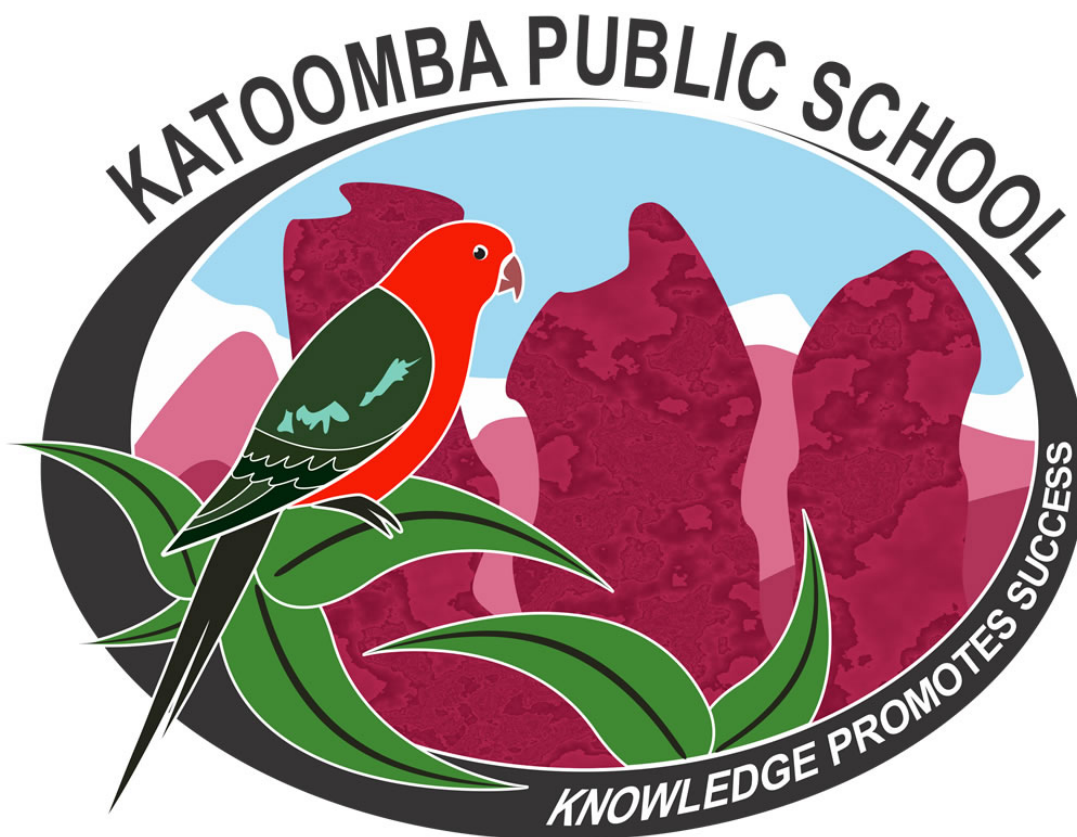


# 2022 Annual Report

## Katoomba Public School



4546

# Introduction

The Annual Report for 2022 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 Strategic Improvement 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

---

Katoomba Public School

Merriwa St

Katoomba, 2780

<https://katoomba-p.schools.nsw.gov.au>

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

4782 1226

## Message from the principal

---

I would like to acknowledge the Darug and Gundangurra people, the traditional custodians of this Land upon which we learn and grow. I would like to acknowledge our gratitude that we share this land today, our sorrow for the costs of that sharing and our hope and belief that we can move to a place of equity, justice and partnership together. I would also like to pay respect to Elders past, present and emerging.

A sincere thank you to the Katoomba Public School P&C, to our hardworking office bearers Jane, Kirsten, Rilka, Courtney, Tegan, Eloise and Clare, for their support this year and to all KPS families for your ongoing support of our children and staff throughout the year.

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. This year KPS had teachers who provided learning programs that differentiated between children's learning abilities and styles. I feel very blessed indeed to work with the calibre of staff I do. Each one takes the time to see the positive in each student as whole people. To the Katoomba staff, teachers and SAS staff thank you!!

A special thank you to Fiona and Amanda in the front office, for their support and hard work this year. A Principal could not ask to work with a more supportive, efficient, professional and hardworking administrative team.

A huge thank you to our School Learning Support Officers - Steph, Cate, Lea, Amanda, Kylie, Karen, Tony, Simone and Mandy. You all support our students in such a lovely caring and professional way, each of you make the successful implementation of programs with individual students possible. You are all such an integral part of this school. We cannot do what we do without you. Thank you to Ian and Seth for keeping our grounds and school looking fabulous.

A huge thank you to Cate Paterson our Community Liaison Officer. Cate works two jobs, school learning support officer and the CLO role. Her support and love for our school is evident in everything she does and I am grateful for her ever ready energy for everything KPS. Thank you Cate for all you do.

