

Kellyville Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Kellyville 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.

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School background

School vision statement

At Kellyville Public School we are committed to excellence in education. We encourage and expect our students to be respectful, safe learners. Within an inclusive, engaging and supportive school environment we nurture students to become confident, happy and successful learners. Our students are encouraged to be creative and critical thinkers as well as excellent problem solvers, aspiring to the challenge and motivated to succeed. They are taught to be responsible for their own learning and to understand the pathways needed to enhance their individual educational progress. As a community, we strive to create lifelong learners and articulate, active and responsible global and local citizens.

School context

Kellyville Public School is situated in north western Sydney and is part of The Hills Network of schools. In 2018, the school has an enrolment of over 780 students. Students at Kellyville are from a diverse population with approximately 41% of students being from 52 different language speaking backgrounds.

Our teaching staff combines a dynamic mix of early career and experienced teachers. Kellyville Public School has a long and proud tradition of providing quality public education to the Kellyville Community. Quality teaching together with meaningful digital technology is used to engage students, leading to successful learning.

Kellyville Public School embraces the philosophy of equal opportunities for all by catering for gifted and talented students, together with students with special learning needs. Alongside our many and varied extension programs, our school is committed to continuous improvement in teaching and learning for all students.

The school has an active P&C membership and a collaborative relationship with the parent community and local primary and high schools.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Excellence in Learning

Purpose

At Kellyville Public School we aspire for all students to become responsible, articulate, self-motivated learners who are able to work independently and collaboratively. Through a collective approach to high expectations, high engagement and high achievement, our purpose is to build the capacity of all students to connect, succeed and thrive. Through student wellbeing and innovative and engaging classroom teaching programs, students will be able to self-assess and monitor their own learning.

Improvement Measures

Wellbeing

There will be increase in students applying strategies to regulate their social and emotional wellbeing needs.

Future Focused Learning

Students show engagement and improved results in Science and Technology.

Growth 5–7, Continued Excellence K–5

Valued added data from K–5 continues to show Excelling and 5–7 is Sustaining and Growing in literacy and numeracy.

Progress towards achieving improvement measures

Process 1: Wellbeing

Students will participate and engage in the Be You program to improve their own personal wellbeing.

Evaluation	Funds Expended (Resources)
Students engaged in wellbeing lessons that incorporated mindfulness activities.	\$5 000

Process 2: Future Focused Learning

Students will participate and engage in STEM programs and continue to develop their skills in inquiry based learning.

Evaluation	Funds Expended (Resources)
Students provided feedback on STEM lessons and inquiry-based learning.	\$85 000

Process 3: Growth 5–7, Continued Excellence K–5

Students will be engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and critical thinking. Students will self direct their learning and set achievable learning goals to improve their personal growth.

Evaluation	Funds Expended (Resources)
Students regularly set achievable learning goals throughout the year. Students used Bump it Up walls to improve their learning.	\$10 000

Strategic Direction 2

Excellence in Teaching

Purpose

Student learning is underpinned by quality teaching where a high level of professionalism and commitment is evident in all classrooms. At Kellyville Public School our purpose is to build the capacity of all staff, through professional learning to deliver a collaborative practice of sustained high expectations and shared responsibility for student engagement and learning. This will be achieved through the leadership of quality teaching practices, differentiated learning, quality assessment, meaningful feedback and measurable growth performance.

Improvement Measures

Wellbeing

Teachers will have completed Professional Learning in order to implement the Kidsmatter Program.

Future Focused Learning

Teaching and Learning Programs reflect evidence of STEM and future focused learning initiatives.

Growth 5–7, Continued Excellence K–5

Teachers will use Learning Sprints in literacy and numeracy with increased confidence to achieve growth for targeted students.

Progress towards achieving improvement measures

Process 1: Wellbeing

Teachers will implement, coordinate and run the Be You program.

Evaluation	Funds Expended (Resources)
Focus group of students responded to questions about the implementation of wellbeing programs.	\$5 000

Process 2: Future Focused Learning

Teachers will use their knowledge of the 4 pillars of STEM to implement STEM initiatives and inquiry based learning projects across the school.

Evaluation	Funds Expended (Resources)
Inquiry-based science units were evident in classroom programs.	\$85 000

Process 3: Growth 5–7. Continue Excellence K–5

Teachers will collect data to drive growth across the school using learning sprints and differentiated teaching programs.

Evaluation	Funds Expended (Resources)
Teachers used external and school-based data to monitor student growth.	\$10 000

Strategic Direction 3

Excellence in Leading

Purpose

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. The leadership team ensures research, evidence-based strategies and innovative thinking are used when designing and implementing the school initiatives. The leadership team fosters teacher collective efficacy to promote continuous improvement across the school.

Improvement Measures

Wellbeing

Leaders will receive an increase in positive comments about students and stage teams and have less welfare referrals. Students tracked over the three year cycle.

Future Focused Learning

Leaders will continue to provide instructional leadership in the delivery of current evidenced based practice.

Growth 5–7, Continued Excellence K–5

Leaders will provide instructional leadership to support students and staff in achieving growth.

Progress towards achieving improvement measures

Process 1: Wellbeing

Leaders will actively monitor and maintain wellbeing data.

Evaluation	Funds Expended (Resources)
Student wellbeing was monitored through Sentral Wellbeing and data was presented to the school community.	\$5 000

Process 2: Future Focused Learning

Leaders will inspire and mentor staff in the implementation of STEM initiatives and inquiry based programs.

Evaluation	Funds Expended (Resources)
Staff were provided with professional learning to up-skill STEM and inquiry-based learning implementation.	\$85 000

Process 3: Growth 5–7, Continued Excellence K–5

Leaders will monitor student performance data collected by teachers and drive programs for continuous improvement.

