity groups
- *Create more opportunities to engage parents 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 enhance and strengthen family and community partnerships through facilitating opportunities for meaningful connections with particular focus on local Aboriginal families.

Overall summary of progress

- *Outdoor classroom established with ongoing consultation with Aboriginal families
- *School Totem – passing of knowledge ceremony taking place with commitment to ongoing development
- *Sharing Knowledge Team
- *School Totem song represented at all major assemblies
- *Our KPS students are understanding and compassionate, actively learning about and demonstrating our school PBL core values on a daily basis

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 immersed in local Aboriginal perspectives through quality teaching and learning programs.*A greater number and variety of cultural events held at KPS. From 4 to 10 events/year.*Increased attendance of families and community groups at KPS cultural events– 60% of families are represented.	<ul style="list-style-type: none">–professional development–book awards–Baby Birraban BBQ	<ul style="list-style-type: none">*Establishment of Sharing Knowledge Team*Majority of staff completed Cultural Competence Course*Maintain low suspension rate*Improved regular attendance*Community Christmas Concert*Totem song – Gumma Burria*Acknowledgement in all meetings*Weekly PBL lessons*Harmony Day Event*Lunar New Year*Buddy System

Next Steps

- *Update PBL visuals throughout the school
- *Ensure all staff are following the KPS Wellbeing Program
- *Continue to provide school activities and deepen social cohesion through: increased attendance, decrease partial absences and work towards zero suspensions
- *Continue to develop communication strategies to help support Parent Involvement in PBL
- *Opening of Baby Birraban – proposed names have been shortlisted and are with Auntie Jacinta

*Professional Development – Cultural Competency .. to achieve 100% staff completion

*Kindergarten Information workshops – Numeracy, Literacy, Welfare

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> *Parents/carers *Students and Staff *Auntie Carol Cooper *Darug and Gundungara elders *Sharing Knowledge Team *Baby Birraban 	<ul style="list-style-type: none"> *successful participation in transition programs *employment of SLSO to support all Aboriginal Students *PLP's for every Aboriginal students *Improved the quality of teaching and learning for Aboriginal students – sharing stories, performances *Increased participation and engagement in Koori Club *increased attendance by Sharing Knowledge Team at AECG meetings *Sharing Knowledge with Auntie Jacinta.. from Year 6 to Year 5. *consultation and engagement with Darug and Gundungara community
English language proficiency	<ul style="list-style-type: none"> *teacher *SLSO 	<ul style="list-style-type: none"> *students assessed and tracked *program evaluated
Low level adjustment for disability	<ul style="list-style-type: none"> *teachers *LST 	<ul style="list-style-type: none"> *employment of SLSO's to support student learning *engaged student and their parents/carers in consultative and collaborative processes to personalise learning *transition programs *NCCD – tracking students
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> *Executive Staff 	<ul style="list-style-type: none"> *planned and implemented Kinder Orientation Program – Assistant Principals presenting Curriculum Information Sessions *maintain the ongoing LST system *support/mentoring staff *Wellbeing Program *Access Requests
Socio-economic background	<ul style="list-style-type: none"> *teachers *SLSO *LST 	<ul style="list-style-type: none"> *planned and reviewed program *employed SLSO's *student assistance for school activities eg text books, camps, uniforms *raised the expectations of students, families and community *strengthened partnerships between school and families *enhanced students' access to a wider range

Socio-economic background	*teachers *SLSO *LST	of learning experiences – learning clubs, lunch time activities, boys and girls group *class placements carefully considered
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	130	131	143	154
Girls	130	122	136	141

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90	94.1	94	92.2
1	93.4	91.9	94.7	93.7
2	92	94.5	93.7	94.1
3	90.4	92.1	93.1	93.6
4	91.9	91.8	91.2	93.4
5	89.3	93	93.4	91.5
6	90.8	90.4	93.9	92.7
All Years	91.3	92.7	93.4	93
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

*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(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.58
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.52

*Full Time Equivalent

There are no staff members who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	58

Professional learning and teacher accreditation

All staff, both permanent and temporary, engaged in a range of professional learning both internally and externally. School Development days addressed targets in the school plan.

