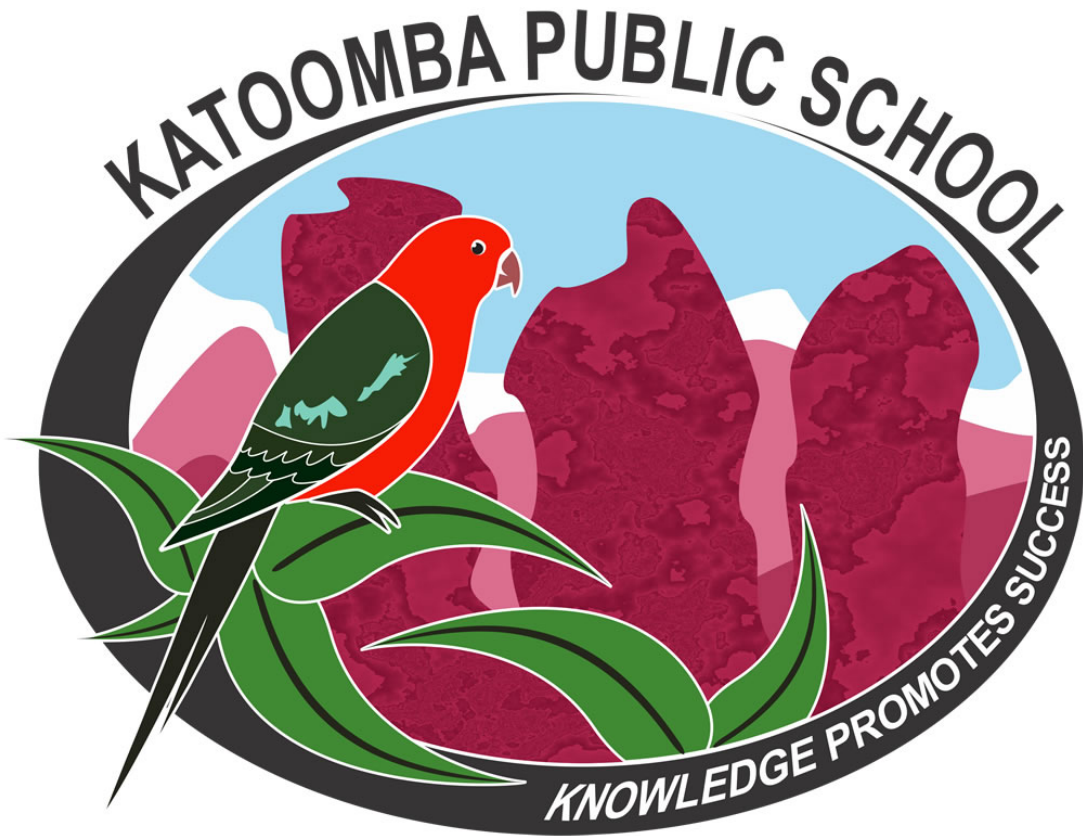


2023 Annual Report

Katoomba Public School



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Introduction

The Annual Report for 2023 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.

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Message from the principal

I would like to acknowledge the Dharug and Gundungurra 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. I would also like to pay respect to Elders past, present and emerging and extend that respect to Aboriginal people.

A sincere thank you to the Katoomba P&C, to our hardworking office bearers Jocelyn, Kirsten, Simone, Courtney, Tegan, Franziska 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 understand that students learn best, when they are working in a supportive and creative learning environment. This year KPS had teachers who provided learning programs that differentiated between children's learning abilities and styles. I am lucky indeed to work with the calibre of staff I do. Each one takes the time to see the positive in each student as, a whole person. To the KPS staff ... teachers and SAS staff.. Thank you!!

A special thank you to Fiona Wassell, Amanda Solomons and Courtney Ayers 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 special thank you to Cate Paterson our Community Liaison Officer. Cate works two jobs.. School learning support officer and the CLO role. Her support for our school is evident in everything she does.. and I am so grateful for her ever ready energy for everything KPS.

To my executive.. our Assistant Principals - Narelle Barrie, Linda Charlton, Helen Abbey and Tracy Peck - together we have certainly achieved much that we can be very proud of this year. I continue to highly value your support and dedication. I want to make particular mention of Tracy Peck who joined us this year in the new Department role of Assistant Principal Curriculum and Instruction. The support you have given our staff with the implementation of new curriculum and programs has been invaluable and very much appreciated.