Evaluation	Funds Expended (Resources)
Teachers adjusted programs to cater for student growth.	\$10 000

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 688	Funding received was allocated to support the Aboriginal students in 2019. All Aboriginal students have a Personal Learning Plan (PLP) and are making progress across the curriculum.
English language proficiency	\$295 945	Students from a language background other than English were supported throughout the year with additional teacher support and withdrawal for specific targeted needs.
Low level adjustment for disability	\$139 759	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
Quality Teaching, Successful Students (QTSS)	\$137 237	All staff were given additional release time to observe the teaching lessons of other staff, allowing staff to collegially plan units of work and for Executive staff to provide support. Two off class APs was utilised to support new and beginning teachers.
Socio-economic background	\$21 528	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.
Support for beginning teachers	\$84 780	In 2019, funding was provided for beginning teachers. These teachers were given additional release from face to face to assist them with classroom teaching, creating teaching and learning programs and writing school reports. Beginning teachers were provided with a mentor and were given in-class support. They were provided with ongoing feedback and support that was embedded in the collaborative practices of the school. This involved observing the lesson, team teaching and demonstrating lessons. Meetings were held regularly to discuss specific needs. The mentor and beginning teacher had collegial discussions about effective classroom management strategies, student engagement and formation of effective relationships with parents and the wider community.
Targeted student support for refugees and new arrivals	\$4 204	Student Learning Support Officers (SLSO) were employed to support the needs of students in the classroom and playground to improve student academic performance and social development.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	312	356	407	399
Girls	334	370	379	369

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.3	94.7	96.4	93.9
1	95.6	94.5	95	94.4
2	95.5	94.7	95.5	93.9
3	95.1	94.5	95.7	94.8
4	95.4	94.1	94.9	94.1
5	95.6	94.5	95	94
6	95.5	93.6	94.1	91.9
All Years	95.4	94.4	95.3	93.9
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.93
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	2.4
School Administration and Support Staff	4.67

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	809,686
Revenue	6,759,642
Appropriation	6,125,304
Sale of Goods and Services	97,674
Grants and contributions	522,728
Investment income	10,757
Other revenue	3,180
Expenses	-6,650,635
Employee related	-5,779,521
Operating expenses	-871,115
Surplus / deficit for the year	109,006

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	114,806
Equity Total	459,920
Equity - Aboriginal	2,688
Equity - Socio-economic	21,528
Equity - Language	295,945
Equity - Disability	139,759
Base Total	5,048,334
Base - Per Capita	184,426
Base - Location	0
Base - Other	4,863,908
Other Total	361,255
Grand Total	5,984,314

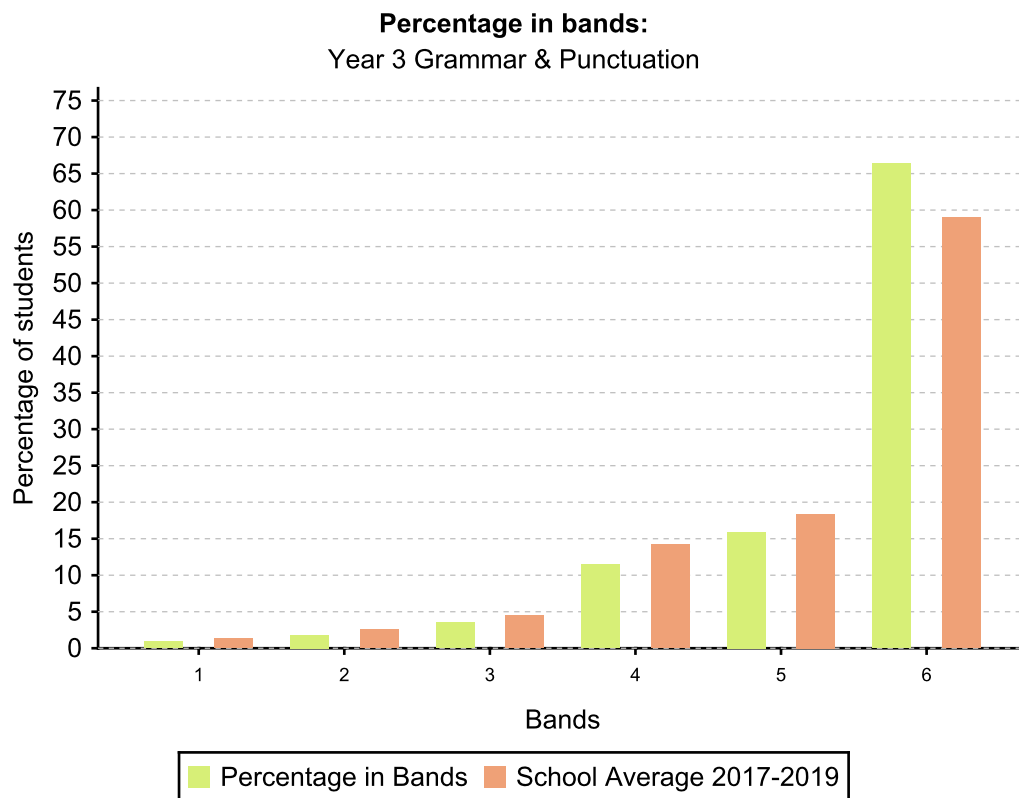
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

