

Katoomba Public School

2019 Annual Report



4546

Introduction

The Annual Report for 2019 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.

School contact details

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Message from the principal

The Katoomba Public School has continued to thrive in 2019. Our school relies on staff who are not only very good at what they do, but understand that students learn best, when they are working in a safe, respectful, supportive and creative learning environment. We take this exciting journey together, working towards developing young people with strategies and skills that support a positive sense of self, promote respectful relationships and build a capacity to recognise and manage their own emotions and make responsible decisions. KPS **has** teachers who provide learning programs within the classroom that differentiate between children's learning abilities and styles. Their kindness and caring ways for each other and our KPS students is amazing. Each one of you take the time to see the positive in each student as whole people and that is the reason that we have seen our students blossom.

I feel very blessed indeed to work with the calibre of staff I do and as each year goes by, we are seeing the incredible fruits of all our hard work, planning, and teamwork.

Katoomba Public School is a school that is held in high regard by the local community and has wonderful parent/carer support. 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 2020.

Message from the school community

Message from the CLO: Community Liason Officer

This year the Community Liaison role has enabled us to offer information sessions and workshops for parents and carers in our Community Hub. We have been able to organize afternoon teas for parents who are supporting their children through big transitions like starting Kindergarten or moving to High School, and we have been able to let the rest of the mountains know about some of the wonderful things happening at our school via Gazette articles.

Our students have enjoyed a variety of opportunities such as being involved in a community Air Quality Monitoring project, a free Bird Watching experience and a free excursion to Western Sydney Parklands. We have youth workers from MYST, the Mountains Youth Services Team, coming along to run a BBQ for our Year 6 folk and to get to know them a little before they head off to high school. We have had a number of whole-school planting days, not only in our bush classroom, Gunar Garung, but also in our new Sensory Garden. Planting days are not only wonderful opportunities for every student to learn to care for country and make their school environment more beautiful and sustainable, but they are also a chance for classes to "buddy up"; older children team up with younger children, work together and learn from each other.

We have also enjoyed connecting with other local schools and preschools, and with the wider Katoomba community.

We've had visits from Katoomba–Leura Preschool teachers and children, and our students have stepped up and acted as wonderful tour guides. We've fostered our links with the high school and have had Katoomba High School students volunteering at our school and the high school Year 7 Year Advisor has come and talked with our Year 6 parents and carers. Our very generous local businesses have supported our school by donating buses, donating prizes for our P&C fundraising raffles and providing our students with free bread and fruit every week.

We already have lots of community projects planned for next year. The RSL has very generously offered to have the wall in the Kitchen Garden painted with a mural and Mandy Schone–Salter will be doing that for us early in the year. We're also planning more murals for other parts of the school too – so if you're an artist, look out for the invitation for submissions in KatNews! Early in the year we'll also be replacing the playground equipment, getting more Buddy Benches, having more planting days and are hoping to do some exciting hands–on water saving projects with the kids.

So a huge thank you to every one of you for your ongoing support of our students and the staff. We really value the support that you, our KPS community, give to the school and the richness that that support adds to the lives of everyone at Katoomba Public School.

Message from the students

Some students were asked what they like about KPS..

The teachers are nice, we have good friends, I like that we get Kermit and we get to sit on the chairs at assembly, we get special things like ice blocks, having milkshakes with Ms Paine, class parties. I like that we have a school dog called Teddy (he's cute), I like writing stories, we have lovely classrooms, I love Science and Maths. We love that we have music as a bell.

I love learning new things. I like the chooks. I love that I'm nearly in Year 6! I love camp, art, the community, the teachers and that there are calm places to read. I love how caring all the teachers are, games club and the library. When I first came to KPS I loved the giant oval and making jelly in the staffroom.. now I am in Year 5 I love Music and my friends. I love that we have a year 6 sleepover. We love that Auntie Carol visits, she is really nice, we learn a lot from her and she makes us feel calm. Because Auntie Carol had to stand outside the gate and bounce a ball by herself when she was young it's nice that she can come in anytime and see us and be in our Assemblies and our classrooms.

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

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

Strategic Direction 1

Wellbeing

Purpose

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

Improvement Measures

- * Increased positive feedback on Wellbeing initiatives from parents, community and student surveys.
- * Creation of community space in school which provides information and links to community support services.
- *70% of families report the DropIN space has helped make links with community support services.

Progress towards achieving improvement measures

Process 1: *Create DropIN days to provide opportunities for parents/carers to access community support.

*Network with Agencies to offer opportunities to connect with families/carers.

*Provide opportunities for parents and community members to make connections, foster relationships and develop support networks.

