

Kingsgrove Public School

Annual Report



2017



2307

Introduction

The Annual Report for **2017** is provided to the community of **Kingsgrove Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Beverley d'Astoli

Principal

School contact details

Kingsgrove Public School

Kingsgrove Rd

Kingsgrove, 2208

www.kingsgrove-p.schools.nsw.edu.au

kingsgrove-p.School@det.nsw.edu.au

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Message from the Principal

As a school we have had many achievements this year at Kingsgrove PS. We were delighted to win the first Gala Day of the Mind competition against a number of other local schools with the Governor of NSW presenting the trophy to our school team. We continue to perform with credit in PSSA sports and the Public Schools Music Festival. We were also pleased with our NAPLAN results indicating improvements particularly in writing and spelling. We have continued to improve school facilities with a further two classrooms having airconditioning installed, a \$50,000 electrical upgrade on Caroline Street campus, the installation of new carpet in seven classrooms and new sound and emergency alarm systems installed on both campuses.

I would like to acknowledge the wonderful support again this year of our hard-working P&C and those parent volunteers who have helped at school events. Thanks as well to all the families who have supported the P&C fundraising activities this year to provide additional equipment. Funds raised were in the vicinity of \$20,000 and will go towards shade structures and play equipment with fundraising for these continuing over the next year or so.

Ms Bev d'Astoli

Principal

Message from the school community

Kingsgrove P&C is the representative body for families of Kingsgrove Public School. The aim of the P&C is to provide a dedicated forum for ideas and suggestions to be exchanged between parents, carers and the school community. As well as to work in partnership with supporting the continuous improvement of school resources by way of fundraisers.

In 2017, the P&C held various fundraising events including Easter raffle, Mothers' and Fathers' Day stalls, Walkathon and Movie days raising funds in total of \$14,588. On behalf of the P&C I would like to thank everyone who has helped out with our fundraising events. A special thank you to the small group of parents who attend our monthly P&C meetings. Your ideas and contribution is most appreciated.

Finally, a thank you to our Principal Ms d'Astoli, Deputy Principal Ms Fermanis and Mr Falzon for attending our P&C meetings each month and to all the teaching and support staff for their ongoing commitment to providing a caring, inclusive, multicultural and fun learning environment for all of our students.

Zehra Djemil

P&C President 2017

School background

School vision statement

Confidently embracing the challenges of the 21st Century in a caring, multicultural and inclusive learning community.

School context

Kingsgrove Public School is a friendly, high achieving, inclusive, multicultural learning community in Sydney's southern suburbs. The school currently has a student enrolment of approximately 500 students of which 77% are from language backgrounds other than English. The major cultural groups are Arabic (26%), Greek (12%), Chinese (9%) and Macedonian (4.5%).

The school is situated on two sites with the Years K–2 and Years 3–6 campuses located approximately 300 metres apart and each in different local government areas: Bayside and Georges River. The school grounds are attractive and spacious and include herb and fruit gardens as well as a Bush Tucker garden.

As well as excellent literacy and numeracy programs the school offers students a wide choice of programs in Dance, Choir, Band and Sport. The school opened a new STEM (Science, Technology, Engineering and Maths) centre in 2016 where students participate in computer coding, 3D printing, Lego robotics and iPad movie making. As well students use computers, laptops, iPads and interactive whiteboards in classrooms.

The school is supported by a proactive Parent and Citizens Association which promotes community engagement and inclusion.

Kingsgrove Public School has partnerships with local community groups. Kingsgrove Community Aid Centre has managed an out of school hours care program at the school and a vacation care program for a number of years. Kingsgrove RSL provide grants to support learning programs and Bunnings Kingsgrove have provided garden and playground equipment for our school.

Our motto is "Truth and Service".

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

The school leadership team and teaching staff reviewed and discussed achievements and school data to determine achievement levels in learning, teaching and leadership. In all three domains the school has made significant progress across the years 2015–2017.

Learning: the school is sustaining and growing in the elements of wellbeing, curriculum and learning, assessment and reporting; the school is delivering in the elements of learning culture and student performance measures.