School development days and professional learning meetings included: Child Protection, First Aid and Anaphaltix, The School Excellence Framework, Teacher Accreditation, School Reporting and Assessment, School Planning and Stage Planning.

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 day allows schools across the Upper Blue Mountains to compare and share their learning.

Accreditation –

* 2 Beginning Teachers working towards accreditation proficient

* 16 teachers maintaining accreditation at proficient

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	142,256
Revenue	3,051,738
Appropriation	2,913,423
Sale of Goods and Services	7,970
Grants and Contributions	127,888
Gain and Loss	0
Other Revenue	0
Investment Income	2,456
Expenses	-2,909,246
Recurrent Expenses	-2,909,246
Employee Related	-2,653,449
Operating Expenses	-255,797
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	142,492
Balance Carried Forward	284,749

Katoomba Public School's financial processes are in-line with departmental regulations. The finance committee manages the budget and expenditure, with executive consulted on teaching and learning directions and resources.

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	2,124,343
Base Per Capita	55,114
Base Location	0
Other Base	2,069,229
Equity Total	137,606
Equity Aboriginal	10,249
Equity Socio economic	22,872
Equity Language	7,096
Equity Disability	97,390
Targeted Total	241,449
Other Total	202,042
Grand Total	2,705,440

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

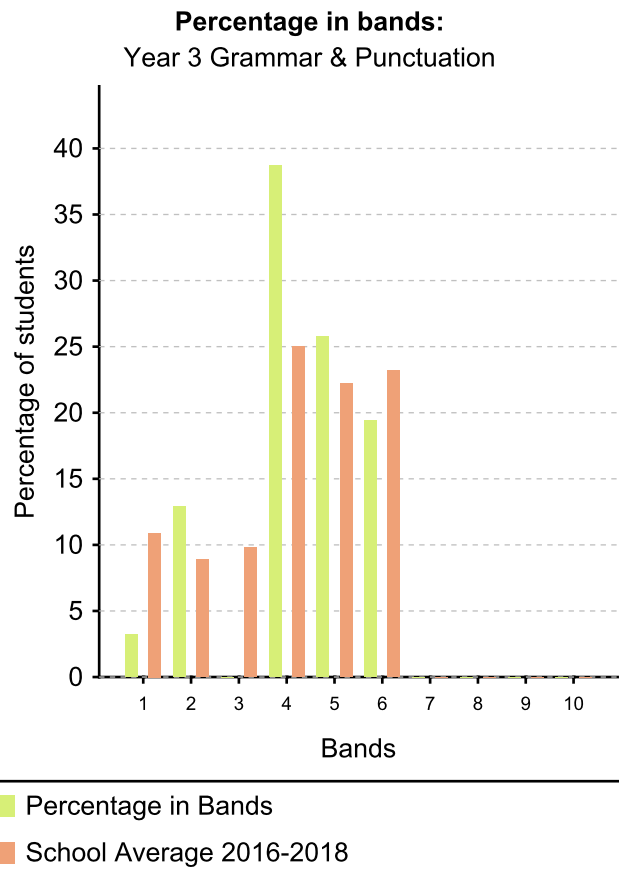
NAPLAN

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.