Evaluation	Funds Expended (Resources)
*deeper understanding of students	*Executive staff
*students using strategies to regulate their emotions	*Casual staff
*increased understanding of individual students through use of Learning Support Systems	*Circle time resources
	*Bounceback resources

Strategic Direction 2

Student Success

Purpose

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

Improvement Measures

*100% of all teachers plotting students on PLAN2 for Literacy and Numeracy.

*School Assessment Plan in place and implemented by all teachers.

*Increased proportion of students in the top two NAPLAN bands for reading and numeracy.

*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.

Progress towards achieving improvement measures

Process 1: School Assessment Plan is developed to ensure consistency and authenticity in Assessment Tasks.

Differentiated Literacy/Numeracy Programs are informed by an evidence base utilising student data. Learning is meaningful within a high expectations environment providing opportunities for students to develop individual strengths, interests and ownership of learning.

Evaluation	Funds Expended (Resources)
<p>*Value Added from Kinder BestStart data to the Year 3 NAPLAN and Year 3 to Year 5 NAPLAN indicates that there is positive growth for students as a result of the quality teaching and learning programs.</p> <p>*there are at least 35% of students in the top 2 bands consistently over the past 4 years in Reading for Years 3 and 5</p> <p>*there are at least 90% of students achieving at or above minimum standards for years 3 and 5 in writing</p> <p>*there are at least 90% of students achieving at or above minimum standards for years 3 and 5 in numeracy</p>	<p>*PD</p> <p>*Staff</p>

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.

Improvement Measures

*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.

Progress towards achieving improvement measures

Process 1: *KPS Baby Birraban to enhance connection to country for whole school community.

*Sharing Knowledge Team (SKT) to support and strengthen whole school Aboriginal education through community guidance.

*Prioritising significant cultural celebrations and events on annual school calendar eg NAIDOC week, Harmony Day, Lunar New Year.

Evaluation	Funds Expended (Resources)
*as a school we need to re visit the running of a sharing knowledge ceremony to ensure we have the support of our local Aboriginal community in the running of this event	*students *staff *local elders

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> *SLSO's *Auntie Carol Cooper *Sharing Knowledge Team *AECG 	<ul style="list-style-type: none"> *connection to country and community and establishment of Gunar Gurung our outdoor learning space *support and strengthen whole school Aboriginal education through community guidance *inclusion of 8 ways of learning in every classroom *prioritise cultural celebrations and events on school calendar
English language proficiency	<ul style="list-style-type: none"> *SLSO's 	<ul style="list-style-type: none"> *inclusion *increased confidence in interaction with students/staff
Low level adjustment for disability	<ul style="list-style-type: none"> *employment of SLSO's to support student learning 	<ul style="list-style-type: none"> *creation of individual education plans requiring additional support *student connection with mainstream teachers and peers *received funding as a result of access request
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> *Executive Staff *Casual staff 	<ul style="list-style-type: none"> *smooth transition of Kindergarten students for 2020 *identification of students requiring additional support for Kindergarten Term 1 *increased knowledge and connection with new parents/carers *continued collegial sharing of knowledge and resources to ensure students receive appropriate support *staff feel empowered and supported to develop extra programs across the school *multiple staff applying to relieve in AP position
Socio-economic background	<ul style="list-style-type: none"> *teachers *SLSO's *Learning Support Team 	<ul style="list-style-type: none"> *maintained attendance *practice life skills

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	131	143	154	144
Girls	122	136	141	137

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.1	94	92.2	93.3
1	91.9	94.7	93.7	92.9
2	94.5	93.7	94.1	93.8
3	92.1	93.1	93.6	93.5
4	91.8	91.2	93.4	92.6
5	93	93.4	91.5	93.7
6	90.4	93.9	92.7	90.7
All Years	92.7	93.4	93	93
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.56
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.62

*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	284,749
Revenue	2,907,832
Appropriation	2,771,001
Sale of Goods and Services	6,887
Grants and contributions	128,389
Investment income	1,555
Expenses	-2,888,387
Employee related	-2,635,377
Operating expenses	-253,010
Surplus / deficit for the year	19,445

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	263,931
Equity Total	141,712
Equity - Aboriginal	8,553
Equity - Socio-economic	26,350
Equity - Language	7,595
Equity - Disability	99,212
Base Total	2,048,262
Base - Per Capita	70,631
Base - Location	0
Base - Other	1,977,631
Other Total	283,505
Grand Total	2,737,409

