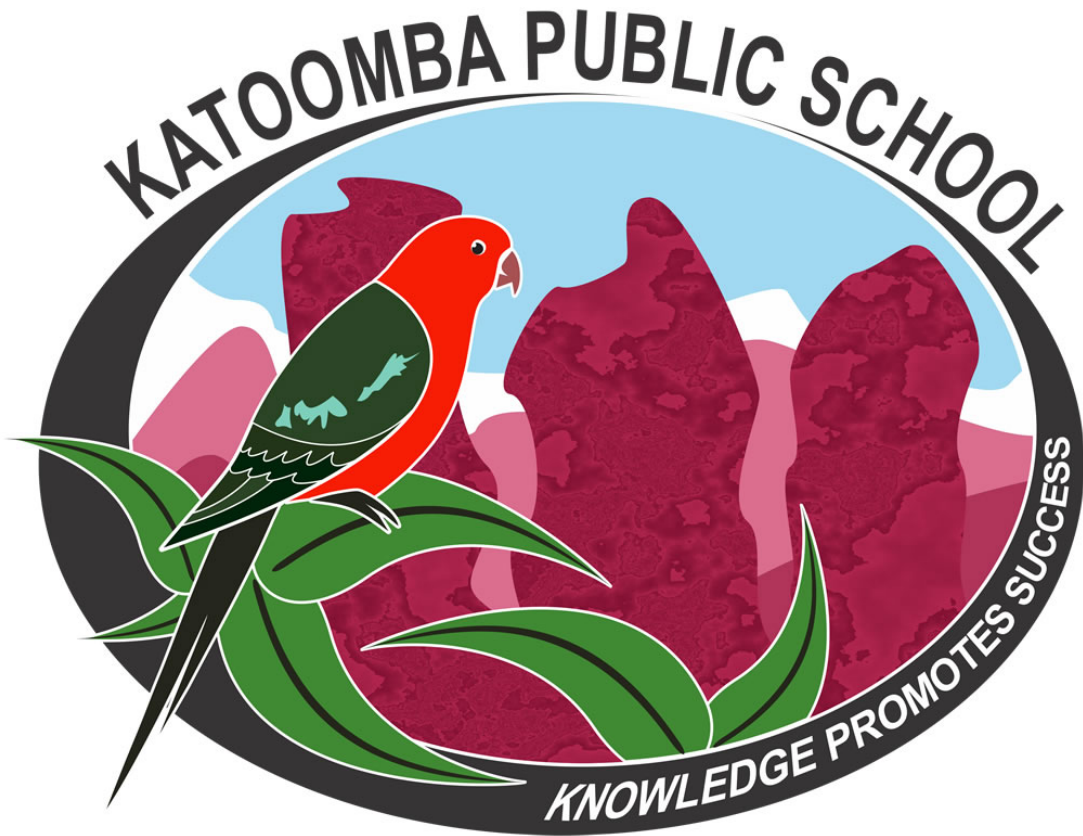


# 2020 Annual Report

## Katoomba Public School



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# Introduction

The Annual Report for 2020 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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Katoomba Public School

Merriwa St

Katoomba, 2780

[www.katoomba-p.schools.nsw.edu.au](http://www.katoomba-p.schools.nsw.edu.au)

[katoomba-p.school@det.nsw.edu.au](mailto:katoomba-p.school@det.nsw.edu.au)

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## Message from the principal

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It has been a year where we all have needed to be flexible..

Our year was interrupted early and our homes became classrooms, we have learnt a lot about ourselves and each other. Katoomba Public School has continued to thrive in 2020. 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 2021.

## Message from the school community

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### **Katoomba Public School P&C Report -**

One thing that has stood out to us during 2020, and what we would like to focus on, is our amazing KPS community. The teachers and staff have carried on with grace and confidence, the students have taken the changes in their stride and the parents and carers have been as supportive as ever. Together we have focussed on the positives, and we have hopefully made it through our toughest times. At KPS we see our students grow and develop into amazing young people each and every year, and that comes from all of the love, care, consideration, leadership and support that all of the teachers and staff so generously offer students every day, so to each and every one, we would like to extend our thanks. Thank you for being on the frontline when many of us stayed home and for putting your hearts into your job of educating our children. This year has been different for the parents and carers too - not being able to come on to the school grounds has meant a sense of disconnect. There were no casual conversations at drop off, no assemblies, no open classrooms, no Grandparents' day, no changing readers, no Mothers' or Fathers' day stalls, no working bees or trivia nights or discos and no Music Festival! Not feeling as connected, especially for our new families, has been the hardest adjustment for many, but we know many families used their creativity and resourcefulness to connect, and we already are in discussions about how we can welcome families back onto school grounds in 2021. The P&C aim to be very active in fundraising for the students and school community for the provision of curricular and extra-curricular supports such as big books, home readers, music equipment, sheet music, robotics and typing club, buses to sports carnivals, class excursions and dance festivals, excursion assistance including camp and swim school, car seats for K6N, school items such as Buddy Benches and the carved sign for Gunar Garung, and large TVs and Apple TVs for classrooms. Thank you for your support of the fundraising we have been able to do, such as the walkathon, Crazy Camels art gifts and ice block Fridays which has enabled us to support the school at bare minimum. Next year, more than ever, we are going to need some targeted fundraising to continue to support the school at the level usually expected, and we have some exciting plans that we hope you will contribute to and support.