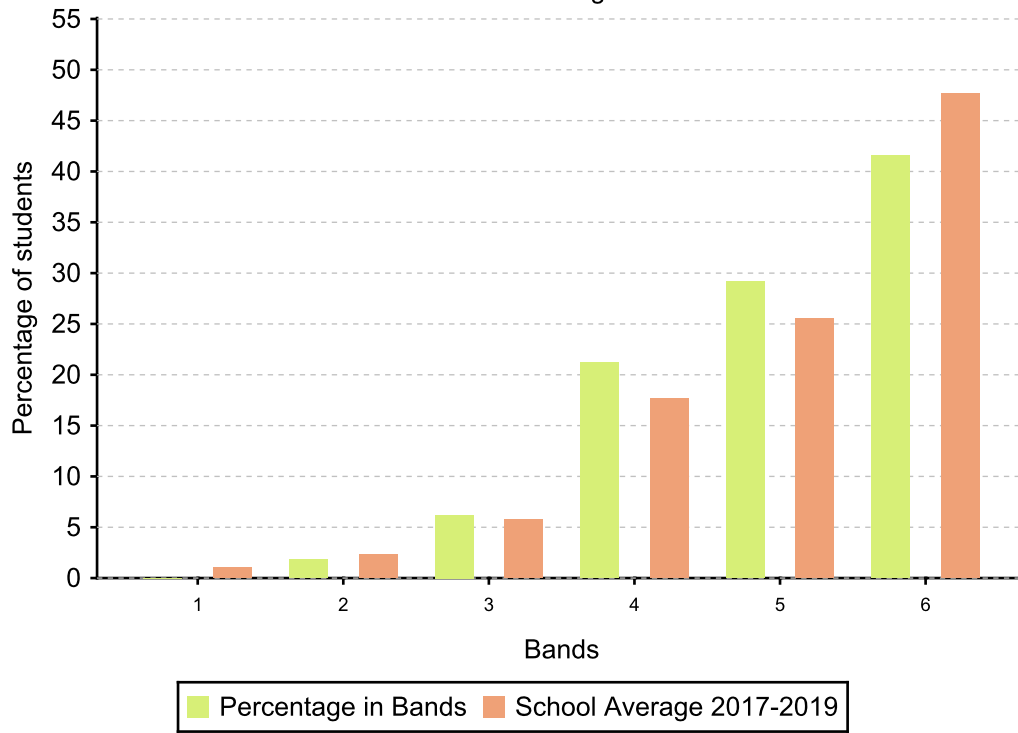
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.9	1.8	3.5	11.5	15.9	66.4
School avg 2017-2019	1.3	2.6	4.5	14.2	18.4	59

Percentage in bands:

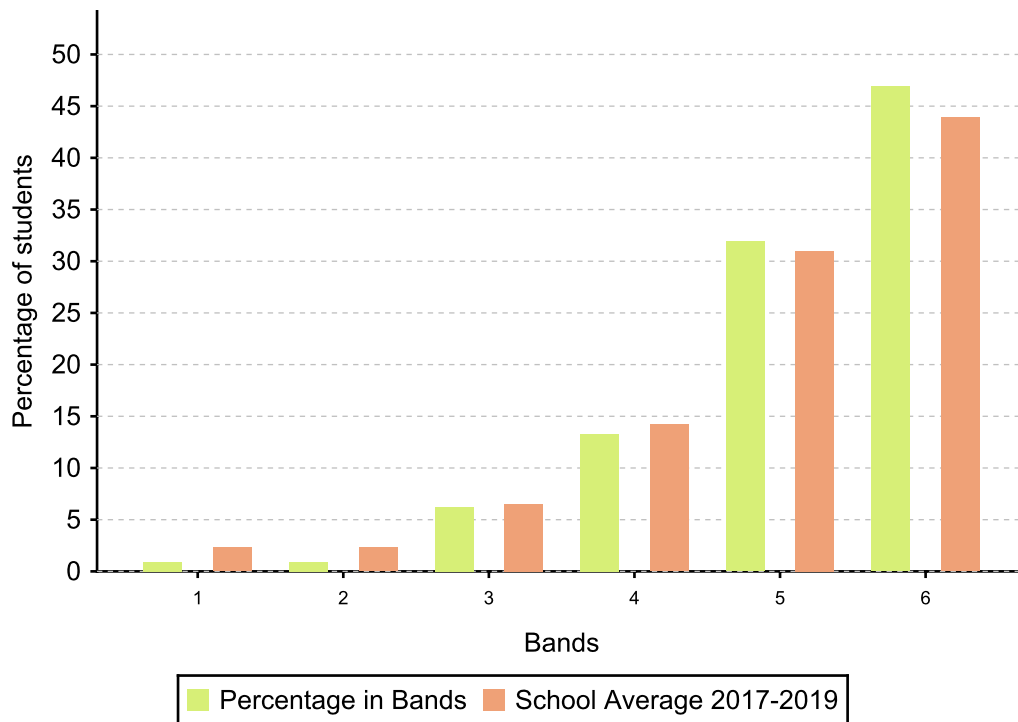
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	1.8	6.2	21.2	29.2	41.6
School avg 2017-2019	1	2.3	5.8	17.7	25.5	47.7

Percentage in bands:

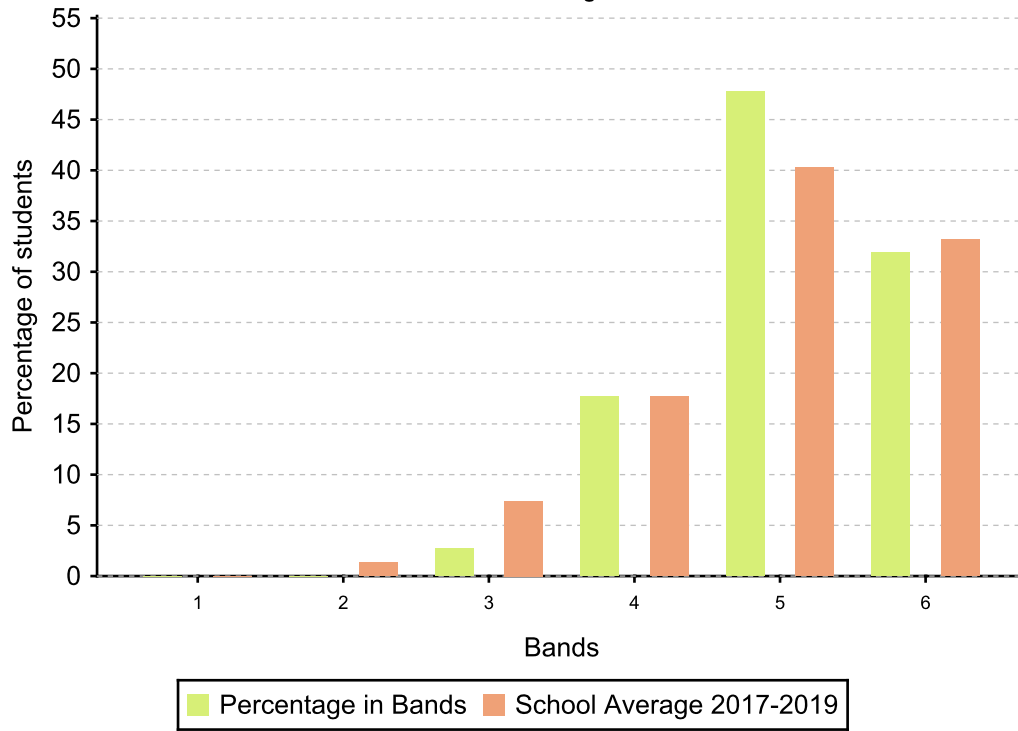
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	0.9	0.9	6.2	13.3	31.9	46.9
School avg 2017-2019	2.3	2.3	6.5	14.2	31	43.9

Percentage in bands:

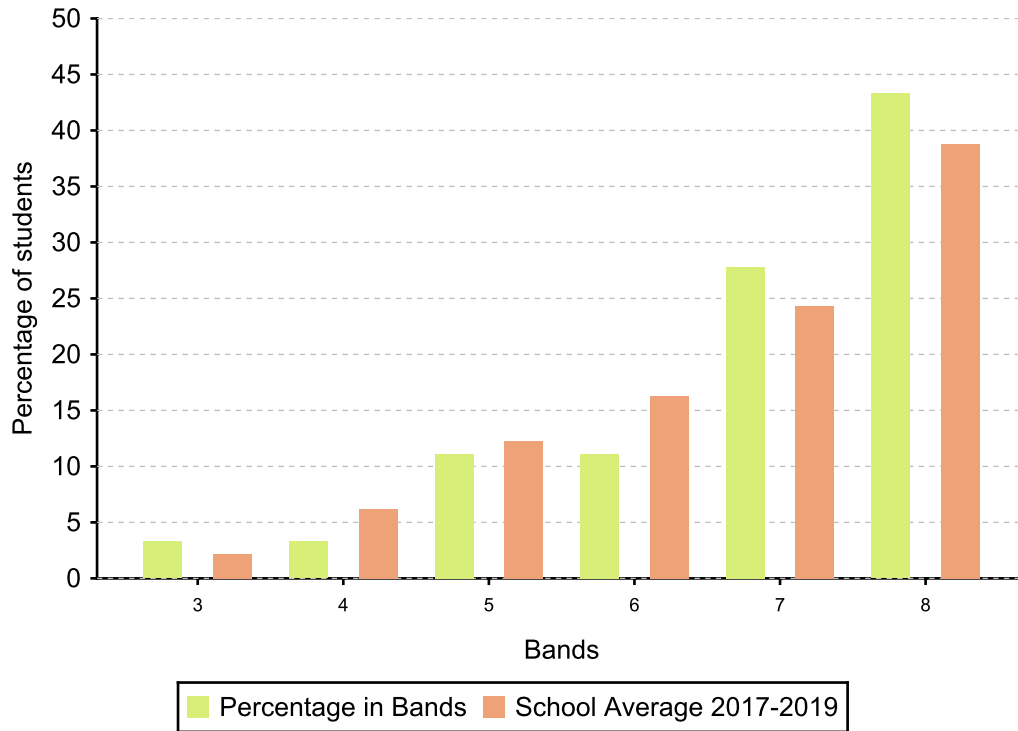
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	2.7	17.7	47.8	31.9
School avg 2017-2019	0	1.3	7.4	17.7	40.3	33.2

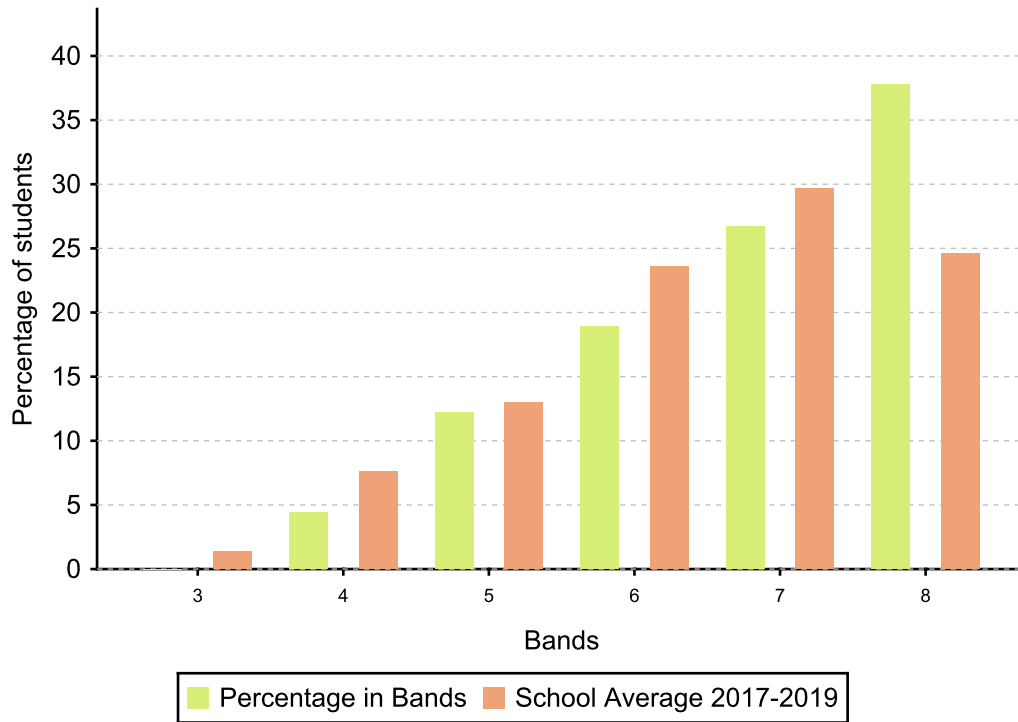
Percentage in bands:

Year 5 Grammar & Punctuation



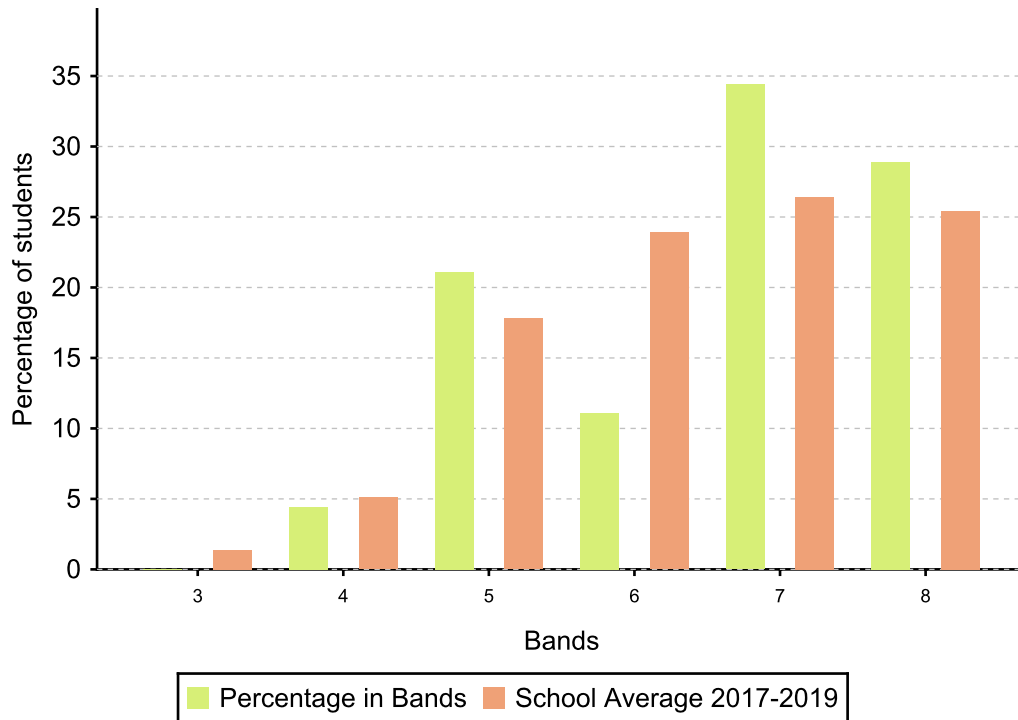
Band	3	4	5	6	7	8
Percentage of students	3.3	3.3	11.1	11.1	27.8	43.3
School avg 2017-2019	2.2	6.2	12.3	16.3	24.3	38.8

Percentage in bands:
Year 5 Reading



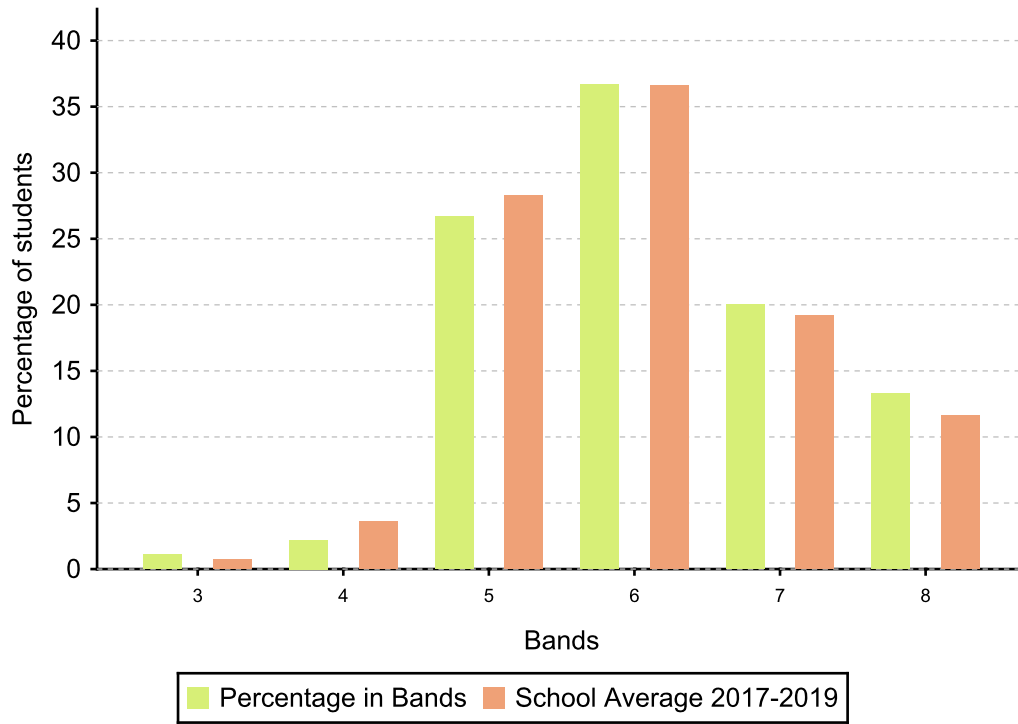
Band	3	4	5	6	7	8
Percentage of students	0.0	4.4	12.2	18.9	26.7	37.8
School avg 2017-2019	1.4	7.6	13	23.6	29.7	24.6