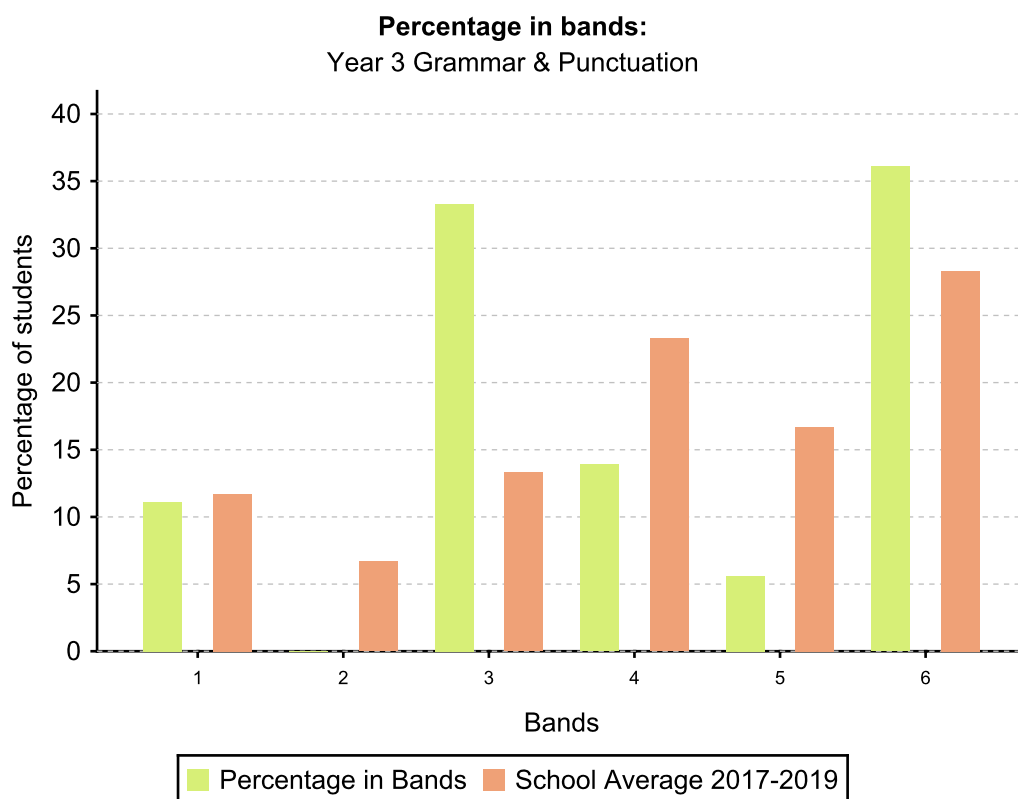
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

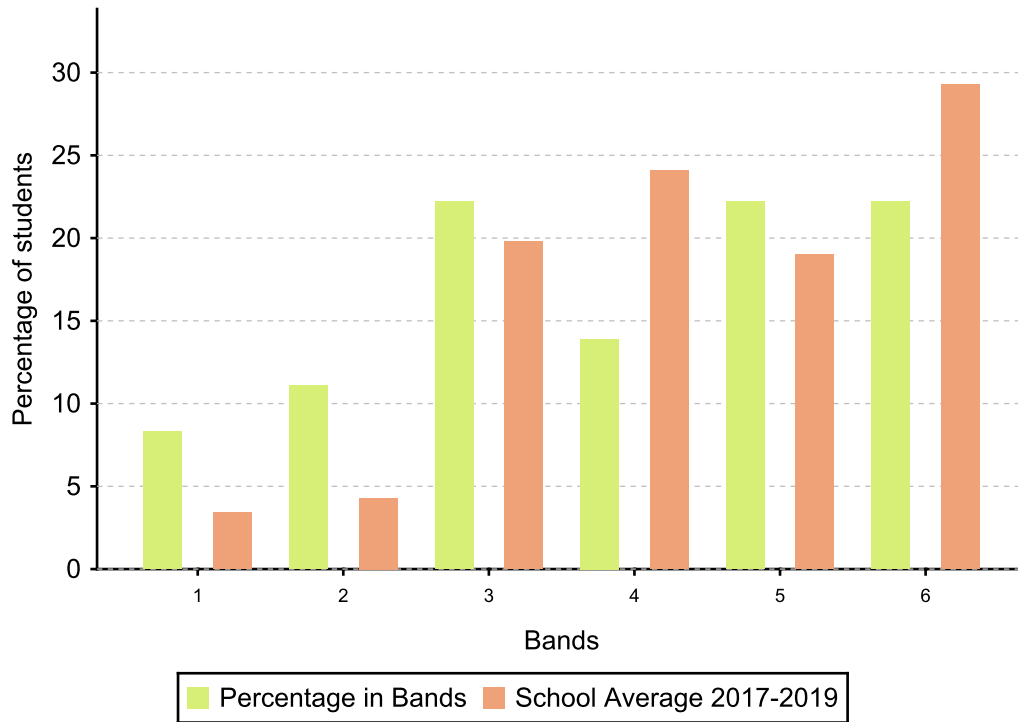
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