## Message from the students

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When we heard that we had to go into Covid lockdown we thought "fantastic no school, this will be like a holiday! It will be fun." But quickly we realised that we had to do school work, we couldn't go anywhere and we were stuck at home with little brothers and sisters. It was hard to find space to yourself at home because everyone was there all of the time. We were cut off from family living in Sydney. Our parents were busy trying to multi task, doing their jobs and trying to teach us. It was hard. Seeing our friends and teacher on line wasn't the same. We started really struggling not seeing everyone face to face. Soon we began to really miss our school, our teachers and our friends. We returned to school happily, it was exciting to see everyone again. We had a feeling of appreciation for our teachers when we returned back at school. We were lucky we got to go to camp in Term 4. We are looking forward to Year 6 in 2021.

Archie, Olivia and Cailin

## School vision

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 is situated on shared land of the Darug and Gundungurra people, in the Blue Mountains World Heritage area.

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 eleven classes K-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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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)
<ul style="list-style-type: none"><li>* deeper understanding of students</li><li>* students using strategies to regulate their emotions</li><li>* increased understanding of individual students through use of Learning Support Systems</li></ul>	<ul style="list-style-type: none"><li>* Executive staff</li><li>* Casual staff</li><li>* Circle time resources</li><li>* Bounceback resources</li></ul>



## 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>* Professional development</p> <p>* Staff</p>



5/6S class awards

## 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
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>* SLSO's</li> <li>* Sharing Knowledge Team</li> <li>* AECG</li> <li>* Auntie Carol Cooper</li> </ul>	<ul style="list-style-type: none"> <li>* connection to country and community and continued enjoyment of Gunar Gurung our outdoor learning space</li> <li>* support and strengthen whole school Aboriginal education through community guidance</li> <li>* inclusion of 8 ways of learning in every classroom</li> <li>* cultural celebrations and events on the school calendar postponed due to Covid restrictions</li> </ul>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>* SLSO's</li> </ul>	<ul style="list-style-type: none"> <li>* inclusion</li> <li>* preparation of Covid 'at home learning packs'</li> <li>* increased confidence in interaction with staff and other students</li> </ul>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>* employment of SLSO's to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>* creation of individual education plans requiring additional support</li> <li>* student connections with mainstream teachers and peers</li> <li>* received additional funding as a result of access requests</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>* Executive staff</li> <li>* Casual staff</li> </ul>	<ul style="list-style-type: none"> <li>* Literacy scope and sequence, Cross Stage 1/2, Stage 2 and Cross Stage 2/3 and amended Stage 3.</li> <li>* Literacy resource map from Cross stage 1/2 to Stage 3 linked to scope and sequences.</li> <li>* Stage 2 Maths Scope and Sequence</li> <li>* Refined Stage 3 Maths Scope and Sequence</li> <li>* Completed <b>Be You</b> Co-ordinator modules online.</li> <li>* Completed 5 <b>Positive Partnerships</b> modules online.</li> <li>* Completed 6- 2 hr Zoom meetings to become the schools "Mindful Champion' for smiling minds,  organised a PD afternoon to introduce the smiling minds program to KPS.</li> <li>* Rolled out smiling minds student booklets in 4 classes across each stage at KPS.</li> <li>* Attended Executive Zoom meetings for Situational Analysis and new School Plan.</li> <li>* Refined/streamlined Learning and Support Team meetings and processes and practices</li> </ul>

<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<ul style="list-style-type: none"> <li>* Executive staff</li> <li>* Casual staff</li> </ul>	<p>and worked alongside all teachers to target support where needed. Sometimes an uphill battle!</p> <ul style="list-style-type: none"> <li>* Spent MANY hours completing SES and ARF forms and collaborated with school counsellor on Special Consults for DCS.</li> <li>* Worked together with External Agencies for the best outcomes, support and wellbeing for KPS students and their families eg APLaS, FACs and Justice, CYMHS- Child Youth Mental Health Service, CADU- Child and Adolescent Development Unit, Stewart House, Thrive and Anglicare.</li> <li>* During COVID rang all families to check in and ask are they OK and see if they needed any support with learning from home. Sent out a care package with a letter from teachers and a lollypop to all students.</li> </ul>
<p><b>Socio-economic background</b></p>	<ul style="list-style-type: none"> <li>* teaching staff</li> <li>* SLSO's</li> <li>* Learning Support Team</li> </ul>	<ul style="list-style-type: none"> <li>* made every effort to maintain attendance</li> <li>* COVID post lockdown .. phone calls to families not returned to school</li> <li>* practice life skills</li> </ul>