To my fabulous and hard working executive, our Assistant Principals - Narelle, Linda and Helen. Together we have certainly achieved much that we can be very proud of this year. I continue to highly value your support, dedication and friendship and of course humour, as we continue to move forward committed to providing a friendly, caring, inclusive and respectful learning environment.

## Message from the school community

---

After two very challenging years for KPS and our broader community, it is wonderful to be able to reflect on 2022 with a sense of accomplishment and to look forward to 2023 with anticipation and relief that we can continue to connect in person. We are very pleased that our P&C community is growing, and that we are seeing a renewed energy that can be

directed towards our P&C services and events.

On behalf of the school community we wish to express our gratitude for all the staff at KPS who have worked so hard this year to educate and encourage our children, managing their health and wellbeing post-COVID as well as supporting their academic endeavours. As a P&C, we appreciate how open and supportive you are each month at our meetings, welcoming our various thoughts and ideas for the school community. We have a great relationship with the school exec and long may this continue. Wishing all teachers and staff a very restful and rejuvenating summer break and we look forward to reconnecting in 2023.

To all our KPS families who actively support their children's education and our school community in so many ways, we thank you too. Crafting Easter Hats and Book Parade outfits, or volunteering time to support our many in-school and community activities - Mothers' and Fathers' Day stalls, election day BBQs, sushi days, choir and sporting events or changing over the daily readers, just to name a few. Every moment dedicated to our school community goes a long way to making all our children's school experience a better one. It is so wonderful that KPS families can be in attendance at assemblies once again, this is a very special way to enjoy and celebrate with our children.

This year saw the return of the Blue Mountains Music Festival (BMMF), an event that is very beneficial for the Katoomba community, and our school in particular. It is always wonderful to see many KPS parents and family members volunteering at this event - we thank you all for the time and effort put in this year. BMMF is returning in March 2023 so look out for notices on the KPS Facebook page if you are interested in joining the festival community and volunteering a few hours of your time over the festival weekend.

Shouting out now to our students who have endured a very difficult time in their schooling life over the past couple of years. What incredible resilience you have shown. We are all very proud of what you have achieved this year, bouncing back from periods of at-home learning and isolation, and reconnecting with your learning and your friends. Summer is upon us and we hope you also enjoy your very well-deserved break.

We saw a great deal of change within the P&C Executive this year. In June we sadly farewelled our Co-President Jane Miskovic-Wheatley, and unfortunately I had to take an extended period of leave in September. Thank you to our Co-Vice Presidents Rilka and Courtney, Co-Secretaries Eloise and Clare, and our Treasurer Tegan who have all done an amazing job this year. I am immensely grateful for the extra work they put in to relieve me over the past few months. A true team effort. We have managed to maintain P&C services and events with a relatively small team. Many, many thanks to you all for keeping it going.

This month we also say farewell to Rilka whose youngest is moving up to high school in 2023. Rilka has been on the KPS P&C for many years and has been a treasured member of the executive.

In 2023 we warmly welcome in new members of our executive team who were voted in at our recent AGM, and are very excited to have fresh faces in many roles.

2023 will see us returning to the P&C of old, with events and fundraising activities scattered throughout the year. These are important opportunities for us to come together, and at times to raise much-needed funds for the school. Funds raised go towards ensuring lower costs for school excursions as well as paying for resources such as books, home readers, music equipment and sporting equipment.

Kirsten Barnett Brown Co-President, Katoomba Public School Parents and Citizens Association, 2022

## Message from the students

---

### Captains Log December 2022

**Farley:** We are honoured to be here today, standing here on this stage, in front of you all, especially given all the Covid separation in the last couple of years. We don't take it for granted.

**Frankie:** This time last year we had no idea that we would be school leaders, let alone school captains. The memory of getting up on stage and receiving our badges will always stay with us.

**Farley:** It has been a privilege to work with such a great team of leaders and we have had so much fun together, especially the time we put the flag upside down by accident...sssh don't tell anyone. We fixed it! Next year's school leaders, remember to enjoy it while it lasts, be kind and caring, and we hope you have as much fun as we've had.

**Frankie:** We have enjoyed every minute of this year and we have learnt so much. We've experienced lots of things, including the changing of the national anthem. When we're up on stage we can see the Kindys all rocking out to the digeridoo!

**Farley:** Another of this year's highlights was our awesome camp, especially the mud run, the giant swing and all the fun photos. They said that we couldn't have lollies in our cabins because of rats, but we're pretty sure that every cabin broke that rule!

**Frankie:** We would like to thank all the wonderful teachers and staff at KPS for all their amazing work to make this year enjoyable and fun for everyone. We would also thank the P&C for running all the awesome events like the Father's and Mother's Day stalls, the raffle, trivia nights, the music festival and much more, to raise money for our school.