Teaching: the school is sustaining and growing in the elements of data skills and use, collaborative practice, learning and development; the school is delivering in the elements of effective classroom practice and professional standards.

Leading: the school is sustaining and growing in the elements of leadership; school planning, implementation and reporting; school resources and management practices and processes.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality student learning

Purpose

To ensure student learning is supported by consistent, high quality educational practices focused on high engagement and differentiated learning to develop the creativity, literacy, numeracy and technological skills of all students as 21st Century learners. Student learning will be supported through explicit teaching, effective feedback and use of student data to inform teaching practice.

Overall summary of progress

Through successful teacher professional learning in TEN K–2 our NAPLAN Year 3 results indicate significant improvement 2015–2017 in Numeracy.

Through effective teacher professional learning in L3, K–2 speech program and implementation of Personalised Learning Plans our Year 3 NAPLAN results indicate improvement in reading, writing, spelling and grammar over 2015–2017. Year 5 NAPLAN results indicate improvement in writing and spelling in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
55% of Kindergarten students reading at RR level 8	\$3,500	62% of Kindergarten students reading at RR Level 8
50% of Kindergarten students writing more than 40 words	\$4,000	86% of Kindergarten students writing more than 40 words
80% students meet stage clusters in PLAN data K–6	\$6,000	Literacy: 71.5% of students met expected stage appropriate clusters Numeracy: 75% of students met expected stage appropriate clusters
Increase the number of students meeting/exceeding minimum growth: <ul style="list-style-type: none">• Reading from 49% to 60%• Writing from 71.1% to 75%• Numeracy – 52.4% to 60%	\$2,000	Reading: 52% of Year 5 students met or exceeded minimum growth. Writing: 71% of Year 5 students met or exceeded minimum growth. Numeracy: 87% of Year 5 students met or exceeded minimum growth.
Less than 12% of Year 3 students in the lowest two skill bands in NAPLAN reading	\$2,500	5% of Year 3 students were in the two lowest skill bands.
Less than 18% Year 5 students in the lowest two skill bands in NAPLAN reading.	\$2,500	18.5% of Year 5 students in the two lowest skill bands.

Next Steps

Professional learning for teachers in:

Targeted Early Numeracy (TEN) for K–2 teachers new to the school.

Language, Literacy and Learning (L3) for K–2 teachers not already trained.

Implementing the Daily Literacy Block for Years 3–6 teachers.

Unpacking the K–6 English syllabus for teachers K–6.

Using new technologies and integrating ICT and STEM skills across the curriculum.

Programs and personalised learning plans to support and challenge students.

Using a range of assessment strategies to diagnose learning needs, enhance differentiation and ensure consistent teacher judgement.



Strategic Direction 2

Performance and development culture

Purpose

To ensure high expectations for staff development and performance through developing a culture of collaboration, professional dialogue and ongoing professional learning. Staff performance and development will be supported by understanding of the relevant standards and frameworks and opportunities for leadership, success and recognition.

Overall summary of progress

Performance and development procedures were completed for all teaching staff in 2015–2017 and introduced for all non teaching staff in 2017. Several temporary teachers developed their evidence portfolio for accreditation at proficient. The whole school community was consulted through meetings, discussions and surveys for input into evaluating the school performance and future strategic directions for development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have a Performance and Development Plan to reflect on how to improve their own practice and career progression using the appropriate P&D framework, professional standards and evidence of achievement.	\$5,000	100% of staff have a Performance and Development Plan to reflect on how to improve their own practice and career progression using the appropriate P&D framework, professional standards and evidence of achievement.
Whole school professional learning plan addressing PL for all staff including beginning teachers, Aboriginal staff and non-teaching staff.	\$4,500	All staff participated in professional learning. Performance and Development plans were developed and implemented for all non teaching staff in 2017.
Community communication strategy ensuring parents and carers have opportunities to be involved in decision-making for school policies and three year school plan	\$5,000	Parents and carers were consulted through a range of parent surveys and a community consultation meeting for feedback on homework, anti-bullying, sun safe hats and school performance. The P&C is actively involved in discussing and refining school policies and procedures.

Next Steps

Embed performance and development processes in daily practice for all teaching and non teaching staff.