Percentage in bands:
Year 5 Spelling



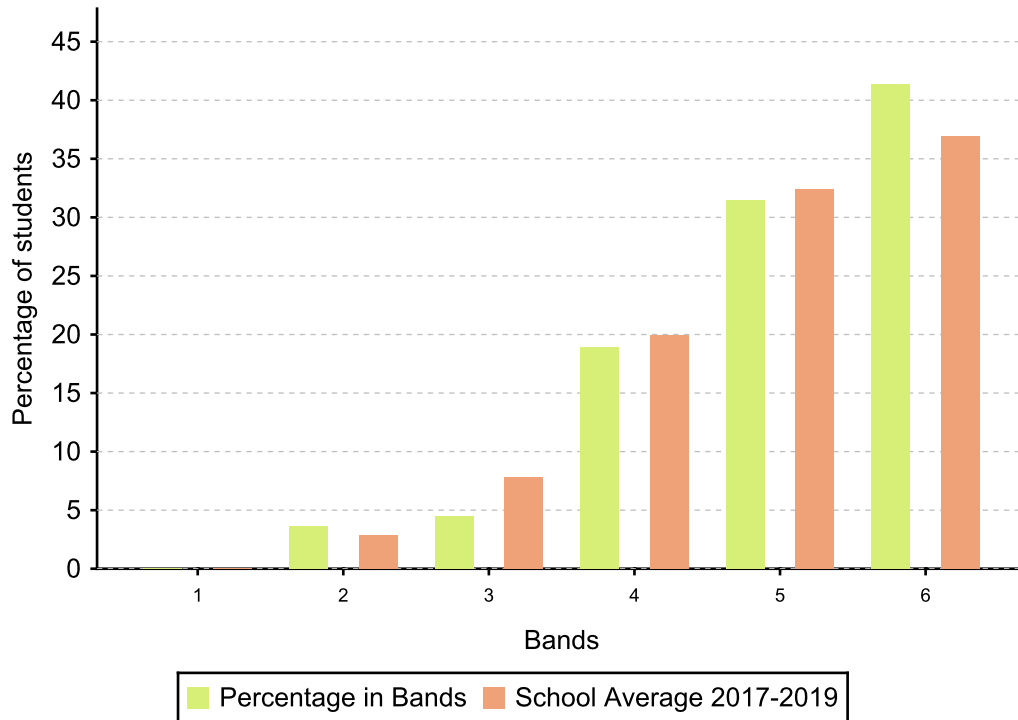
Band	3	4	5	6	7	8
Percentage of students	0.0	4.4	21.1	11.1	34.4	28.9
School avg 2017-2019	1.4	5.1	17.8	23.9	26.4	25.4

Percentage in bands:
Year 5 Writing



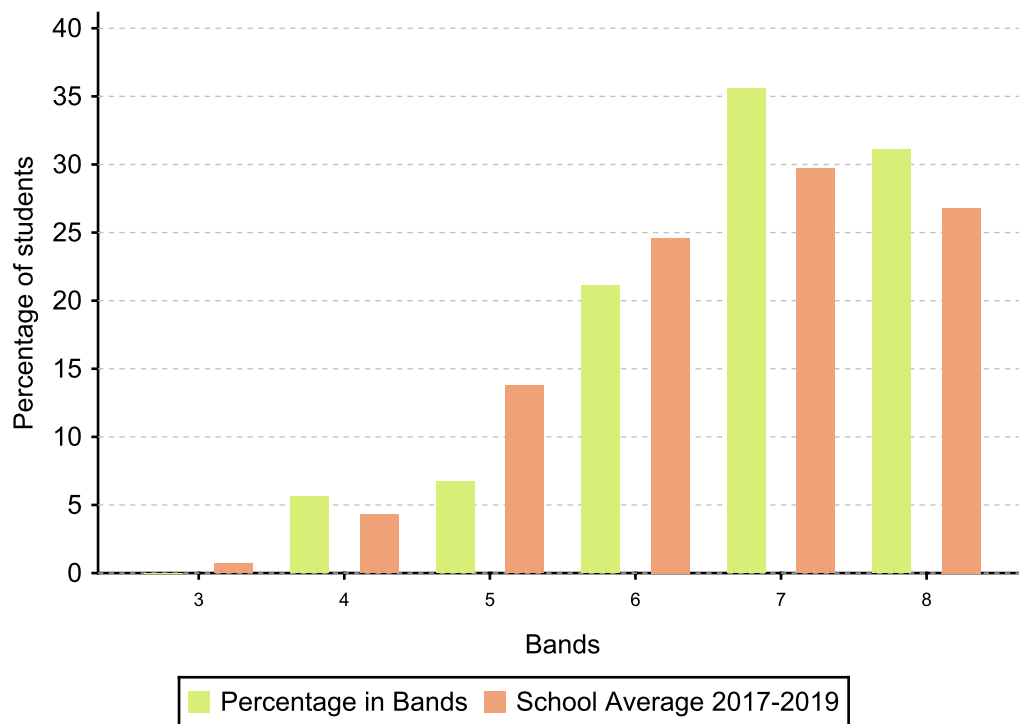
Band	3	4	5	6	7	8
Percentage of students	1.1	2.2	26.7	36.7	20.0	13.3
School avg 2017-2019	0.7	3.6	28.3	36.6	19.2	11.6

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	3.6	4.5	18.9	31.5	41.4
School avg 2017-2019	0	2.9	7.8	19.9	32.4	36.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	5.6	6.7	21.1	35.6	31.1
School avg 2017-2019	0.7	4.3	13.8	24.6	29.7	26.8

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. The parents, students and teachers participated in the Tell Them From Me Survey.