Lastly thank you goes to the students. The students are the ones who make this school what it is.. our students are familiar with high expectations and are known as thoughtful, kind and high achieving citizens in the Katoomba community.

Before I sign off I would like us all to acknowledge our 2023 Leaders.. (and tech crew) a huge thank you to them for their Katoomba spirit, showing initiative every week at Assembly. Three cheers for you all!

Message from the school community

Here's to another fabulous year at Katoomba Public School! On behalf of the P&C and the broader school community we

want to express a huge THANK YOU to all the staff who have cared for and educated our children throughout the year.

Thank you for encouraging them to love learning, to care for their peers, to respect their environment, and to also prioritise fun and creativity.

As the school year comes to a close, our KPS families might be reflecting on the year that's been. Book Week parades and Athletics Carnivals are a thing of the past for now as we wind down towards the Summer holidays. Thank you to all the parents and carers who supported the P&C throughout the year, whether that be volunteering time at Mothers' or Fathers' Day Stalls, election day BBQs or taking your kids down to choir or sporting events in Sydney. We say this every year (because it's true!) that every small moment you have dedicated to our school community improves the experience for all students.

A special shout-out to those who keep our regular P&C activities going each week of term: to Courtney Ayers and her team for managing the uniform shop, and to Mithra Kennaugh and her team for managing the canteen. The P&C had a busy year running a number of community and fundraising events, including Tea & Tissues, Mothers' and Father's Day Stalls, School Disco, Movie Night, Tea Towels, and two democracy sausage/cake stalls. The P&C and the school are also strongly involved in the Blue Mountains Music Festival (BMMF), and it remains one of our major fundraising events each year. We always love seeing so many KPS parents and family members volunteering at this event, which is a great celebration of local and international music.

Message from the students

We have had the privilege to be the **School Captains** this year and what a year it has been! We've worked incredibly well with the other leaders and we have been able to get to know each other well.

From Stage Three's epic two-night camp, to Kindergartens' very first excursion, all of us at KPS have had so much fun!

This year has been filled with heaps of activities. We have had sports carnivals, the book parade, the Easter hat parade (it still remains a mystery who is behind the mask of the easter bunny costume), the swimming carnival, choir opportunities, cross country, swim school, heaps of exciting incursions and excursions, and finally a music festival where the sun shone.

Katoomba Public School gives everybody so many experiences and for that, we need to truly thank the teachers. The school would be nothing without them. They've taught and supported us throughout our time at Katoomba Public and will continue to do so. I have loved school ever since the moment I met Ms King, my kindy teacher. In fact, I have enjoyed every year I've spent with this school. Mrs Perry and Ms Brooks, in my current year, Year 6, Ms Abbey and her way of making math fun in year 5, Ms Paine and everybody who has helped me learn throughout the years.

Moving from a different school in Year Three I really noticed how welcoming, inclusive, caring, fun and exciting this school and all the people in it are. As Jack said, the teachers are all amazing as well as the students and other staff members. I have learnt so much over my time here and for that I am truly grateful.

Lola and Jack

2023 School Captains



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 Dharug 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. There are 212 students enrolled. We have significant numbers of both Aboriginal students and multicultural students. There are nine 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 these school expectations Value myself, Care for others and respect the environment. 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, a Kitchen Garden and an Outdoor Learning Space.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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: Student growth and attainment

Purpose

Improved outcomes and student growth for every student is the driving force for all initiatives enacted. Through enacting the new curriculum, we will use data to drive teaching and learning programs, differentiate for individual student needs and track student growth.

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
- New Curriculum and Science of Reading

Resources allocated to this strategic direction

AP Curriculum & Instruction

Literacy and numeracy

Professional learning

Low level adjustment for disability

Summary of progress

The focus for 2023 has been for teachers to participate in professional learning, strengthening their ability to implement the new curriculum with a firm foundation of data collection and analysis, as well as developing whole school procedures for tracking and analysis student attainment and growth.

Teachers engaged in Professional Learning incorporating embedding assessment tasks into class programs. We continued to develop whole school procedures for tracking student growth, including providing opportunities for professional dialogue and collaboration in developing areas of focus and analysis of data. Assessment data is used by teachers to drive the development and implementation of their programs, embedding quality teaching practices. Using the tracking and monitoring systems and an analysis of the data has shown improvements and growth in literacy and numeracy. Opportunities for collaboration and dialogue were created to allow exploration of ways to differentiate programs and identify students requiring differentiation and learning support.