Enhance opportunities for staff reflection and self-evaluation through an increased use of data review in performance and development discussions.

Review and update documented school policies and procedures for staff induction and support of early career teachers. Professional learning and support for teaching staff to ensure understanding of the professional teaching standards and teacher accreditation processes at higher levels.

Enhance distributed leadership capacity across the school through further opportunities for responsibility and leadership for staff and students.



Strategic Direction 3

Wellbeing for an inclusive school community

Purpose

To ensure student and staff wellbeing is enhanced by a positive school culture and effective wellbeing initiatives. A positive school culture will be achieved through strong and inclusive partnerships across the school and wider community and effective information sharing, collaboration and consultation. A positive learning community is based on mutual trust and respect where all members feel valued and communication is open and honest.

Overall summary of progress

The school has successfully completed Tier 1 implementation of the Positive Behaviour for Learning (PBL) program. Teachers use of positive language and consistent behaviour expectations has increased. Negative student behaviours and suspensions have decreased 2015–2017.

A weekly program for the explicit teaching of social skills for a small group of targeted K–2 students was introduced in 2017 and was effective in assisting students to decrease negative behaviours. Consistent recording and tracking of behaviours has resulted in a stronger focus on rewarding positive behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Updated policies for behaviour, attendance, anti-bullying and anti-racism in consultation with whole school community.	\$1,000	A school Anti-bullying and anti-racism policy was completed and implemented in 2017. A school homework policy was completed in 2017 for implementation in 2018.
Collection of feedback on community satisfaction through <i>Tell Them From Me</i> surveys from students, staff and parents.	\$0	Three parents responded to the online TTFM parent survey. This was not sufficient data for analysis. Twenty one parents responded to a school survey on strengths and areas for improvement. Feedback was generally positive with minor suggestions for improvement which will be incorporated in the new school plan 2018.

Next Steps

Homework policy to be implemented and evaluated.

Implementation of Tier 2 of the PBL program.

Policies on gifted and talented education, behaviour and attendance to be reviewed and updated.

Enhancing community engagement through involvement in the school centenary and school volunteer projects.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$9,165 including</p> <p>Funds to ensure ATSI students participation in extra curricula activities, SLSO in class support and teacher professional learning</p>	Over 80% of Aboriginal students reported feeling good about their culture and 90% believed teachers understood their culture in the Tell Them From Me survey. Aboriginal students at KPS achieve above average in comparison with state cohort of Aboriginal students.
English language proficiency	<p>\$225,586 including</p> <p>Staffing allocation of 2.0 FTE EALD teachers.</p> <p>Funds for teacher professional learning, SLSO and admin support, additional resources.</p>	Improved achievement levels in literacy on PLAN data K–6 and NAPLAN; significant decrease in percentage of students in lowest two skill bands in Year 3 and 5 literacy.
Low level adjustment for disability	<p>\$193,596 including</p> <p>Staffing allocation of 1.3 FTE Learning and Support Teacher.</p> <p>Funds for SLSO, admin support, teacher and SLSO professional learning, Minilit resources.</p>	<p>Enhanced quality and parent collaboration in PLSPs for students data.</p> <p>Decrease in number of students in lowest two skill bands in NAPLAN in Years 3 and 5.</p> <p>One teacher and two SLSOs trained in Minilit and implementing program.</p>
Quality Teaching, Successful Students (QTSS)	<p>\$37,684 including</p> <p>Staffing allocation of 0.5 semester 1 and 0.835 semester 2 for increased executive release, LaST support and teacher professional learning</p>	Enhanced teacher collaboration and use of range of assessment data for planning learning programs and reporting to parents.
Socio–economic background	<p>\$140,009 including</p> <p>Funds for student assistance to participate in curriculum requirements, additional SAO and SLSO support, computer coordinator for access to ICT.</p>	<p>Improved student achievement on PLAN and NAPLAN data.</p> <p>Enhanced staff and student skills in a range of technologies.</p>
Support for beginning teachers	\$2,000	Three temporary staff supported to develop accreditation portfolio at proficient.
Targeted student support for refugees and new arrivals	<p>\$303 plus</p> <p>Staffing allocation of additional 0.2 FTE</p> <p>Teacher professional learning in EALD progression.</p>	<p>Enhanced classroom and EALD teacher collaboration and consistency of teacher judgements in EALD phases.</p> <p>Improved tracking of new arrival and refugee student progress.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	304	287	265	254
Girls	262	250	234	240