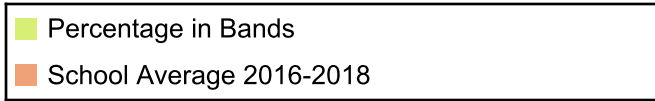
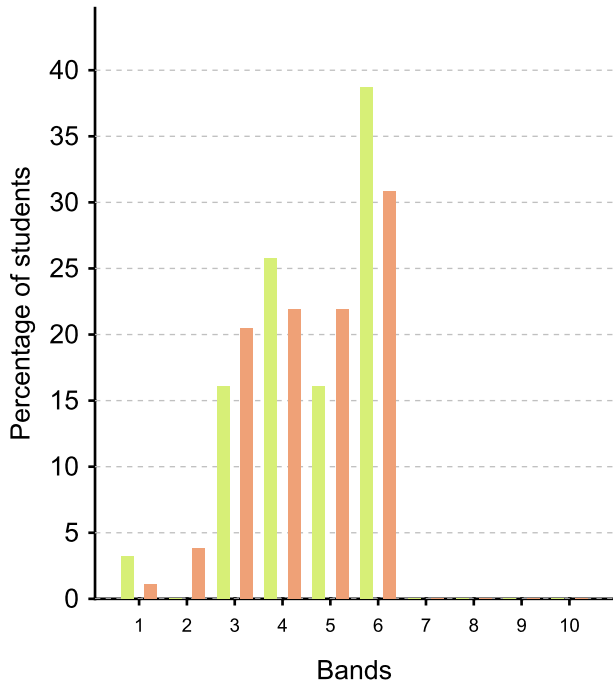
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Strong results in Reading in both Year 3 and 5. The percentage of students in Band 6 in Year 3 was above school average. In Year 5 the percentage of students in Band 7 and 8 were above school average.



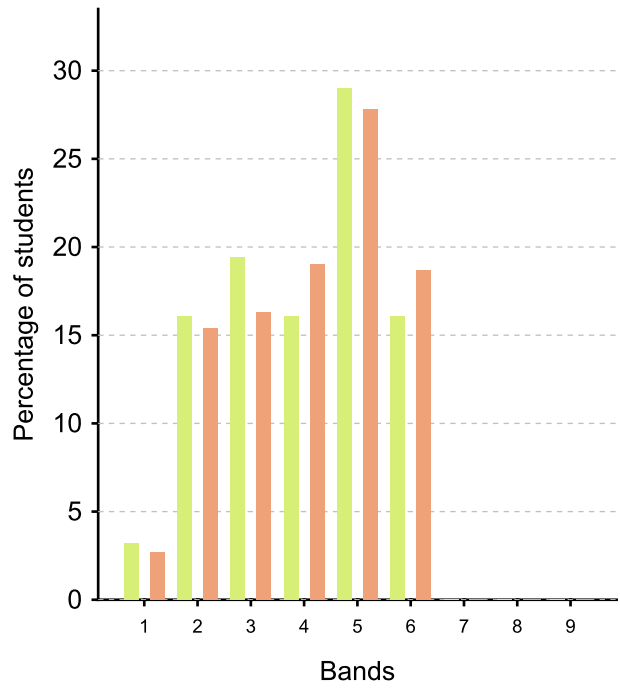
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	3.2	12.9	0.0	38.7	25.8	19.4	0.0	0.0	0.0	0.0
School avg 2016-2018	10.9	8.9	9.8	25.0	22.2	23.2	0.0	0.0	0.0	0.0