Going forward the focus will be to monitor the implementation of the assessment task schedule, allow opportunities to continually collect and analyse data. The focus will also be on developing efficient and effective ways to document differentiation in teaching and learning programs.

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
An increase in Check-in Assessment <i>Scaled Mean Score</i> and <i>Percentage of Questions Correct</i> for Numeracy in Year 3 and 5 for 2023 compared to 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in Numeracy has increased by 4.45%.
An increase in Check-in Assessment <i>Scaled Mean Score</i> and <i>Percentage of Questions Correct</i> for Reading in Year 3 and 5 for 2023 compared to 2022.	The Check-in Assessment mean scale score indicates the percentage of students in Years 3 and 5 achieving growth in Reading has increased by 1.2%
<ul style="list-style-type: none">• Reading and numeracy assessment tracking demonstrates improved learning growth for 80% of students• 80% of teachers differentiate learning	Check in Assessment data indicated: From Term 2 to Term 4, Year 4 Reading improved.

programs and activities across curriculum areas to meet the specific learning needs of all students

From Term 2 to Term 3, Year 6 Reading improved.

From Term 2 to Term 4, Year 4 Numeracy improved.

From Term 2 to Term 4, Year 6 Numeracy improved.

All teachers showed evidence of differentiation in their program.



Strategic Direction 2: Evidence-based Teaching Practice

Purpose

To achieve school excellence through continuous improvement, we will deliver effective, evidence-based teaching practices including explicit teaching and effective feedback underpinned by high expectations. We will increase student literacy and numeracy outcomes and improve how data is used to inform teaching.

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

Literacy and numeracy
AP Curriculum & Instruction
QTSS release
Professional learning
Refugee Student Support
Socio-economic background
Aboriginal background
Integration funding support
English language proficiency
Low level adjustment for disability

Summary of progress

The focus for 2023 was for teachers to track student learning using a variety of school based and external data and assessment in at least one area of literacy and numeracy. All teachers participated in training in setting effective assessments and best data collection practices. Teachers used the collected data to set quality learning goals, assessments and provided timely feedback for all students as evidenced by teacher programs.

Teachers participated in dialogue and professional learning on best practice for data collection. Teachers participated in a whole school learning sprint with a focus on writing and utilising PLAN data to implement learning intentions and success criteria. They participated in targeted peer observations throughout the year which facilitated professional dialogue and resulted in learning intentions and success criteria being embedded visibly across all classrooms and evidenced in programs. As teachers used data more confidently in their everyday teaching practice they have adapted and improved the quality of the feedback provided to students.

Next year, the focus in initiatives that target reading and numeracy will be improved monitoring and implementation of assessments and the consistent collection of data. Further professional learning in data collection and updated assessment scopes and sequences will address identified gaps. This will support further improvement in tracking student data to provide effective feedback and inform the design and implementation of explicit teaching programs.

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">• School self-assessment of the elements 'data literacy' indicates improvement from Delivering to Excelling.• 100% of teachers set explicit, challenging and achievable learning goals for all students• 100% of teachers provide timely feedback to students which explicitly	<ul style="list-style-type: none">• School self-assessment of the elements 'data literacy' indicates improvement from Delivering to Excelling.• Teachers set explicit, challenging and achievable learning goals for all students.• Teachers provide timely feedback to students which explicitly supports their next steps in learning progress.• Teachers track student learning progress in at least one aspect of literacy and numeracy.

<p>supports their next steps in learning progress</p> <ul style="list-style-type: none"> • 100% of teachers track student learning progress in at least one aspect of literacy and numeracy 	
<ul style="list-style-type: none"> • 85% of students achieve their identified learning goals for English and Maths. • 100% of teachers complete training in using assessment data to inform teaching. 	<ul style="list-style-type: none"> • Students achieved teacher identified learning goals for English and maths and are working towards consistently identifying student. goals. • Teachers completed training in using assessment data to inform teaching. • 100% of teachers participated in training and peer observations based on the Quality Teaching Model with emphasis on collecting data related to PLAN 3 and the Learning Progressions.
<ul style="list-style-type: none"> • 100% of teaching programs show evidence of various assessment strategies in English and Maths • 100% of teachers regularly use student assessment data to analyse and evaluate student learning progress and to plan for future teaching 	<ul style="list-style-type: none"> • Teaching programs show evidence of various assessment strategies in English and maths. • Teachers regularly use student assessment data to analyse and evaluate student learning progress and to plan for future teaching.



Strategic Direction 3: Attendance

Purpose

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.

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.