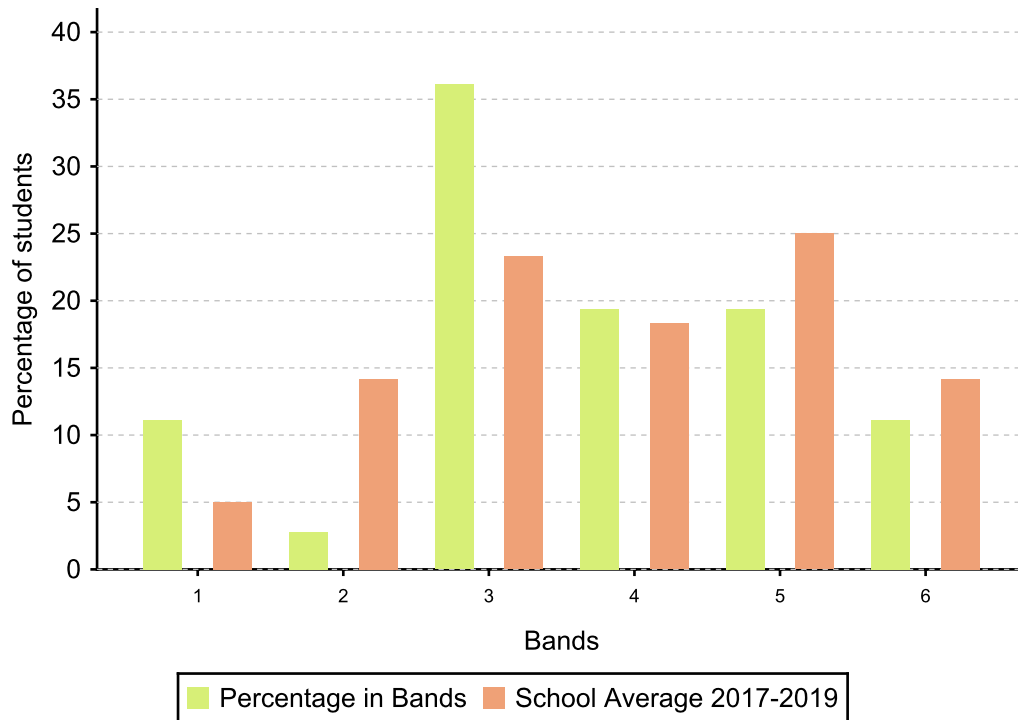
Band	1	2	3	4	5	6
Percentage of students	11.1	0.0	33.3	13.9	5.6	36.1
School avg 2017-2019	11.7	6.7	13.3	23.3	16.7	28.3

**Percentage in bands:
Year 3 Reading**



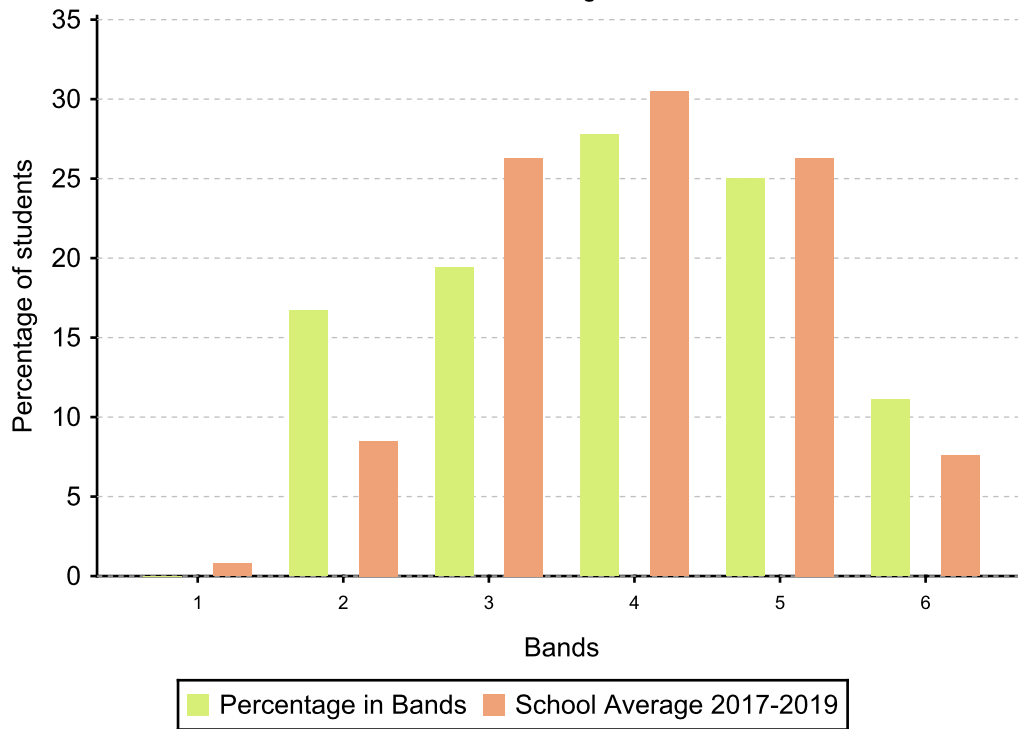
Band	1	2	3	4	5	6
Percentage of students	8.3	11.1	22.2	13.9	22.2	22.2
School avg 2017-2019	3.4	4.3	19.8	24.1	19	29.3