**Farley:** And we would like to give an extra big thank you to Ms Paine for being such an amazing Principal for this year, and all the other years she's been at this school.

**Frankie:** I love how this school always makes you feel so welcome. I remember my first day of kindergarten and how everyone made me feel like I had been here for years.

**Farley:** I've got so many great memories of being at KPS. Reciting the Ode on Anzac Day in front of lots of people including my Grandpa at the RSL made me so proud.

**Frankie:** We are going to miss this school, and Christmas won't feel like Christmas without Ms Galbraith dressing up. But at least we won't be far away and can come back and visit.

**Farley:** Thanks to everyone for being so great this year, we've been so lucky to be part of the KPS family.



King Parrot - Gumma



## 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. Our vision is that every student reaches their full potential. 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. The school celebrates diversity and is a reflection of the Katoomba community, who are always welcomed in the school. There is a culture of collaboration across the school and an emphasis on providing rich learning experiences for all students. It currently has 212 students enrolled. We have significant numbers of both Aboriginal students and multicultural students. There are ten K-6 classes as well as an MC (multi category) class which is a class for students with disabilities.

Significant initiatives and programs include creative and performing arts, sport and Aboriginal cultural experiences. We support our students with a whole school wellbeing program, including Positive Behaviour for Learning and Bounce Back. The school is an active member of the Upper Mountains Learning Community building stronger programs to enhance transitions when starting school and in moving to high school. A positive relationship exists between the school, parents and the broader community, supported by an active P & C and Community Hub, which enhances the educational opportunities for all students.

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 instill 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.

The school has completed a situational analysis that has identified three areas of focus for the Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate curriculum.

Through the NAPLAN gap analysis and check in analysis the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School data collection and analysis systems
- Whole school sequence of assessment tasks

### Resources allocated to this strategic direction

**QTSS release:** \$16,442.71

**Per capita:** \$600.00

**Literacy and numeracy intervention:** \$2,000.00

**Professional learning:** \$7,925.85

### Summary of progress

Further progress has been made in streamlining the school assessment scope and sequences. Additional assessments have been identified and implemented including both external standardised assessments and Department online assessment tools. The scope and sequence requires further updating to include the implementation of some of the newly available assessments.

Teachers continue to develop skills in utilising PLAN2 to monitor students and to plan for differentiation, particularly with the introduction of PLAN3 in 2023.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Increase the proportion of students achieving in the top 2 bands for NAPLAN reading to 53% (lower band system negotiated target)</li><li>• All students achieve or exceed expected growth in Literacy and Numeracy using the progressions and PLAN2 data</li></ul>	<p>There were 32% of students achieving in the top 2 bands in NAPLAN reading. This is an in anomaly in the historical data since 2017, where there were between 40% and 53% achieving in the top 2 bands. This correlates with the 2 years of disrupted learning in 2020 and 2021. Student Check In data comparison of the same cohort from Year 3, 2020 to Year 5, 2022, indicates that we have remained steady in achievement, up by 0.5%, in comparison to the state which has dropped by 7.5%.</p> <p>Teachers were able to access PLAN2 to track student progress.</p>
<ul style="list-style-type: none"><li>• Increase the proportion of students achieving in the top 2 bands for NAPLAN numeracy to 41% (lower band system negotiated target)</li></ul>	<p>There are 18% of students achieving in the top 2 bands in NAPLAN numeracy which is steady since 2019. The Year 5 cohort have shown a greater shift for students in the top 2 bands, from 12.5% in 2016, to 21.9% in 2022. The school total of students achieving in the top 2 bands is affected by the drop for Year 3 from 30% to 13.8% in the same time period.</p>
<ul style="list-style-type: none"><li>• Increase the proportion of students achieving expected growth in NAPLAN reading 71% (lower bound system negotiated target)</li></ul>	<p>Growth from NAPLAN data cannot be analysed as Year 5 did not participate in NAPLAN 2020.</p>
<ul style="list-style-type: none"><li>• Increase the proportion of students achieving expected growth in NAPLAN numeracy to 45% (lower bound system negotiated target)</li></ul>	<p>Growth from NAPLAN data cannot be analysed as Year 5 did not participate in NAPLAN 2020.</p>