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
- Behaviour and Academic Support

Resources allocated to this strategic direction

QTSS release

Aboriginal background

Per capita

Summary of progress

The focus for 2023 was on the use of attendance initiatives and communication with parents/carers to meet our target of 90% student attendance. Next year in this initiative, the attendance committee is to analyse student data below 90%, discuss reasons for absences and set goals for family and students and reward improved attendance.

Our Positive Behaviour for Learning team have revised and updated our wellbeing lessons and activities. The team collaborated and provided opportunities for professional discussion with all staff to ensure a common language across the school for expectations and lessons and have designed a scope and sequence for 2024.

The two parent/carer surveys completed in 2023 show that KPS is an inclusive school, they are well informed, support learning at home, our school supports learning and positive behaviour and it is a safe school. Next year the focus in this initiative is to design a wellbeing survey for students from Kindergarten to Year 3.

Online access and laptops will be provided at the front Office and at classrooms for Parent/Teacher interviews and at Parent/Carer Wellbeing information afternoon to complete TTFM surveys and provide incentives for participation.

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">• to reach the school target of 86.5% of students attending greater than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 18.25% from 2022 to 58.32% in 2023.
<ul style="list-style-type: none">• to reach the school target of 85% of students attending greater than 90% of the time	Data shows Year 1 and Year 2 students are attending over 90% and Years K,3,4,5&6 are at 88%.
2023 Progress measure <ul style="list-style-type: none">• to reach the school target of 86% of students reporting positive wellbeing• Increase the proportion of students with positive sense of wellbeing in TTFM to 82.7% (lower bound system negotiated target)	73% of students reporting positive wellbeing outcomes has decreased by 3.3% across the positive wellbeing measures.

<ul style="list-style-type: none"> • 	
<ul style="list-style-type: none"> • 100% of students can identify a mentor teacher 	<p>Stage 3 and Year 4 students were surveyed and identified a mentor teacher through TTFM.</p> <p>An alternate survey will be implemented in 2024 for students K-3.</p>
<ul style="list-style-type: none"> • 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. 	<p>Parent/Carer Survey and TTFM results show improvement in parent satisfaction with reporting, communication and positive behaviours.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,474.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Assistance with implementation of learning and support programs in the classroom. Development and preparation of resources to enable adjustments for students. Provide input into the development of Support Plans.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor and review support programs for students who attract Integration Funding Support. 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>\$18,893.26</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school sequence of assessment tasks • Data driven practice • Building Staff Capacity • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted PL for K-2 teachers on the InitialLit Reading Program for the explicit teaching of phonemic awareness phonics, fluency and vocabulary for the assessment of student skills and knowledge to proved data for the explicit teaching of phonological awareness, phonics, fluency and vocabulary. • Teacher relief for staff engaging in professional learning for New Curriculum Implementation. • Course costs for staff undertaking recognised courses for New Curriculum Implementation. <p>The allocation of this funding has resulted in the following impact: Staff improving their skills and confidence in data driven practice and assessments through collegial discussions and training. Teaching and learning programs are differentiated to better meet student needs.</p> <p>After evaluation, the next steps to support our students will be: 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>\$1,836.56</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practice • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Deliver interventions to all targeted students. • Strengthening orientation and transition program for identified students • Employment of additional staff for targeted students support. <p>The allocation of this funding has resulted in the following impact: The employment of a SLSO to provide in class support to students enabling them to access the curriculum affectively.</p> <p>After evaluation, the next steps to support our students will be: 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>\$37,927.04</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support program implementation. • Providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Interventions delivered to targeted students across the school. Use of pre and post intervention testing to monitor effective learning programs. Improved student engagement through purchase of school materials and uniforms and covering excursion costs. Improved wellbeing outcomes through the provision of food (breakfast club/lunch club)</p> <p>After evaluation, the next steps to support our students will be: Continued intervention to targeted students. 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>\$26,097.95</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practice • Parent/Carer Engagement