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	143	154	144	143
Girls	136	141	137	142

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94	92.2	93.3	93.1
1	94.7	93.7	92.9	93.2
2	93.7	94.1	93.8	94
3	93.1	93.6	93.5	92.5
4	91.2	93.4	92.6	92.9
5	93.4	91.5	93.7	94.2
6	93.9	92.7	90.7	93
All Years	93.4	93	93	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## Management of non-attendance

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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.



Snow on Gunar Garung

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.53
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

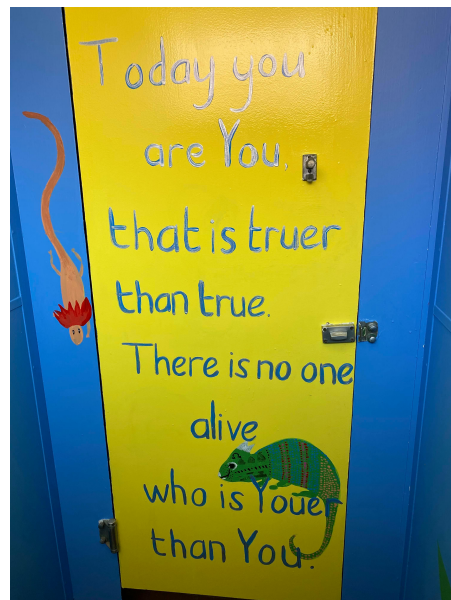
# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	304,194
<b>Revenue</b>	2,848,938
Appropriation	2,786,553
Sale of Goods and Services	17,654
Grants and contributions	44,148
Investment income	582
<b>Expenses</b>	-2,902,447
Employee related	-2,601,346
Operating expenses	-301,101
<b>Surplus / deficit for the year</b>	-53,509
<b>Closing Balance</b>	250,684

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.



Toilet beautification!

## Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
<b>Targeted Total</b>	19,877
<b>Equity Total</b>	143,523
Equity - Aboriginal	12,766
Equity - Socio-economic	25,365
Equity - Language	3,848
Equity - Disability	101,545
<b>Base Total</b>	2,281,455
Base - Per Capita	69,030
Base - Location	0
Base - Other	2,212,426
<b>Other Total</b>	271,918
<b>Grand Total</b>	2,716,774

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



# Parent/caregiver, student, teacher satisfaction

## Teacher report -

2020 was a tricky year for our little KPS community. When the school year began, we had all just come off an end of year/Christmas holidays consumed by worry and disruption due to the ongoing Blue Mountains bushfires. As a staff, the school year was challenging from the beginning with the everyone working tirelessly to complete the External Validation process, while also establishing their classes for the year. Towards the end of Term 1, the COVID Pandemic closed schools. This was an anxious time for everyone in our community. Staff were juggling the responsibility to their students, expectations of the Department and concerns for their own families. Teachers and staff came together to create 'At Home' learning that was rooted in the principle of Equity for all students. As a staff, we agreed that families didn't need extra pressure at a particularly difficult time, and not all students had the same access to technology. So our learning was created accordingly. As a staff, we were all on the same page and this also helped staff who were guiding their own children through at home learning, as well as working with their class. The return to school was a welcome one, with students and staff happy to see their friends and get back to some version of normality. With excursions, parent helpers and assemblies on hold, it was strange year for a school that cherishes interactions with our families and community. Throughout the challenges of 2020, KPS students, staff and families showed resilience, care and flexibility. The collaborative and supportive nature of our staff also shone through. Our school came together and kept our good humour along the way.

## Parent/Carer Report -

It goes without saying that 2020 was a challenging year for many. In our Blue Mountains community, we were just beginning to surface from an extremely devastating bushfire season when COVID-19 hit our shores. For the Katoomba Public School community, the pandemic experience began early with local cases shutting down our annual music festival in mid-March, an event which is a key fundraising avenue for our school's P&C Association. This was a terrible loss financially for our school and the Blue Mountains community but with hindsight, we can look back and be grateful that a prompt decision was made to keep our residents and visitors safe. Our P&C is already on the job, dreaming up new ways to raise much needed funds in 2021.