<p>negotiated target)</p>	
<ul style="list-style-type: none"> <li>• Reading and numeracy assessment tracking demonstrates improved learning growth for 80% of students</li> <li>• 80% of teachers differentiate learning programs and activities across curriculum areas to meet the specific learning needs of all students</li> </ul>	<p>Reading age data collected and analysed from Stage 1 from October 2021 to October 2022 showed 70% of students showed at or more than a years growth. The average growth in the 12 month period was 15 months.</p> <p>Reading age data collected and analysed from Stage 2 and 3 from February 2022 to October 2022 showed 54% of students showed at or more than 9 months of growth. The average growth of students reading age from February to November in was 12 months. This compares to the 2021 where the average growth was 7 months from February to November.</p> <p>Assessment tracking indicates that there was improved learning growth for 91% of students in numeracy.</p> <p>Teachers were able to access in school assessments, PLAN2, Check In data and NAPLAN data to enable them to differentiate learning programs and activities to meet the needs of their students.</p> <p>100% of teachers differentiated their program across all curriculum areas to meet specific learning needs.</p>

## Strategic Direction 2: Data informed teaching practice

### Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data driven practice
- Building Staff Capacity

### Resources allocated to this strategic direction

**QTSS release:** \$30,100.00

**Literacy and numeracy:** \$8,538.74

**Professional learning:** \$5,465.82

**Low level adjustment for disability:** \$26,589.71

**Aboriginal background:** \$30,008.40

**Integration funding support:** \$26,589.71

**Per capita:** \$68,326.66

**Refugee Student Support:** \$2,063.04

**Socio-economic background:** \$32,555.81

**Literacy and numeracy intervention:** \$46,266.82

### Summary of progress

Teachers have been using visible learning strategies in their classrooms and displaying Learning Intentions and Success Criteria. Teachers are setting explicit, challenge and achievable learning goals and this has impacted on student engagement across the school..

Sudents critically below stage level were targeted through intervention with SLSOs (School Learning Support Officers) and the Learning Support Team. This intervention focussed on students on reading. Katoomba Public School is currently researching programs for targetting critically low students in numeracy.

Regular, timetabled release time for all staff assisted in the uptake of targeted learning in alignment with Personal Development Plans. This staff development was aimed at improving staff capacity in improving data driven practice and accessing the new Early Stage 1 and Stage 1 curriculum.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• School self-assessment of the elements 'data literacy' indicates improvement from Delivering to Sustaining and Growing.</li><li>• 100% of teachers set explicit, challenging and achievable learning goals for all students in Numeracy and Literacy</li><li>• 100% of teachers provide timely feedback to students which explicitly supports their next steps in learning progress in Numeracy and Literacy</li><li>• 100% of teachers track student learning progress in at least one aspect of literacy and numeracy.</li></ul>	<p>Teachers have been using visible learning strategies in their classrooms and displaying Learning Intentions and Success Criteria. This information is increasingly included in teacher programs. This is evidence that teachers are setting explicit, challenge and achievable learning goals.</p> <p>Teachers provide feedback to students in a timely fashion that includes the next steps in their progress. During peer observations in Stage 3 feedback was observed to being given to students many times during a lesson to keep them on track and assist their learning. During the subsequent student surveys, students also indicated that they were happy receiving teacher feedback and felt supported.</p> <p>Staff included a data goal in their PDPs and chose PL to improve their data literacy and skills. The aspect of comprehension was tracked across Stage 2 and 3 for literacy and whole number for numeracy. Phonemic awareness</p>



<ul style="list-style-type: none"> <li>• School self-assessment of the elements 'data literacy' indicates improvement from Delivering to Sustaining and Growing.</li> <li>• 100% of teachers set explicit, challenging and achievable learning goals for all students in Numeracy and Literacy</li> <li>• 100% of teachers provide timely feedback to students which explicitly supports their next steps in learning progress in Numeracy and Literacy</li> <li>• 100% of teachers track student learning progress in at least one aspect of literacy and numeracy.</li> </ul>	<p>was tracked across Early Stage 1 to Stage 1.</p>
<ul style="list-style-type: none"> <li>• 100% of teachers working in small teams to show evidence of various assessment strategies in English and Maths.</li> <li>• 100% of teachers working in small teams to use student assessment data to analyse and evaluate student learning progress and to plan for future teaching.</li> </ul>	<p>Teachers worked in Stage Groups and utilised peer observations to show evidence of a variety of assessment strategies in English and Maths.</p> <p>In Stage groups, teachers analysed NAPLAN data, check in Data and in school assessment data to identify gaps in student learning across cohorts. This information was used to plan future class based and whole stage based programs. Other analysis was used to identify students identified as achieving less than expected growth in literacy and numeracy. These students were targeted for extra interventions.</p>
<ul style="list-style-type: none"> <li>• 85% of students achieve their identified learning goals for English and Maths.</li> <li>• 100% of teachers complete training in using assessment data to inform teaching.</li> </ul>	<p>Whole school goal setting tasks linked to "doing my best" as PBL core lessons were rolled out in Term 3.</p> <p>This is a preliminary task to prepare students for more specific goals in English and Maths.</p> <p>Some staff have commenced training in using assessment data to inform teaching including training in MyPL, collegial discussions and peer mentoring.</p>

## Strategic Direction 3: Active and Engaged School Community

### Purpose

To foster quality, sustainable relationships throughout the whole school community to promote and maintain a positive and successful school culture.