<p>Aboriginal background</p> <p>\$26,097.95</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support Aboriginal students. • Staffing release to support development and implementation of Personalised Learning Plans. <p>Community consultation and engagement to support the development of cultural competency. KPS Koori Club</p> <ul style="list-style-type: none"> • Community consultation and engagement to support the development of cultural competency. <p>KPS Koori Club</p> <p>The allocation of this funding has resulted in the following impact: Interventions delivered to targeted students across the school. Stage 1 - 3 students reading levels have improved. Improved awareness of cultural identity and development of strong leadership skills and peer mentoring by older Koori Club students. Increased parental and student engagement in the PLP process. Continued positive relationship between Koori Club students and Auntie Carol Cooper to improve local knowledge and Connection to Country.</p> <p>After evaluation, the next steps to support our students will be: Ongoing organisation of community events and workshops to engage and support Aboriginal and Torres Strait Islander Students.</p>
<p>Low level adjustment for disability</p> <p>\$120,735.32</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school sequence of assessment tasks • Data driven practice • New Curriculum and Science of Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Stage based SLSOs working with small groups o targeted intervention programs for literacy and numeracy. • Stage based SLSOs for social and behavioural support. <p>The allocation of this funding has resulted in the following impact: Targeted students were provided with adjustments to their in class programs to increase learning outcomes. Targeted students were provided with intensive small group programs to increase learning outcomes. Proactive Student Support Plans, Risk Management Plans were developed, monitored, reviewed for targeted to students to increase student engagement and improve learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To continue developing, monitoring and reviewing individual students plans for targeted students. 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.</p>
<p>QTSS release</p> <p>\$52,910.50</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>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$52,910.50</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practice • Parent/Carer Engagement • Parents/Carers: Partners in Learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional Release time to support classroom programs. • Development and introduction of targeted and effective school based assessment tasks. • Build teacher capacity in data interpretation through training and the introduction of teacher mentors in this area. <p>The allocation of this funding has resulted in the following impact: Progress in streamlining the school scope and sequence of assessment tasks. This scope and sequence will be consistent across K-6.</p> <p>After evaluation, the next steps to support our students will be: Continue building staff capacity in data driven practice to improve student results and achieve high growth.</p>
<p>COVID ILSP</p> <p>\$70,799.93</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition in literacy. • Employment of additional staff to support the monitoring of COVID ILSP funding. • Providing targeted, explicit instruction for student groups in numeracy. • Releasing staff to participate in professional learning. <p>The allocation of this funding has resulted in the following impact: 31 students were able to access the CILSP in 2023.</p> <p>After evaluation, the next steps to support our students will be: Continue to assess students numeracy skills across Stage 2 to identify students at risk. Begin to implement small group instruction in 2024 to develop student skill in numeracy.</p>
<p>English language proficiency</p> <p>\$4,919.53</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Students are given increased opportunities to participate in school activities</p>

English language proficiency

\$4,919.53

and class activities.
Increased opportunities for students to connect with peers.

After evaluation, the next steps to support our students will be:
Should we receive funding in 2024 we will explore other opportunities for students to connect with peers and improve their conversational English skills.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	143	140	120	110
Girls	142	130	122	101

Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.1	96.1	88.3	86.7
1	93.2	91.7	90.0	90.1
2	94.0	89.7	85.0	90.0
3	92.5	91.0	84.6	89.4
4	92.9	91.7	84.4	88.4
5	94.2	92.1	83.1	86.4
6	93.0	90.1	83.8	86.4
All Years	93.3	91.7	85.4	88.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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:

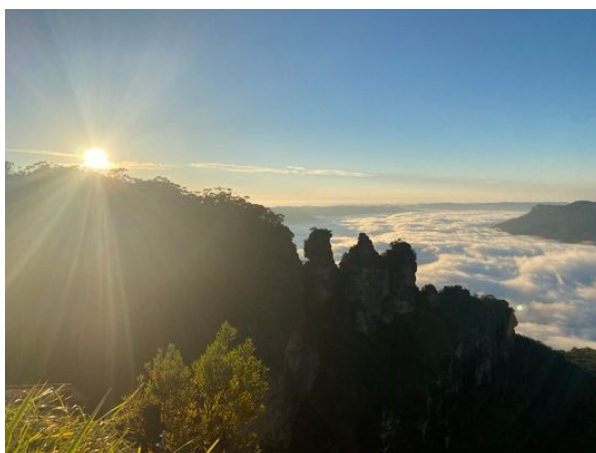
- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and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

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.8
Classroom Teacher(s)	7.17
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	3.52

*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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	247,764.35
Revenue	2,906,930.51
Appropriation	2,747,348.29
Sale of Goods and Services	22,675.61
Grants and contributions	104,871.82
Investment income	6,866.56
Other revenue	25,168.23
Expenses	-3,006,205.51
Employee related	-2,733,739.20
Operating expenses	-272,466.31
Surplus / deficit for the year	-99,275.00
Closing Balance	148,489.35

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.