Percentage in bands:
Year 3 Reading



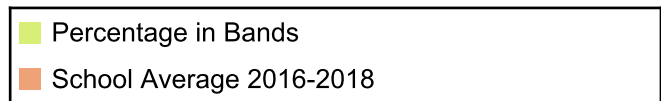
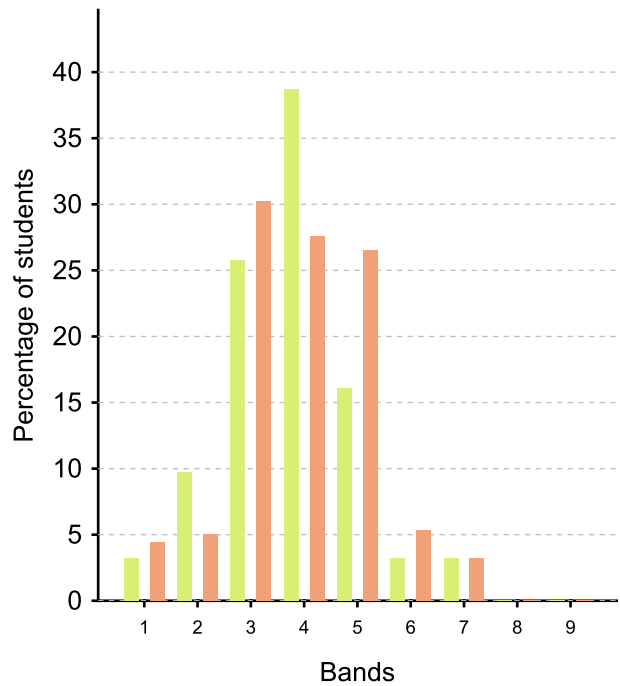
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	3.2	0.0	16.1	25.8	16.1	38.7	0.0	0.0	0.0	0.0
School avg 2016-2018	1.1	3.8	20.5	21.9	21.9	30.8	0.0	0.0	0.0	0.0

Percentage in bands:
Year 3 Spelling



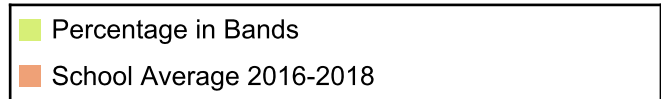
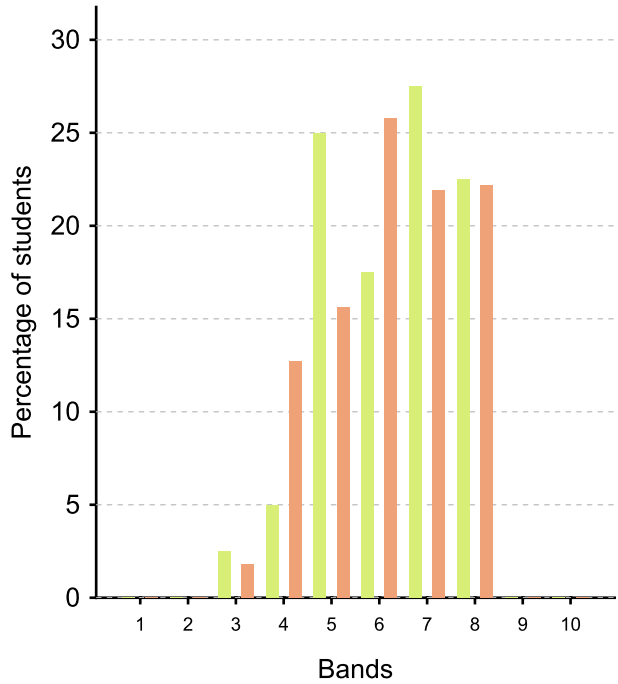
Band	1	2	3	4	5	6	7	8	9
Percentage of students	3.2	16.1	19.4	16.1	29.0	16.1	0.0	0.0	0.0
School avg 2016-2018	2.7	15.4	16.3	19.0	27.8	18.7	0.0	0.0	0.0