Their responses are presented below.

Students

Students were asked various questions about school life. 84% of students stated that they have friends at school they can trust and who encourage them to make positive choices. 90% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future. 90% of students stated that they do not get into trouble at school for disruptive or inappropriate behaviour.

Parents

Parents indicated that they can easily speak to their child's teachers (7.9). They also indicated that if there were concerns with their child's behaviour at school, the teachers would inform them immediately (7.1). Parents stated that their child is clear about the rules for school behaviour (8.9). Parents also stated that their child feels safe at school (8.6).

Teachers

Teachers indicated that school leaders have helped them create new learning opportunities for students (8.2). They also indicated that school leaders have supported them during stressful times (8.4). They also stated that teachers in our school share their lesson plans and other material with them (9.1). Teachers set high expectations for student learning (9.2) and monitor progress of individual students (9.1).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Kellyville Public School has continued the commitment to improving educational of Aboriginal and Torres Strait Islander students and meaningfully embedding the priority area in teaching and learning programs.

In 2019, our Gunganagina Ngurang–Aboriginal Garden has continued to be used as an outdoor education area for students' understanding of Aboriginal culture and heritage. A selected group of Year 3 students participated in extensive learning about the garden through the Aboriginal 8 Ways of Learning, so that they could pass on this knowledge to other students' and staff. This was embedded within several teaching and learning programs across the school, where all students involved were highly engaged and challenged.

Throughout the year, all staff were involved in regular Aboriginal Education professional development. Staff continued to utilise the Aboriginal 8 Ways of Learning and are incorporating this into teaching and learning programs in various KLA's. Staff participated in PD on methods of embedding Aboriginal perspectives within teaching and learning programs.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

At Kellyville Public School approximately 50% of students are from language backgrounds other than English (LBOTE). As our school community is growing in its diversity, multiculturalism is recognised, accepted and celebrated in many school programs and activities.

In 2019, the English as a Second Language and/or Dialect (EAL/D) teachers supported students within their classrooms as well as, withdrawing students in Phase One of their English development. Programs were developed to cater for the specific needs of our students. This support involved programs based upon vocabulary development, parts of speech, sentence construction, reading, comprehension and writing. Refugee students had support in functional literacy skills that included sight word recognition, oral language skills, handwriting and comprehension. Students were supported in the classroom and by withdrawal. As a result, students progressed along the EAL/D scale. These lessons improved the students' ability to access the classroom curriculum and gave them confidence to interact with their peers.

Other School Programs (optional)

Dance

2019 saw the development of new creative and performing arts groups and new performances at different performing

arts events held by different organisations. Many students shone on stage and displayed their creative skills during the various performances they participated in throughout the year. We began the year with the Synergy Dance Festival in June at Evan Theatre, Penrith Panthers where the Stage 2 and 3 Dance Groups were successful in their auditions, showcasing their routines. The Synergy Dance Festival is a 2 week show where schools from the Sydney West region perform a dance to represent their school. Each school must audition to be successful for the festival. The Stage 2 and 3 Dance Groups successfully auditioned for this festival in Term 1. We were given the privilege of performing the routines at 2 evening performances.

Stage 2 Dance Group

The Stage 2 Dance Group for 2019 consisted of 24 enthusiastic and dedicated students. Under the guidance of Mrs Turner and Mrs Lamari, the students learnt a dance and performed the piece titled; 'Game of Cards?' This dance explored the card game Solitaire, where the cards shuffled and moved through the deck to find their place in their family suit. The Synergy Dance Festival was also an opportunity to audition for the State Dance Festival. This group was one of the few schools in our area fortunate enough to be selected to perform at the State Dance Festival in September at the Seymour Centre. The Stage 2 Dance Group also performed at the Castle Hill Towers Education Week and for a final time at the 3–6 Presentation Day Assembly.

Stage 3 Dance Group

The Stage 3 Dance Group consisted of 24 talented and dedicated dancers. They performed their jazz performance of 'Domino Effect' at the Synergy Dance Festival in June. 'Domino Effect' was choreographed by Mrs Trescott and Mrs Moth. The dance told the story of dominoes standing, united as one before a single act begins a chain reaction where individuals create a continuous rippling effect, irresistibly passing the movement from one to another. The dance comprised of many strong, sharp movements that started in unison that then slowly led into groups of students performing in cannon to display the progression of dominoes falling one after the other. The Stage 3 Dance Group also performed at the Castle Hill Towers Education Week celebrations in August. The routine was showcased for students' peers and family for a final time at a 2–6 Platinum and Sports Assembly.

Boys' Dance Group

The Boys Dance Group consisted of 15 boys from grades 3–6 and one female dancer from Year 5. This group was led by Mrs Turner. The group performed a dance inspired by the modern movie 'The Return of Mary Poppins' where the boys took their audience on a magical journey into a world where night meets day, as they lit the streets and the world around them. The boys' first performance was at the Inner Wheel Rotary Concert at Model Farms High School in June. This group was successful in selection for the Hills Performing Art Festival at Evan Theatre, Penrith Panthers. The Boys Dance Group also performed at the Castle Hill Towers Education Week Concert and for a final time at the school's Silver Award Assembly.