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to improve parent and carer involvement in order to support high levels of wellbeing and engagement.

To promote in partnership with parents/carers the regular attendance of students in order for them to maximise their full potential and actively engage in their learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Parent/Carer Engagement
- Parents/Carers: Partners in Learning

### Resources allocated to this strategic direction

**Per capita:** \$818.00

**QTSS release:** \$7,700.00

### Summary of progress

During 2022, parents/carers have been warmly welcomed back into KPS with regular class led assemblies, Interviews with teachers at reporting time, parades for Easter Hat and Book Week characters, Education Week Open Day and parent helpers assisting in classrooms.

Teachers regularly follow up with parents/carers with student wellbeing. Our attendance checks in-person or via telephone and email need improvement. The plan to form an Attendance Committee in 2023.

Each class has a parent/carers contact established to inform their class parents of school activities.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• to reach the school target of 85% of students attending greater than 90% of the time</li></ul>	Attendance data at November 2022 show that 60 students in our school population attend between 52% and 90% of the time. Teachers have been telephoning families after a few whole day absences. Five students who are refusing to attend school have been referred through the Learning Support Team, School Counsellor, HSLO and School Nurse to encourage attendance.
<ul style="list-style-type: none"><li>• to reach the school target of 85% of students attending greater than 90% of the time</li></ul>	To meet our school target in attendance for 2023, our committee will meet regularly and make check-in/wellbeing phone calls after 2 days unexplained absence. Attendance will be a focus of discussion fortnightly, at executive meetings and LST meetings.  During 2022 the number of partial attendances has decreased.
<ul style="list-style-type: none"><li>• to reach the school target of 84% of students reporting positive wellbeing</li><li>• Increase the proportion of students with positive sense of wellbeing in TTFM to 82.7% (lower bound system negotiated target)</li></ul>	TTFM trend results show a slight decrease of 2% in sense of belonging and positive behaviour at school from 2021. To reach the school target of 84% of students reporting positive wellbeing our PBL committee is re-evaluating our PBL system and dedicated lessons explicitly taught each week, introduction of new awards and the Wellbeing AP is linking Bounce Back activities and Smiling Mind program into the Scope and Sequence for 2023.

<ul style="list-style-type: none"> <li>• to reach the school target of 84% of students reporting positive wellbeing</li> <li>• Increase the proportion of students with positive sense of wellbeing in TTFM to 82.7% (lower bound system negotiated target)</li> </ul>	<p>Whole school goal setting tasks linked to 'I value myself', 'Care for others' as PBL core lessons are taught weekly in all classes from Term 3 2022 and are linked to current Wellbeing scope and sequence and virtues</p>
<ul style="list-style-type: none"> <li>• 100% of Year 3,4,5 &amp; 6 and at risk students can identify a mentor teacher.</li> </ul>	<p>100% of students in Years 3, 4 ,5 and 6 and at risk students can identify a mentor. This continues to be a focus in PBL lessons, circle time, yarning circles and in dedicated wellbeing areas in classrooms, Library- Recharge Room and Zen Den, Teddy walks and Green areas- such as the Kitchen Garden, Forrest and Gunar Garung.</p>
<ul style="list-style-type: none"> <li>• Take steps to ensure most parents/carers are provided with clear information about their child's progress in school curriculum areas and the school solicits feedback on its reporting from parents.</li> </ul>	<p>Semester 1 parent/carer survey results show that 63% of parents would find information sessions (either afternoon or ZOOM) on curriculum, resources and teaching strategies useful. A focus goal will be included in the meet the teacher information evening in Term 1 2023. Online learning links shared with students and parents/carers in Goggle Classroom and will be added to Parent App and KPS Webpage in 2023. A regular monthly Wellbeing update will be an item in KatNews, along with PBL and Virtues.</p> <p>Information sessions presented on Maths and Literacy in Term 4 2022 at Kindy Orientation and starting school playgroup.</p> <p>Face to face interviews and discussions in 2022 were well attended by parents and carers.</p> <p>Parent/Carer focus group established in each class with a parent as contact to share information. This link will be strengthened further in 2023 to inform on school plan.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$62,193.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Katoomba Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>*Assistance with implementation of learning and support programs in the classroom.</p> <p>*Development and preparation of resources to enable adjustments for students.</p> <p>*Provide input into the development of Support Plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to monitor and review support programs for students who attract Integration Funding Support.</p> <p>Students will be continue to have SLSO support in class and in the playground as identified by the relevant data.</p>
<p>Professional learning</p> <p>\$20,095.02</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Katoomba Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school sequence of assessment tasks</li> <li>• Data driven practice</li> <li>• Building Staff Capacity</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher training in using selected standardized assessment tasks and interpreting the results.</li> <li>• Build teacher capacity in data interpretation through training and the development of teacher mentors in this area.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* Staff improving their skills and confidence in data driven practice and assessments through collegial discussions and training.</p> <p>* Teaching and learning programs are differentiated to better meet student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* Reviewing current teacher capabilities and deciding where knowledge gaps are that need to be addressed with professional learning.</p>
<p>Refugee Student Support</p> <p>\$2,063.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice</li> </ul>