Percentage in bands:
Year 3 Writing

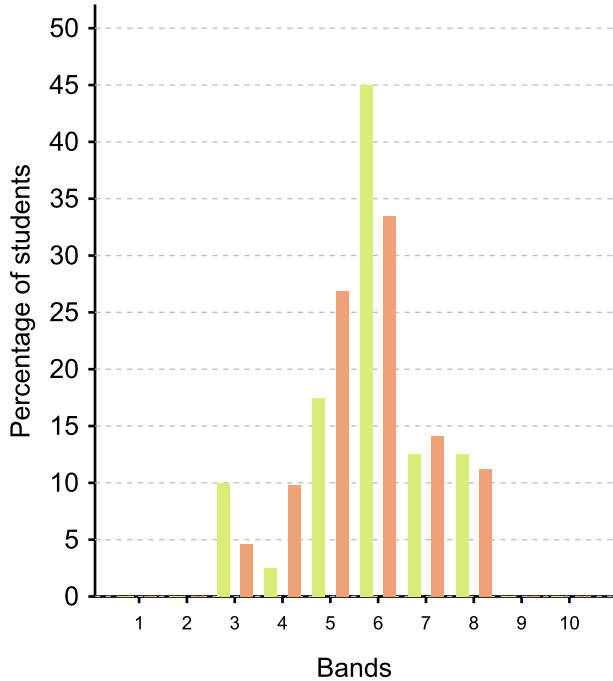


Band	1	2	3	4	5	6	7	8	9
Percentage of students	3.2	9.7	25.8	38.7	16.1	3.2	3.2	0.0	0.0
School avg 2016-2018	4.4	5.0	30.2	27.6	26.5	5.3	3.2	0.0	0.0

Percentage in bands:
Year 5 Reading



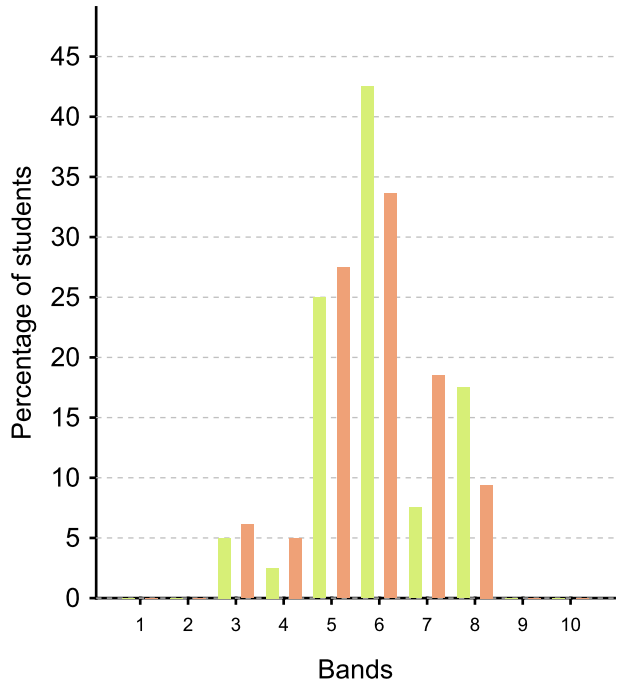
Percentage in bands:
Year 5 Grammar & Punctuation



Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.5	5.0	25.0	17.5	27.5	22.5	0.0	0.0
School avg 2016-2018	0.0	0.0	1.8	12.7	15.6	25.8	21.9	22.2	0.0	0.0

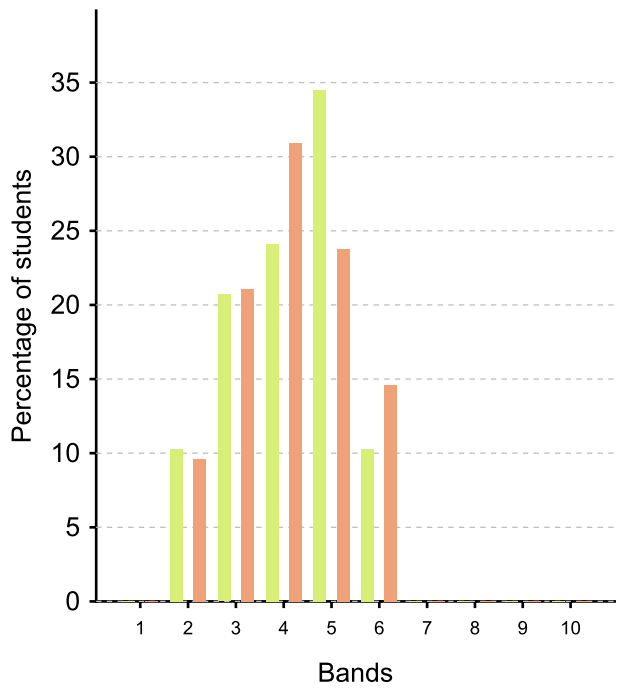
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	10.0	2.5	17.5	45.0	12.5	12.5	0.0	0.0
School avg 2016-2018	0.0	0.0	4.6	9.8	26.9	33.5	14.1	11.2	0.0	0.0