Stage 1 Dance Group

This year, 24 students from Year 1 and 2 participated in dance under the instruction of Miss Clifton and Miss Parsons. They performed their first performance at the Castle Hill Towers Education Week in August. The Stage 1 Dance group were successful with their audition for The Hills Performing Art Festival which was held at Evan Theatre, Penrith Panthers in September. Students performed for a final time for their peers and parents at the K–2 Presentation Day Assembly. At each of these events, they performed a Jazz routine titled 'Reach for the Stars. The dance was about reaching for your goals by remaining persistent and when there are challenges, you have friends to lean on.

Stage 2 and 3 Ballroom

The Sydney Dance Sport Championships were held in October at Penrith Sports Stadium. At this competition, 24 students from Stage 2 and 3 performed a range of partner ballroom dances such as; Cha Cha, Gypsy Tap, Waltz, Samba, Slow Rhythm and Australian Barn Dance. The students were taught these dances by Mrs Gamble and Mrs Trescott through Terms 2 and 3. The students participated in both individual and team events. All Stage 2 and 3 couples made it through to the semi-finals, with some who were fortunate enough to make it into the final round. We received the following places for the individual partner events; 1st and 2nd in the Australian Barn Dance, 3rd and 5th in the Slow Rhythm, 5th in the Cha Cha and 4th in the Gypsy Tap. The Stage 2 team won 1st place for performing the Samba, Slow Rhythm and Australian Barn dance as a team. Kellyville Public School received 3rd overall for the day out of 16 schools. All students thoroughly enjoyed the day and performed with great enthusiasm.

Musical Groups

Kellyville Beat Drumming

2019 saw the continuation of the Kellyville Beat Drumming Group. This group contained 13 boys from Years 4 to 6 and was led under the direction of Mrs Dumas and Ms Knight. The boys performed a piece called 'The Beats that Move You' at the Inner Wheel Rotary Performance at Model Farms High School in June and at the Castle Hill Towers Education

Week Concert in August. The boys learnt a new piece called 'Mixed up beats' for the school's Gold Award Assemblies and the 3–6 Annual Presentation Day Assembly. Both performances contained a mix of solo performances which the boys composed themselves as well as whole group sections composed by the teachers.

Recorder Consort

This year the recorder group expanded to 22 players. Under the leadership of Miss Knight they rehearsed weekly and extra tutorials were held during the week to learn new skills. Two expressions of interest to Yamaha during the year were successful in acquiring 2 tenor, 2 alto recorders and 1 bass recorder. 2 students attended a holiday recorder camp to learn the different fingering and techniques required to play the tenor and bass instruments. They shared these skills, on their return to school, with other students. The recorder consort performed at various events. Their first performance was at the Education Week held at Castle Towers. To the delight of the crowd, they played *Bluz for Suz*, a jazzy work commissioned for the Arts Unit for 2019. In August the group joined 700 other recorders at the Sydney Opera House to play three pieces along with 300 string players. It was a great spectacle. At the platinum assembly in term 4 they played *Three Brothers*, a piece telling the story of brothers who quarrel and finally resolve their differences. The year has shown some great advancement in the skills of the recorder consort members.

String Ensemble

The string ensemble has members from year 1 to 6. We welcomed some new members this year. The group now comprises 10 members of varying abilities led by Miss Knight. The ensemble met weekly on a Friday morning, in the Music Room. They performed at the Education Week held at Castle Towers and again at the Gold Assembly in Term 4. Included in their repertoire was a set of 2 French Folk Tunes: *Au Clair de la Lune* and *Monsieur Barabon sur le pont d'Avignon*.

Ukulele Club

Ukulele Club was opened to stage 1 students. Year 1 consisted of 47 attendees and year 2 had 23 members. The groups met separately on a weekly basis until term 4 after which they joined together to rehearse *You Are My Sunshine*. The club performed in the K–2 Assembly, accompanying the other students singing this song.

Choir

Stage 1 Choir

Throughout 2019, the Stage 1 Choir was led by Miss Cavanagh. The Stage 1 Choir was made up of 20 students from Years 1 and 2. In Semester 2, the Stage 1 Choir performed their first performance of 'Don't Stop' by Fleetwood Mac at the Education Week Concert at Castle Towers. They further showcased this song at the Hills Performing Arts Festival at Evan Theatre, Penrith Panthers in September. In readiness for the K–2 Presentation Day, the choir learnt a new song 'We're All In This Together' from High School Musical which they performed for their peers and family members.

Stage 2 Choir

The Stage 2 Choir contained 18 students from Years 3 and 4 and was led by Mrs Dumas with the support of Mrs Kouzeleas. They learnt to sing and perform a range of songs which included a mix of popular music and songs from musicals and movies. Students were divided into Alto and Soprano parts. Their first showcase was part of the Education Week performances at Castle Towers Shopping Centre where they performed 'Coming Home' by Sheppard. The Stage 2 Choir sang a variety of songs at the Hills Performing Arts Festival in Term 3 at Evan Theatre, Penrith Panthers Complex as part of the mass choir, with other schools within our area. As part of their final performance for their family and peers, the Stage 2 Choir performed 'Count on Me' for the school's Silver Award Assemblies.

Stage 3 Choir

Stage 3 choir comprised 28 students from year 5 and 6, 26 girls and 2 boys. This year it was led by Miss Knight and rehearsed weekly in the Music Room. The choir performed at the Rotary Inner Wheel Musical evening. This event was held at Model Farms High School, Winston Hills and showcased the choir singing *Brave The Elements*, a stirring song about persevering against the odds. The choir also sang at the Education Week performances held at Castle Towers. A group of 16 singers were selected to sing at the PULSE 2019 Primary Massed Choir. PULSE, run by the Arts Unit, is a showcase of excellence in the arts, featuring students in choir, music, dance, drama and public speaking at the Sydney Opera House. In August, Kellyville Public School Pulse Choir were delighted to sing 4 songs at this event.