<p>Refugee Student Support</p> <p>\$2,063.04</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Deliver interventions to all targeted students.</li> <li>• Employment of additional staff for targeted student support.</li> <li>• Strengthening orientation and transition program for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* The employment of a SLSO to provide in class support to students enabling them to access the curriculum affectively.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* Continue to provide in class SLSO support and utilise the SLSO support to create differentiated materials to meet student needs.</p>
<p>Socio-economic background</p> <p>\$32,555.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Katoomba Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of additional staff to support program implementation.</li> <li>• Providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>* Interventions delivered to targeted students across the school.</p> <p>* Use of pre and post intervention testing to monitor effective learning programs.</p> <p>* Improved student engagement through purchase of school materials and uniforms and covering excursion costs.</p> <p>* Improved wellbeing outcomes through the provision of food (breakfast club/lunch club)</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>* Continued intervention to targeted students.</p> <p>* Keeping records of which students access the wellbeing supports so this support can continue into 2023. This information can be used for transition to HS.</p>
<p>Aboriginal background</p> <p>\$30,008.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Katoomba Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of specialist additional staff (SLSO) to support Aboriginal students.</li> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• Community consultation and engagement to support the development of cultural competency.</li> <li>• KPS Koori Club</li> </ul>



<p>Aboriginal background</p> <p>\$30,008.40</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Interventions delivered to targeted students across the school.</li> <li>* Stage 1 - 3 students reading levels have improved.</li> <li>* Improved awareness of cultural identity and development of strong leadership skills and peer mentoring by older Koori Club students.</li> <li>* Increased parental and student engagement in the PLP process.</li> <li>* Continued positive relationship between Koori Club students and Auntie Carol Cooper to improve local knowledge and Connection to Country.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Ongoing organisation of community events and workshops to engage and support Aboriginal and Torres Strait Islander Students.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$107,034.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Katoomba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Targeted students were provided with adjustments to their in class programs to increase learning outcomes.</li> <li>* Targeted students were provided with intensive small group programs to increase learning outcomes.</li> <li>* Proactive Student Support Plans, Risk Management Plans were developed, monitored, reviewed for targeted to students to increase student engagement and improve learning outcomes.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* To continue developing, monitoring and reviewing individual students plans for targeted students.</li> <li>* To continue to identify students requiring support, implementing evidence based interventions, and providing specialist support to classroom teachers to make adjustments for students with disabilities.</li> </ul>
<p>Literacy and numeracy</p> <p>\$8,538.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Katoomba Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Deliver interventions to all targeted students across kindergarten to year 6 including for at risk students.</li> <li>• Use pre and post intervention testing to monitor effective of targeted learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Data was used to select students for targeted intervention in literacy across the school.</li> <li>* Stage 2 and 3 teachers used this data to locate and provide targeted resources for students accessing the curriculum at below stage level.</li> <li>* Early Stage 1 and Stage 1 teachers used this data to identify and</li> </ul>

<p>Literacy and numeracy</p> <p>\$8,538.74</p>	<p>purchase targeted resources for Reading.  * This data was used by Learning Support to target students for intensive Literacy and Numeracy programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  * Continue to monitor and assess students to identify those requiring support.  * Implement an assessment cycle to measure and assess the effectiveness of current intervention programs and make changes where needed.</p>
<p>QTSS release</p> <p>\$54,242.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Katoomba Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School data collection and analysis systems</li> <li>• Whole school sequence of assessment tasks</li> <li>• Data driven practice</li> <li>• Building Staff Capacity</li> <li>• Parent/Carer Engagement</li> <li>• Parents/Carers: Partners in Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals provided with additional release time to support classroom programs.</li> <li>• * Development and introduction of targeted and effective school based assessment tasks.</li> <li>• * Build teacher capacity in data interpretation through training and the introduction of teacher mentors in this area.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  * Progress in streamlining the school scope and sequence of assessment tasks. This scope and sequence will be consistent across K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  * Continue building staff capacity in data driven practice to improve student results and achieve high growth.  * Review of school based assessment tasks for effectiveness.  * Review of school scope and sequence of assessment task in relation to new curriculum scope and sequences.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Katoomba Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole school sequence of assessment tasks</li> <li>• Data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan.</li> <li>• employment of SLSO to support teachers in the delivery of effective strategies and target small groups.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  * Interventions delivered to targeted students across the school.  * Improved confidence in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<ul style="list-style-type: none"> <li>* Continue to monitor and assess students.</li> <li>* Continue to develop and implement effective learning programs to meet the needs of targeted students.</li> </ul>
<p>COVID ILSP</p> <p>\$94,400.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - reading and number</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* 52 students were able to access the CILSP in 2022.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Continue to assess students Literacy skills across the school to identify students at risk.</li> <li>* Continue to implement the intensive learning support program to develop students' skill in reading, writing and spelling.</li> <li>* Expand the CILSP to include programs that develop student skills in numeracy.</li> </ul>
<p>English language proficiency</p> <p>\$25,489.39</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Katoomba Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Students are given increased opportunities to participate in school activities and class activities.</li> <li>* Increased opportunities for students to connect with peers.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Should we receive funding in 2023 we will explore other opportunities for students to connect with peers and improve their conversational English skills.</li> </ul>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	144	143	140	120
Girls	137	142	130	122