**Percentage in bands:
Year 3 Spelling**



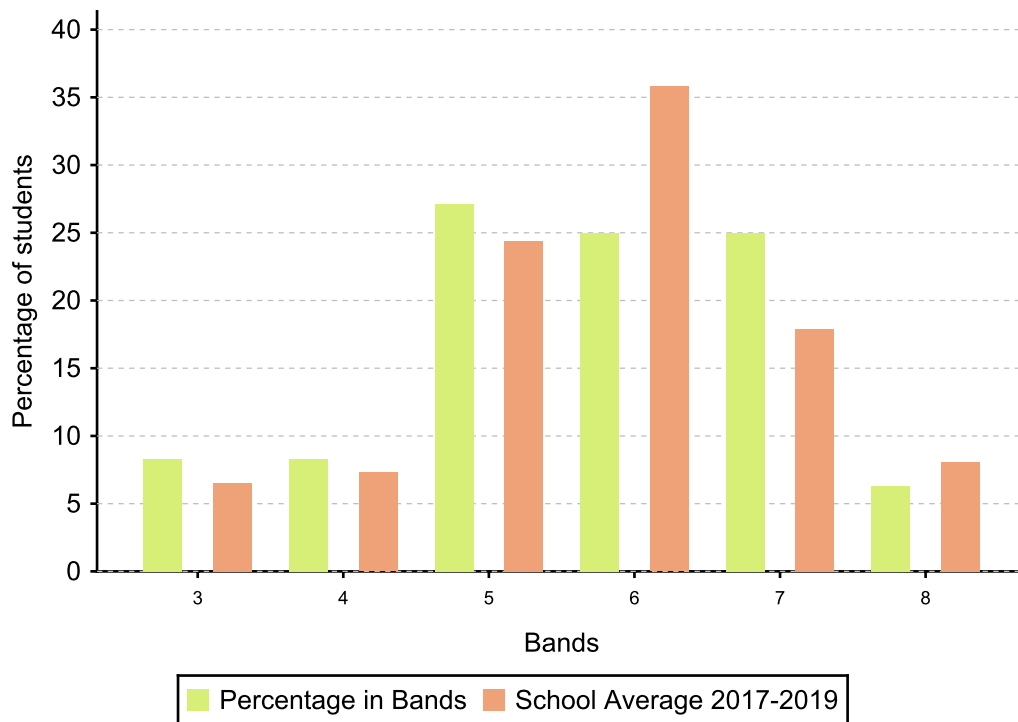
Band	1	2	3	4	5	6
Percentage of students	11.1	2.8	36.1	19.4	19.4	11.1
School avg 2017-2019	5	14.2	23.3	18.3	25	14.2