The community of Katoomba Public School - including its teachers, students, families and friends - are extremely dedicated, supportive, resilient and creative, and this was so apparent during 2020. As a parent of children at Katoomba Public School I am so grateful for the strong and clear communication in relation to school closures and at-home learning requirements. The safety and wellbeing of our children and staff was at the forefront of all decisions made, as was the assurance that learning would be accessible to all, no-one was to be left behind. Staff clearly went over and above to organise and facilitate learning from home, and to check-in regularly on students and families. How can we ever repay them?! It was, of course, so challenging for our young people to be separated from friends and teachers, but a highlight during this time was visiting a special tree in a local park that had been chosen by students as a place to leave messages of hope and inspiration for each other. Day by day it became more beautifully decorated and a joy to visit on our daily wellbeing walks. Messages added by teachers made it even more exciting. It was a lovely way for our school community to connect during such a difficult time and highlights just how creative and caring our young people are. Returning to school was a relief and a joy for all and although it was hard adjusting to the 'new normal' for a while (with ever-changing health guidelines - no parents on site, no assemblies, no excursions etc), it is so reassuring in 2021 for our school community to be able to come together again in person, and to look ahead for another amazing year at Katoomba Public School.

## Note of appreciation from a parent -

"We want to thank all the staff for giving our girls such a wonderful experience of school in the mountains. After a difficult year due to Covid, the welcome Ayla received at Katoomba made all the difference. Evie had previously suffered from major anxiety issues and yet the transition to school couldn't have been smoother. She has absolutely loved school over the past few weeks and I attribute this to the nurturing environment created by the wonderful teaching staff. We will always cherish the time we had at Katoomba Public."

## Student Report (School Captains) -

Hi there, we have had the pleasure of being the KPS School Captains for 2020. This year hasn't been the best year but we got through it together as a school and a community.

Thanks to this tremendous school, its teachers, principal and helpers we all got through it making up for the things we missed out on and it's possibly the best primary school ever. We're so glad that we got the last two terms at school, and we're going to be sad to leave.

We're going to miss the kind and helpful teachers and aids, wonderful and fun camps, excursions, incursions, clubs and sporting activities. We really hope future generations will get as much as possible out of this fantastic school, like we did.

Katoomba Public School is such an exciting place, I am so glad we spent seven years here. The school work is fun and exciting, we even have our own outdoor classroom! We hope next year and future years will be great, and a big congratulations to the future school leaders. This school has offered many opportunities for us and always will for everyone. We have always felt welcome at this amazing school and that is what makes it special.

We hope we will always be able to visit this cool school.



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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)

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**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.

**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 Programs:** 2020 has been a pretty tough year for many aspects of schooling but I think sport in schools has probably struggled the most. We started the year off having to postpone the swimming carnival three times and eventually we took the competitive swimmers down to Katoomba Aquatic Centre to compete so we could work out who would make it to District Carnival. We had 13 competitors qualify this year and it was great to see Natasha Bedoya go on further and to make it to the Regional Carnival. Edie Leach went along to the trial for the Blue Mountains PSSA Basket Ball and was successful in making the team.

We had a fun Athletics Carnival booked at Wentworth Falls. The weather was fine the two weeks prior and two weeks after, but torrential rain on the day before the event meant the track was under water and the event couldn't be held. Instead we had a great day running a carnival at school.

All we hope is 2021 is finer and a safer year for us so we can have the carnivals that all schools look forward to.

#### **Community Liason Officer: Cate Paterson**

**Mission:** To promote effective partnerships in learning with parents, students and the community, by supporting communication and relationships between Katoomba Public School families, students and the school staff, and between the school and the broader community. The CLO -

- supported families during the COVID lockdown by delivering computers to families in need and assisting ESL families with access to their child's learning material
- assisted our IT teacher by testing the online classroom material and editing it to make it as accessible for parents/carers and possible
- organised parent/carer volunteers to support the school's environmental programs, eg Kitchen Garden and bush classroom working bees - we were limited in 2020 to individual volunteers rather than groups due to COVID-19 restrictions.
- Liaised with local business Scenic World to provide a canteen option for our students during COVID-19. An average of 120 lunches were purchased each week and Scenic World generously shared the profit with us resulting in fundraising of over \$2,000.
- I secured and managed a \$15,000 Community Building Partnership grant that I had secured in March for murals around the school. I led a team who assessed the 12 artist applicants and selected 5 successful artists and managed the artists, their contracts and the budget.
- write articles for the local paper that showcase some of the great things that are happening at our school. In 2020 I wrote 3 articles and accompanying photos that were published. I also assist in writing paid ads when required.
- worked with Blue Mountains City Council and Transport for NSW to improve traffic safety around the school, resulting in approval for improved signage, safety fencing and a "Kiss & Drop" zone. Communication is ongoing to improve safety at the Merriwa St crossing.
- Worked closely with Katoomba High School Community Liaison Officer to ensure continuity for our families.