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	93.1	96.1	88.3
1	92.9	93.2	91.7	90.0
2	93.8	94.0	89.7	85.0
3	93.5	92.5	91.0	84.6
4	92.6	92.9	91.7	84.4
5	93.7	94.2	92.1	83.1
6	90.7	93.0	90.1	83.8
All Years	93.0	93.3	91.7	85.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	10.38
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.62

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	261,932
<b>Revenue</b>	3,097,180
Appropriation	2,951,652
Sale of Goods and Services	18,513
Grants and contributions	122,497
Investment income	2,743
Other revenue	1,775
<b>Expenses</b>	-3,069,924
Employee related	-2,690,061
Operating expenses	-379,863
<b>Surplus / deficit for the year</b>	27,256
<b>Closing Balance</b>	289,189

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.

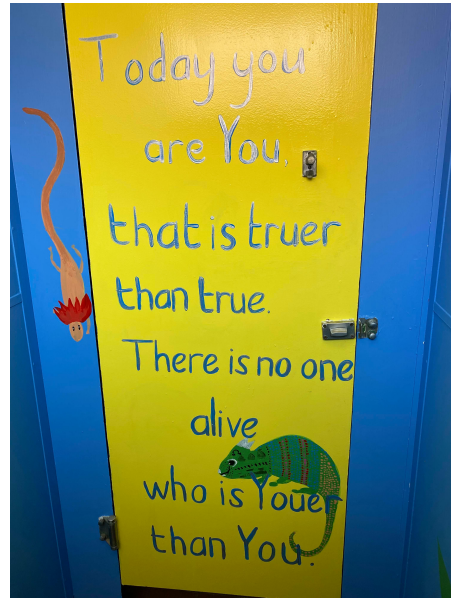
	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	64,256
<b>Equity Total</b>	195,088
Equity - Aboriginal	30,008
Equity - Socio-economic	32,556
Equity - Language	25,489
Equity - Disability	107,034
<b>Base Total</b>	2,209,660
Base - Per Capita	69,745
Base - Location	0
Base - Other	2,139,916
<b>Other Total</b>	316,249
<b>Grand Total</b>	2,785,253

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.





# Parent/caregiver, student, teacher satisfaction

## Student Satisfaction - Tell them from me survey

Over 80% of students feel that they are treated with fairness and respect by my teachers in regards to their cultural background.

Over 60% of students feel pride for their school.

Over 50% of students when they finish High School expect to go to University.

90% of students have high perseverance levels, they pursue their goals to completion even faced with obstacles.

100% of students in Years 3,4,5 & 6 can identify a mentor.

## Teacher Satisfaction-

\* colleagues are willing to share and implement ideas about ways to help students retain what they are learning.

\* teachers are confident that their feedback to students during lessons, helps their understanding of 'where they are' and 'where to next' with their learning.

## Parent/Carer Satisfaction -

Parents being well informed about school activities, having clear written information provided by the school, high percent of parents find it easy to speak to their child's teacher and feel that they are informed when their child's teacher has concerns regarding behaviour.

Parents also felt that their child's report is written in terms they understand. Student understanding of school rules and expectations and parents feeling that their child is encouraged to do their best work and teachers at KPS showing an interest in their child's learning.



# 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.

## Aboriginal Education - School statement

---

We are committed to closing the achievement gap for Aboriginal and Torres Strait Islander students.