Percentage in bands:
Year 3 Writing



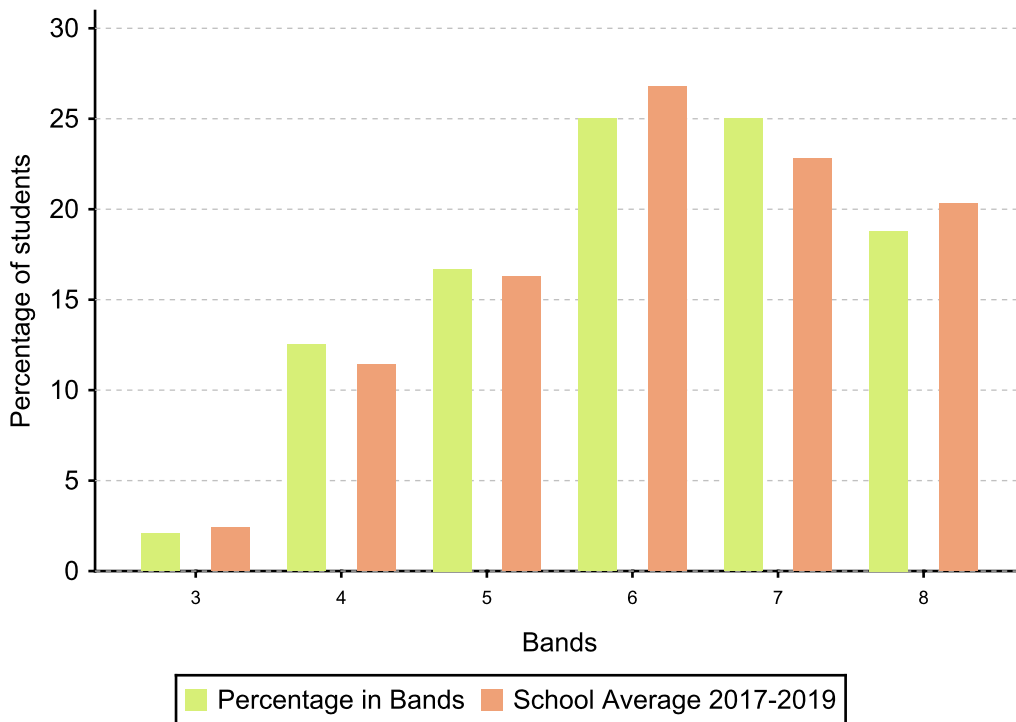
Band	1	2	3	4	5	6
Percentage of students	0.0	16.7	19.4	27.8	25.0	11.1
School avg 2017-2019	0.8	8.5	26.3	30.5	26.3	7.6

Percentage in bands:
Year 5 Grammar & Punctuation



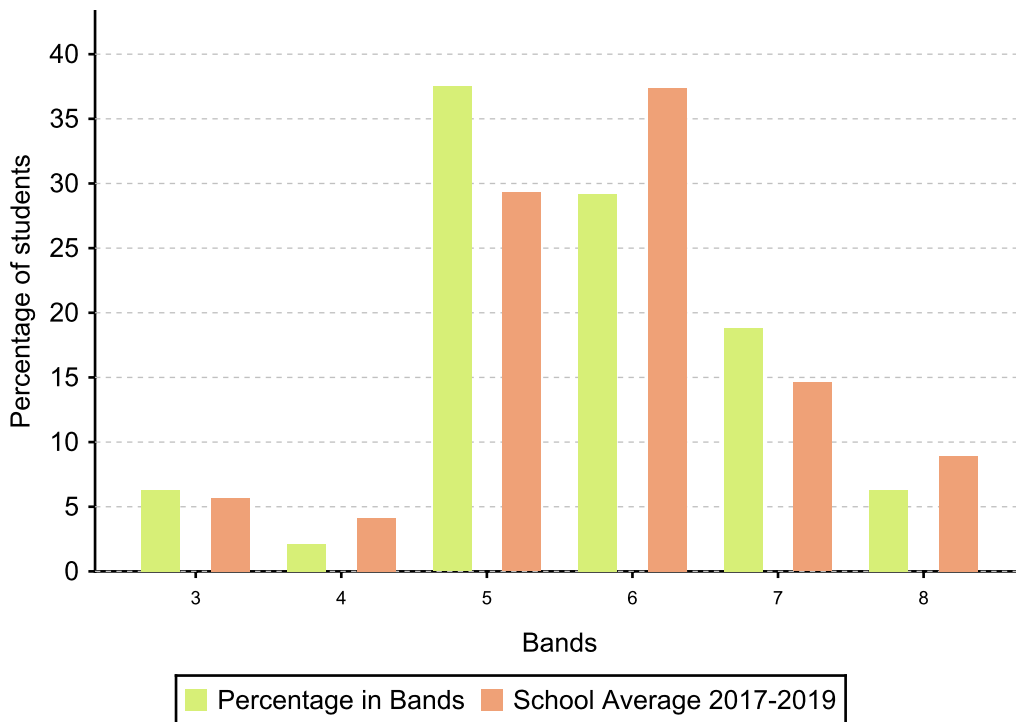
Band	3	4	5	6	7	8
Percentage of students	8.3	8.3	27.1	25.0	25.0	6.3
School avg 2017-2019	6.5	7.3	24.4	35.8	17.9	8.1