	2023 SBAR Adjustments (\$)
Targeted Total	92,108
Equity Total	189,680
Equity - Aboriginal	26,098
Equity - Socio-economic	37,927
Equity - Language	4,920
Equity - Disability	120,735
Base Total	1,950,908
Base - Per Capita	64,550
Base - Location	0
Base - Other	1,886,358
Other Total	249,969
Grand Total	2,482,665

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Teddy the KPS support dog

Parent/caregiver, student, teacher satisfaction

Student satisfaction

82% students have friends at school they can trust and who encourage them to make positive choices.

87% students **do not** get in trouble at school for disruptive or inappropriate behaviour. (4% above NSW govt norm)

60% of students when they finish high school expect to go to University.

100% of students in Stage 2 & 3 can identify a mentor.

Teacher satisfaction

*100% of teachers agree and strongly agree the school is a culturally safe place for all students.

*Teachers work with school leaders to create a safe and orderly school environment.

*Teachers in our school share their lesson plans and other materials with each other.

*Teachers set high expectations for student learning.

*Teachers strive to understand the learning needs of students with special learning needs.

Parent/carer satisfaction

*Parents/carers are well informed about school activities

*Parents/carers happy with Kinder Orientation activities

*High percentage of parents/carers find it easy to speak to their child's teacher and feel that they are informed with their child's teacher has concerns regarding behaviour.

*Parents/carers enjoy the community involvement

*Happy and friendly office staff

*Approachable staff, appreciate the awareness of their child's needs.

*Parents/carers excited for the 2024 Dharug Dhalang Program.



Koori Club

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.

The 2023 Aunty Carol Cooper Award

This girl is an inspiring young leader- who embodies the essence of Aboriginal and Torres Strait Islander leadership, demonstrates an unwavering connection to her culture, and embraces the values of respect, care, and has a genuine interest in learning.

She has shown us the importance of not just embracing her own identity but also inspiring younger Koori Club members to do the same. She has become an example of cultural pride, fostering an environment where everyone in Koori Club feels a sense of belonging and understanding.

The emu egg she designed serves as a powerful symbol of this connection with her culture and the KPS school community. She has contributed to the beauty of Gunar Garung by planting seedlings and has a deeper understanding of the connection to the land and the importance of sustainability.

With her caring nature and genuine interest in the well-being of others, coupled with a compassionate heart, she embodies the spirit of empathy and kindness that defines true leadership. Congratulations on receiving the Aunty Carol Cooper Award for Excellence In Aboriginal and Torres Strait Islander Leadership.

Congratulations Jaycie-Jae

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 Key Learning Areas's with a focus on cyber safety and digital citizenship.

SPORT - In 2023 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.

2023 has been another busy year for sport! We successfully held 3 school carnivals; starting with a rainy, misty swimming carnival in Week 2 of Term 1, where we had to rely on the timekeepers to tell us if the race had actually finished, to a whole school cross country carnival where our Kindies ran with their year 6 buddies, and finally a very windy athletics carnival at Pitt Park!

Students represented Katoomba Public School at both Zone and Regional levels in swimming, cross country, 1500m and athletics. Our school came 4th overall in the Upper Mountains Zone Cross Country. Through the NSW Sporting Schools Program our school successfully applied for and received \$2500 which paid for an AFL coaching clinic. Students learned many valuable skills in this clinic and could be seen practising handballs and taking speckys all over the back playground!

Many students were also involved in the Futsal Gala Days with our junior boys coming home winners. We were fortunate to be the recipients of a free NSW Cricket Blast Clinic which ran over 4 weeks in Term 4. As a result of participating in that clinic, many students (and maybe a teacher or two) received free cricket shirts and hats!

Sadly the weather saw the Newcombe Ball Gala Day cancelled which was a real shame, because our senior teams were shaping up to take the prize!

A huge thank you to all the Katoomba Public School staff who put their hands up to take students to these various sporting events and give their time coaching and supporting them, in particular Mrs Galbraith, Mrs Perry and Ms King.
Mrs Rhodes Sports Co-ordinator

Our starting school Buddy Program

Starting "Big School" is a milestone in every child's life and, at Katoomba Public School, we aim to make this transition as smooth and positive as possible for students and parents. A big part of this transition is our Starting School Buddy Program.

Our senior students are invited to apply for the very important role of Kindergarten Buddy. They support your child as they meet their teacher, engage in some "Big School" activities, familiarise themselves with the school environment and act as a support and friend to them on orientation days, the start of the 2024 school year and throughout their kindergarten year.

Community Liaison Officer:

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.

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

*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.

*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.