We know that we need to learn about, nurture and value the cultural identity of our Aboriginal students to help them be successful learners. We welcome Aboriginal and Torres Strait Islander family members, parents and carers, as well as community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal students. Aboriginal education involves continuous, lifelong learning. It includes:

1. Delivery of quality education to Aboriginal students.
2. Education about Aboriginal Australia for all students
3. Mandatory Aboriginal cultural education through professional learning and career development experiences for all staff
4. Identifying and engaging the NSW AECG and Aboriginal communities as partners in Aboriginal education.

## Anti-Racism Policy

---

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

## Anti-Racism - School statement

---

**Anti-racism education** provides schools with a guide for implementing anti-racism education.

It describes racism in Australia and its effects in schools. The policy requires that every school has an Anti-Racism Contact Officer who plays an important role in assisting the principal to implement three major aspects of the policy:

- \*promoting anti-racism education
- \*supporting the handling of complaints
- \*monitoring incidents of racism.

## Multicultural Education Policy

---

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

---

Our school welcomes students, families and community members from all cultural backgrounds. We appreciate difference and diversity and aim to provide a culturally inclusive and responsive environment that benefits all students.

Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.

Our school fosters student wellbeing and community harmony by implementing anti-racism and anti-discrimination strategies that encourage engagement by parents and carers from all backgrounds.

## Other School Programs (optional)

---

### Welfare:

Katoomba Public School is a PBL school.

PBL - Positive Behaviour for Learning, is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

The PBL framework make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.

### PBL at Katoomba Public School

At KPS we VALUE ourselves, CARE for others and RESPECT the environment. Each week students learn about an element of PBL and what it looks like to show the desired behaviour at school.

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 Students Value themselves, Care for others and Respect 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 display panels 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. Students have access to a range of quality software programs to enhance learning across all KLA's with a focus on cyber safety and digital citizenship.

**SPORT** - In 2022 teachers at Katoomba Public School delivered quality skills-based sporting programs to all students from Early Stage 1 to Stage 3. These weekly physical education lessons developed the fundamental movement skills required for participation in a wide range of sports.

Students then had the opportunity to display their sporting prowess in our three carnivals of swimming, cross country and athletics. Many students went on to represent Katoomba Public School at both the Zone and Regional level in all three disciplines, with one student being selected to participate in the discus at State level.

Through the sporting schools program our school successfully applied for and received funding which allowed our students to be involved in external coaching programs covering cricket, dance and gymnastics.

Students from Stage 2 and 3 participated in Futsal and Newcombe Ball Gala days as well as placing second in the Cricket Blast Cup.

Each year Katoomba Primary School takes part in the Premier's Sports Challenge. This year our school received a Diamond Certificate for the amount of physical activity our students completed each week. As part of this annual challenge, the school can recognise students who excel at their chosen sport, show leadership in sport, or show good team spirit in the way they approach sport at school. We were very fortunate to have a number of students from whom to choose a winner, validating the effort and value we place on sport at Katoomba Public School.

**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 our Orientation Days 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.

#### **Community Liaison 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 -**

-Assisted with community communications regarding COVID restrictions.

-Supported staff to maintain good communication channels, as families and students returned to full-time, onsite school attendance after years of hybrid home/onsite learning.

-Assisted the school executive by drafting communications for parents and carers, with a focus on making information as accessible as possible.

-Managed the school's website presence and supported social media and email communications with parents and carers.

-Organised parent/carer volunteers to support the school's many programs and to help build an educational partnership, including environmental programs, eg Kitchen Garden and bush classroom working bees; Welcome BBQs; fundraising events; etc.

-Liaised with P&C to maintain the strong connection and working relationship between the P&C and the school.

-Secured the Sustainable School's Grant, Round 3 of \$15,000 to be spent during 2023 on Stage 3 students working with an expert to build a bike-powered water pump in the Kitchen Garden and additional raised garden beds; acquitted the \$15,000 Community Building Partnership 2021 grant.

-Wrote one article for the local paper that showcased some of the great things that are happening at our school and assisted in writing three paid advertisements to promote our school.

- Worked with Blue Mountains Music Festival committee to showcase the creativity of our students at the 2022 Festival.
- Liaised with external provider Thrive to host and promote "Circle of Security" parenting workshop.
- Organised visit by a mobile school dentist, available for free to all children; 90 children attended the dentist and parent feedback was 100% positive.
- Wrote and managed a community survey: one on "How can we support *you* to support your child".
- Assisted with Breakfast Club.
- Worked with Blue Mountains Police Youth Liaison Officer to help improve driver and pedestrian safety around the school. Regularly provided traffic safety information and promotion via multiple media to the school community. Liaised with police, council, Department Traffic Education, and Transport NSW, including applying for a School Crossing Supervisor.
- Worked closely with Katoomba High School Community Liaison Officer to ensure continuity for our families as they move to high school.
- Hosted a "transition to high school for parents and carers" information session and afternoon tea.
- Assisted with Kindergarten Orientation and parent/carer information sessions.