**Percentage in bands:
Year 5 Reading**



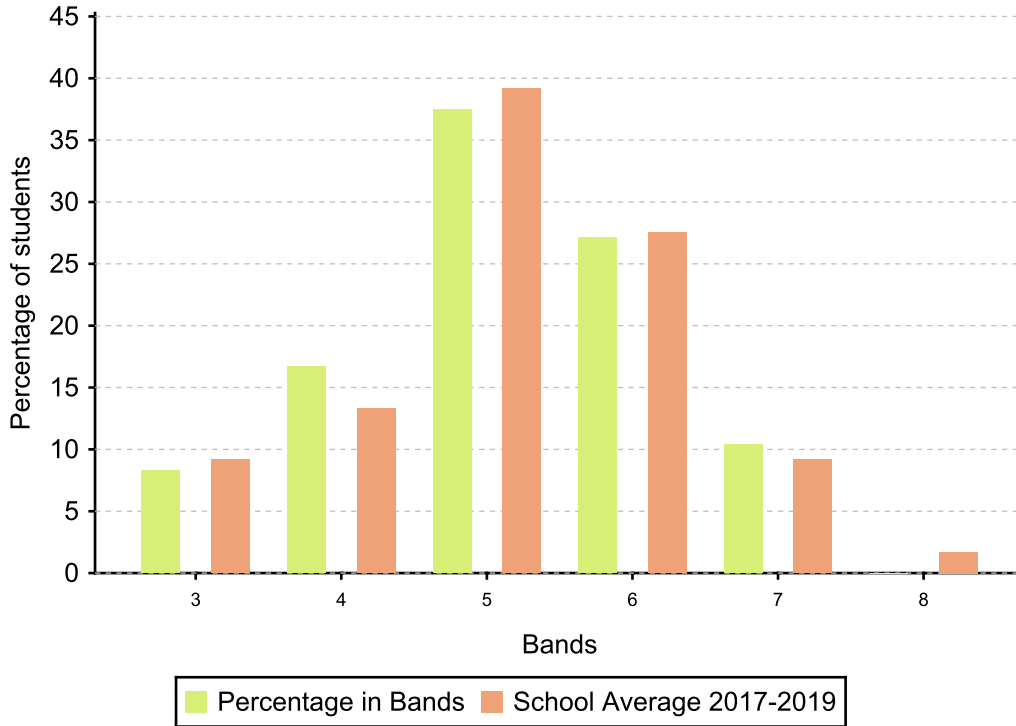
Band	3	4	5	6	7	8
Percentage of students	2.1	12.5	16.7	25.0	25.0	18.8
School avg 2017-2019	2.4	11.4	16.3	26.8	22.8	20.3

**Percentage in bands:
Year 5 Spelling**



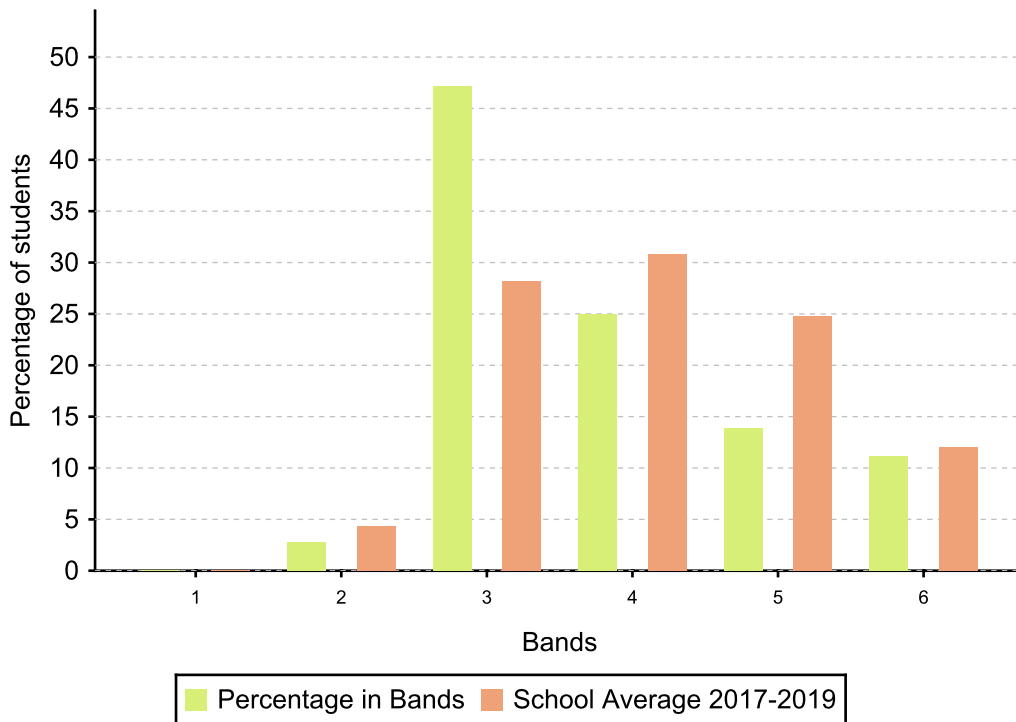
Band	3	4	5	6	7	8
Percentage of students	6.3	2.1	37.5	29.2	18.8	6.3
School avg 2017-2019	5.7	4.1	29.3	37.4	14.6	8.9