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	94.5	94.6	94.4
1	94.6	93.4	94.2	91.8
2	94.4	93.2	93.4	94.8
3	94.6	92.9	93.1	91.3
4	95.5	95.1	92.7	93.2
5	95.5	94.9	94.6	94.1
6	94.6	92.6	95.5	93.3
All Years	94.9	93.8	94	93.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Staff are regularly updated on the Department of Education's procedures for absences and the school implements the requirements. Where non-attendance is an issue the family are invited to discuss and collaborate with the school to resolve the issue. Occasionally the Home School Liaison Officer is involved in assisting with strategies to ensure attendance such as developing attendance improvement plans.

Class sizes

Class	Total
HR0004	21
CR0004	20
CR0003	20
HR0006	22
CR0007	22
DR0008	20
CR0005	20
DR0007	21
DR0006	22
DR0004	22
AR0007	31
AR0016	28
AR0014	28
AR1013	30
AR0015	29
AR1005	28
AR1014	28
AR0008	27
AR1012	29
AR1006	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.01
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	1.3
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	4.18
Other Positions	2.6

*Full Time Equivalent

One staff member has Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	1

Professional learning and teacher accreditation

In 2017 \$29,858 was allocated for expenditure on professional learning for staff.

Five temporary staff are in the process of gaining accreditation at Proficient stage, two have recently submitted their evidence portfolio. Eight teachers are maintaining accreditation at proficient and one teacher is maintaining accreditation at Highly Accomplished stage of Australian Professional Standards for Teachers.

Five teachers participated in the L3 two year literacy program, three teachers participated in the TEN one term numeracy program, eight teachers participated in the Implementing the Daily Literacy Block one day program, two teachers attended a one and half day program on teaching writing. A number of staff also attended after school professional learning sessions on a range of topics at various venues.

All teaching staff participated in a one term program on Micro skills of behaviour management.

All teaching staff participated in the School Development Days which covered latest research on effective literacy teaching; review and evaluation of school literacy programs; differentiating learning to cater for the range of student needs; assessment as, for and of learning; skills workshops in using technologies in the classroom and positive behaviour for learning. As well during School Development Days staff completed training in CPR, Anaphylaxis, Child Protection and the Code of Conduct.

Six executive staff attended two one day leadership conferences.

All non teaching staff participated in training in performance and development procedures, two SLSOs participated in school-based Minilit training, two SAOs participated in First Aid Officer training.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	261,588
Revenue	4,869,542
Appropriation	4,676,374
Sale of Goods and Services	29,725
Grants and Contributions	159,392
Gain and Loss	0
Other Revenue	0
Investment Income	4,051
Expenses	-4,798,064
Recurrent Expenses	-4,798,064
Employee Related	-4,264,187
Operating Expenses	-533,877
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	71,478
Balance Carried Forward	333,066

Kingsgrove Public School moved from the former OASIS financial system to the new LMBR SAP system in late 2016. Throughout 2017 school staff were being trained in the new system and becoming familiar with Department of Education changes to systems and requirements.

The main areas for expenditure of flexible school funds are in additional staff such as School Learning Support Officers to assist students with learning; regular quality professional learning for staff; and the upgrade of school facilities, equipment and resources for students and staff.

The school has spent and will continue to expend funds on upgrading school facilities, equipment and resources and investing in quality professional learning programs for teachers.

Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,291,208
Base Per Capita	76,260
Base Location	0
Other Base	3,214,947
Equity Total	568,356
Equity Aboriginal	9,165
Equity Socio economic	140,009
Equity Language	225,586
Equity Disability	193,596
Targeted Total	129,462
Other Total	508,818
Grand Total	4,497,843

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

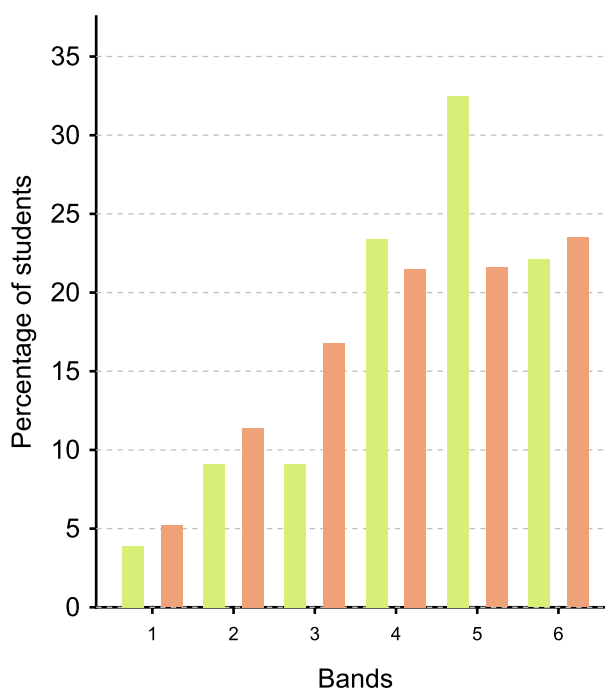
School performance

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.

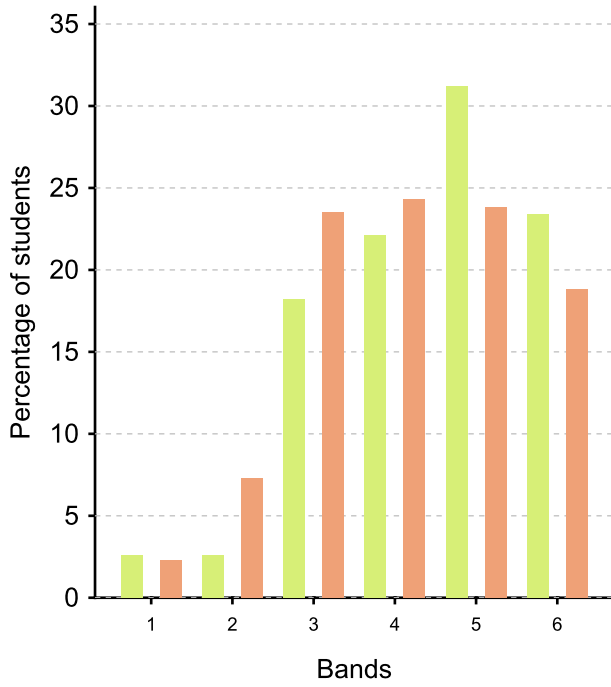
In 2017 in Year 3 NAPLAN results in all areas of literacy there has been a decrease in the number of students in the lower two bands and an increase in the number in the top two bands. In 2017 Year 5 NAPLAN results there has been a decrease in the number of students in the lowest two bands in reading, writing and spelling; grammar and punctuation is an area for focus in 2018.