Percentage in bands:
Year 5 Spelling

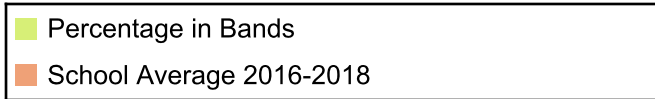
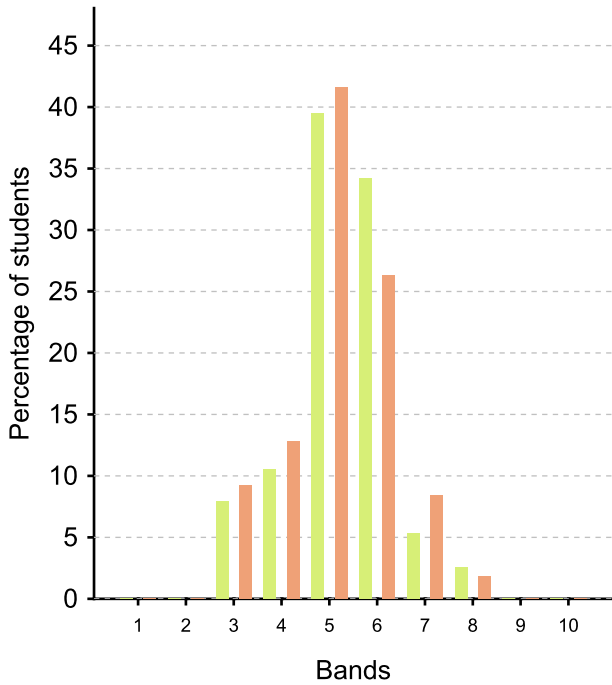


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	5.0	2.5	25.0	42.5	7.5	17.5	0.0	0.0
School avg 2016-2018	0.0	0.0	6.1	5.0	27.5	33.6	18.5	9.4	0.0	0.0

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing

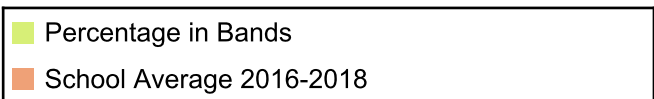
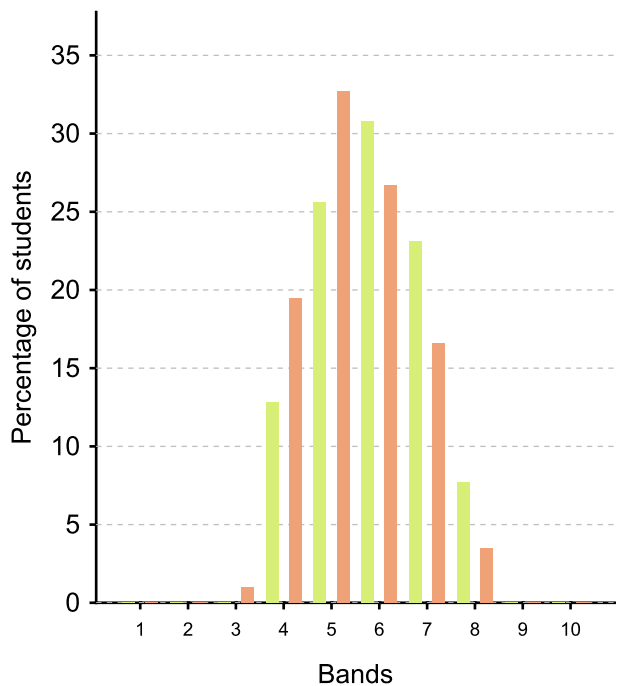