Percentage in bands:
Year 5 Writing



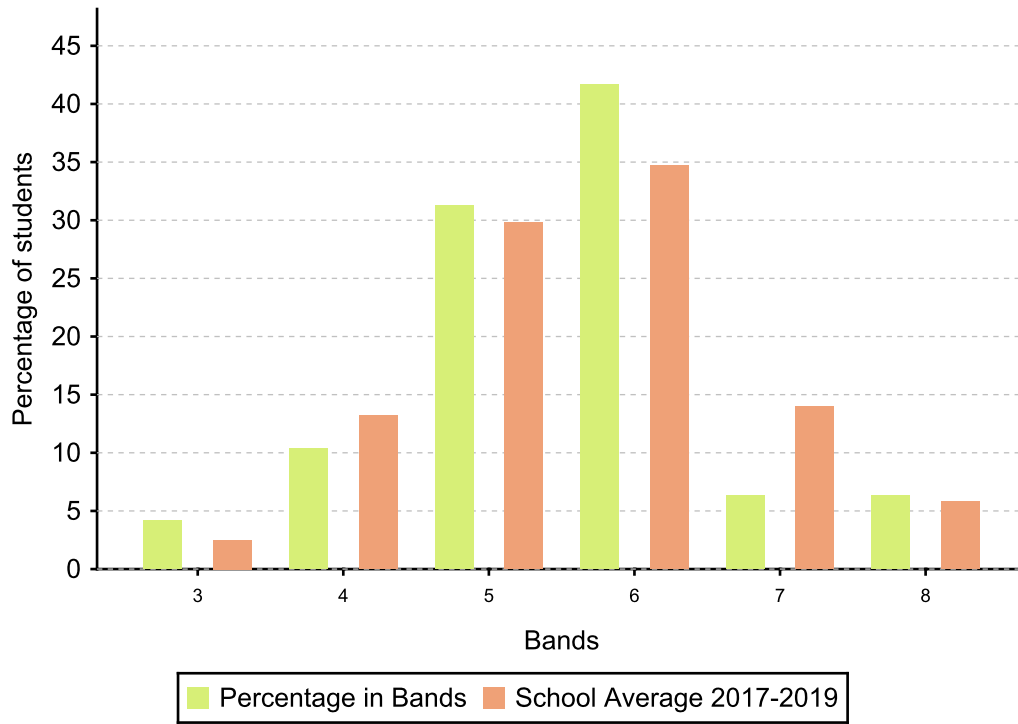
Band	3	4	5	6	7	8
Percentage of students	8.3	16.7	37.5	27.1	10.4	0.0
School avg 2017-2019	9.2	13.3	39.2	27.5	9.2	1.7

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	2.8	47.2	25.0	13.9	11.1
School avg 2017-2019	0	4.3	28.2	30.8	24.8	12

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.2	10.4	31.3	41.7	6.3	6.3
School avg 2017-2019	2.5	13.2	29.8	34.7	14	5.8

Parent/caregiver, student, teacher satisfaction

Parents/Carers enjoy the sense of community at KPS. They fully support the Virtues program and PBL. They appreciate the open door policy of our staff whereby they are welcomed into the school to discuss any issues.

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, fires down in Gunar Garung.

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, Sharing Knowledge Team.

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.

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.

Other School Programs (optional)

Welfare: Katoomba Public School is a PBL school. PBL – Positive Behaviour for Learning, is a systems approach for establishing the social culture and individualised, behavioural and academic supports needed for schools to be effective learning environments for all students.

Our goals are:

- *To build systems that makes it easier to teach
- *To create environments that encourage (rather than discourage) pro-social behaviour
- *To teach all students what is expected
- *To provide a continuum of behaviour and learning support to students who need more support to be successful in their learning
- *Build resilience

At Katoomba Public School, PBL is a school wide practice of discipline which has established clear consequences. Students are instructed in social skills, helping them regulate their own behaviour. Using PBL, teachers are assisted in intervening effectively to manage behaviour in the classroom and other school environments.

The Virtues Program: Our school is focusing on developing positive behaviour and attitudes by implementing the Virtues Program. The impetus for this program stems from the school's expectations of Respect Yourself, Others and the Environment. The moral values and beliefs of our community are developed and actioned every day. The attributes or qualities are made explicit and are reflected in the daily practices of the school and the people in it. Our Virtues Program provides a simple but systematic approach which helps to create a culture of caring and respect on a school-wide level.

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

Technology is a focus within the school, with Interactive Whiteboards or Apple TV's in every room. The school also has a well-equipped computer Lab situated in our Library and every class has computers/laptops in their room. We have purchased iPads, B bots, TV's and digital Cameras with funds donated by the P&C and these are being utilised throughout the school. We continued to roll out Apple TV's during 2019.

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.

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.