Percentage in bands:
Year 3 Grammar & Punctuation

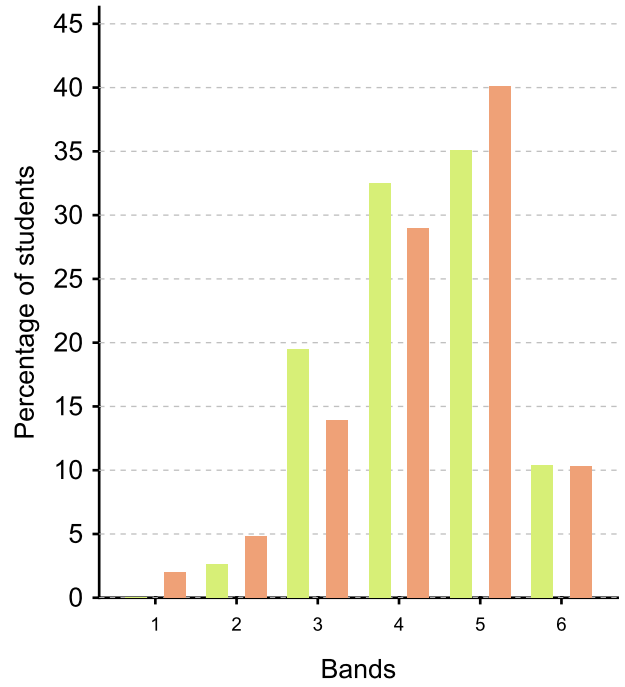


■ Percentage in Bands
■ School Average 2015-2017

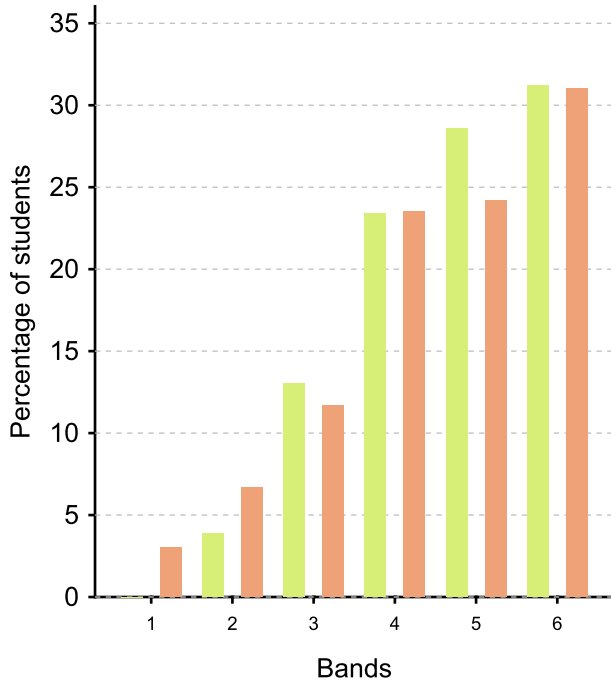
Percentage in bands:
Year 3 Reading



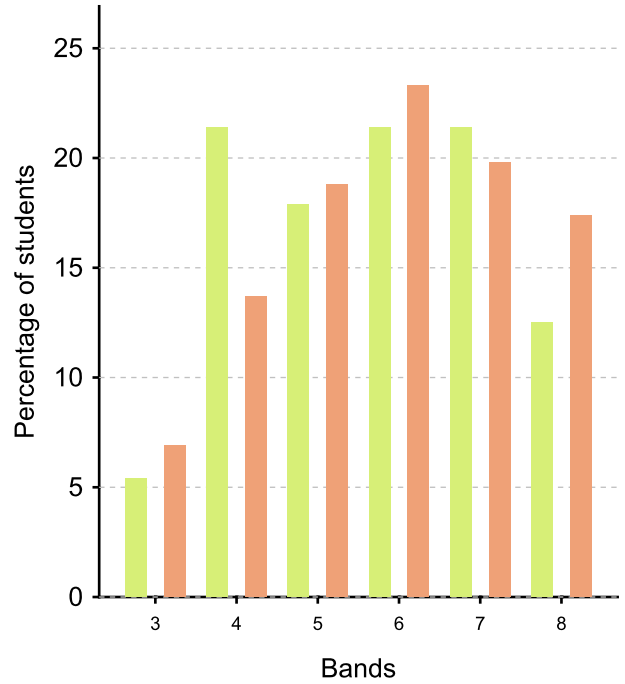
Percentage in bands:
Year 3 Writing



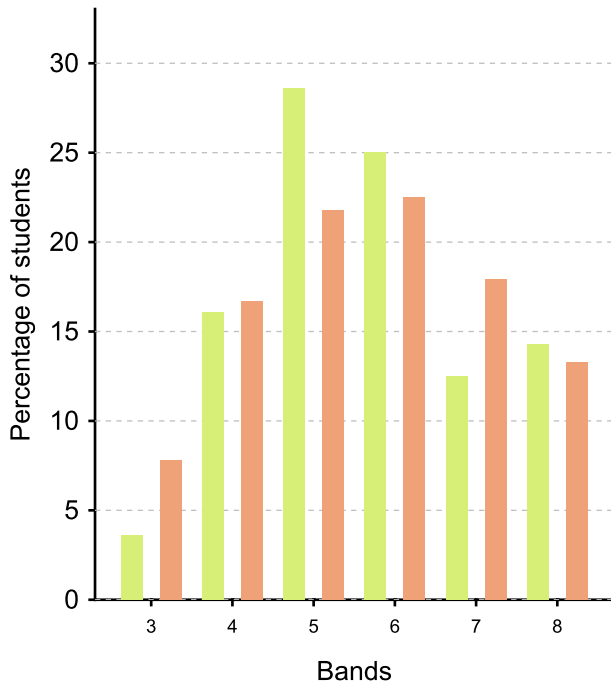
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