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	10.3	20.7	24.1	34.5	10.3	0.0	0.0	0.0	0.0
School avg 2016-2018	0.0	9.6	21.1	30.9	23.8	14.6	0.0	0.0	0.0	0.0

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	7.9	10.5	39.5	34.2	5.3	2.6	0.0	0.0
School avg 2016-2018	0.0	0.0	9.2	12.8	41.6	26.3	8.4	1.8	0.0	0.0

Strong results in Numeracy are evident in Year 3 and Year 5. The percentage of students in Band 5 in Year 3 was above school average. The percentage of students in Band 7 in Year 5 was above school average.

Percentage in bands:
Year 5 Numeracy



Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	12.8	25.6	30.8	23.1	7.7	0.0	0.0
School avg 2016-2018	0.0	0.0	1.0	19.5	32.7	26.7	16.6	3.5	0.0	0.0

Parent/caregiver, student, teacher satisfaction

Parents were asked "what is successful at KPS?"

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

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

*assembly, canteen, playground, computer lab, drama, ipads, crunch n sip, book parades, Quicksmart, excursions, chooks, art, library, singing and dancing, different teachers, fundraising days, squid squad

Teachers were asked "what do we do well?"

*Innovative teaching/learning programs, use of resources–ipads, utilise the kitchen garden, Quicksmart, learning support programs, PBL, Challenge Club, Assembly, Virtues, Dance, Sport, Playground Sport Program, Art St, Spring Garden Party, Play and Chat, Transition to High School

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.>

Strong Results in Writing are evident in both Year 3 and Year 5. The percentage of students in Band 4 in Year 3 was above school average. In Year 5 the percentage of students in Band6 were above school average.

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 2018 six staff members completed the Cultural Competency Course. 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. 2018 saw even further involvement of Aunty Carol Cooper at school activities/assemblies/staff meetings. Aunty Carol worked closely with our staff to continue the Koori Club Family gatherings each term.



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, Bots, TV's and digital Cameras with funds donated by the P&C and these are being utilised throughout the school. We continued to roll out Apple TV's during 2018.

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, Sydney Town Hall and Upper Blue Mountains Music festival.

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 Tennis, Gymnastics and Indigenous Games. 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.

S.Q.I.D. Squad is a multi-age student environment group at Katoomba Public School. The group was created by students as a vehicle for school-based Science, Mathematics, and Environmental learning activities and operates in conjunction with Blue Mountains City Council catchment health and water quality initiatives. Several years ago, the students named the group after the storm-water quality improvement device (S.Q.I.D.) close to our school that prevents rubbish dropped in the centre of Katoomba from entering our waterways. One of our student activities is to monitor the amount and composition of the debris trapped there and send this data to Blue Mountains City Council.

We also assess water quality in local catchments by identifying and classifying aquatic macro invertebrates. In this activity students extend their scientific literacy through the use of identification keys and digital microscope software and they are able to accurately comment on the health of a waterway. Older students are able to ascertain further information on water quality by using such measures as salinity and turbidity.

S.Q.I.D Squad excites our students' imaginations and to exposes them to potential career pathways in Science, Engineering, and Technology. Students interact with local Bushcare Groups and environmental scientists in our regular Catchment Day excursions, and we also have program of visiting scientists who engage students in light hearted presentations and Q&A sessions.

Our most visible activity is our brightly coloured environmental messages on storm-water drains in the streets around our school. These messages are stencilled with water-based spray paints and encourage the general public to allow "only rain" to go down the drain. The development of the artwork, and spray-painting skills and safety has involved students

in ongoing collaborations with local artists and parents.

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, Band and Koori Club and perform at major community events.