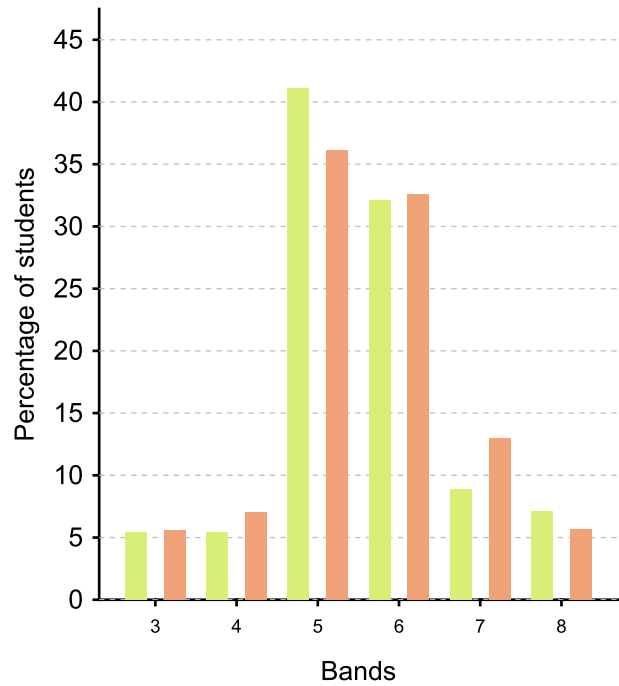


Percentage in bands:
Year 5 Reading



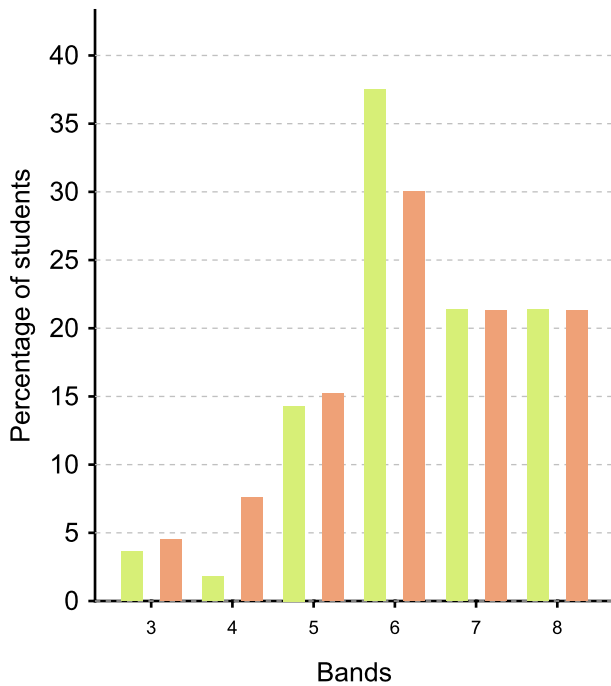
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

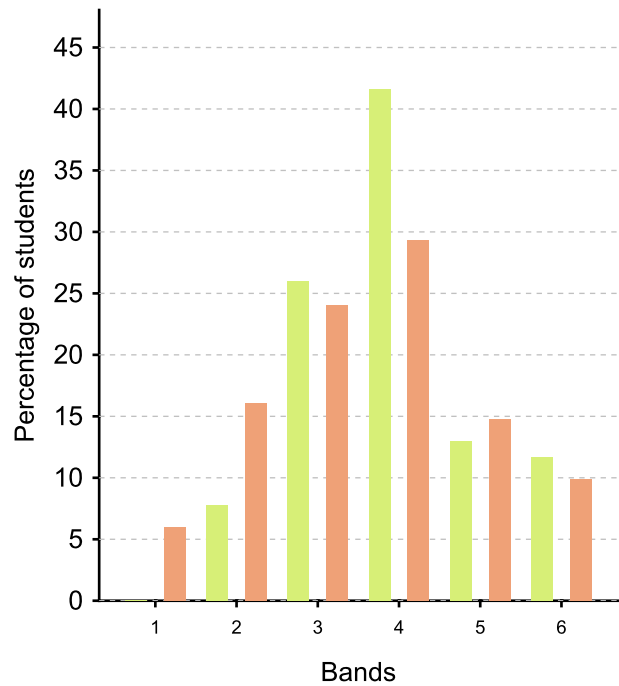
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

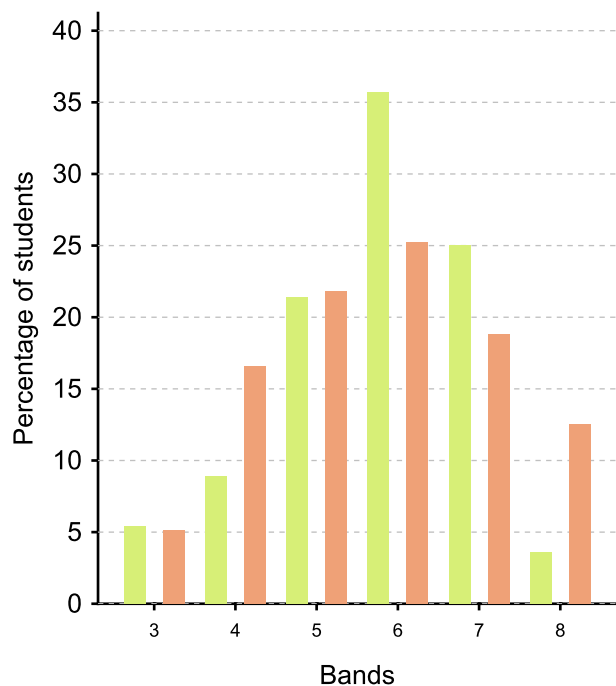
In 2017 Years 3 and 5 NAPLAN results there has been a decrease in the number of students in the lowest two bands compared to the average over the three years 2015–2017.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017 55% of Year 3 students achieved the top 2 bands in NAPLAN in reading and 25% in Numeracy.

In 2017 27% of Year 5 students achieved the top 2 bands in NAPLAN in reading and 29% in Numeracy.

Parent/caregiver, student, teacher satisfaction

Three parents responded to the Tell Them From Me survey which is insufficient data for analysis. Twenty one parents responded to a school survey asking for feedback on strengths and areas for improvement. These responses were generally positive. Parents mentioned school strengths as: the school's celebration of its multiculturalism, a positive and safe school environment, good communication and caring staff. Suggestions for improvement included enhancing facilities with shade structures and equipment and further extra curricular activities such as excursions, performances and competitions.

Students in Years 4 to 6 completed the Tell Them From Me survey. Most responses were closely aligned to the state average across schools. Students were generally positive about their school experience at KPS. The student responses indicated students at KPS were less positive about homework as well as interest and motivation in learning. Some students would like more challenge and extension in class as well as more use of technologies.

Twenty five teachers responded to the Tell Them From Me survey. Inclusiveness was identified as a particular strength of the school. Teachers identify areas for improvement as: more use of technology in learning, increased parental involvement and further leadership development.



Policy requirements

Aboriginal education

K to 6 students participated in a range of indigenous performances and lessons. Kingsgrove PS embeds Aboriginal and Torres Strait Islander perspectives within the curriculum and daily teaching. Each Aboriginal and Torres Strait Islander student has a personalised learning plan to ensure they are effectively supported in their learning.

Students at Kingsgrove PS experience a wide range of events such as the K-6 NAIDOC week Koomurri cultural workshops. Our Stage 3 indigenous students attended three days of the public speaking Yarn Up program and a three day STEM technologies

camp. These projects aim to boost student confidence. One student in Year 6 received a Deadly Kids Doing Well award, highlighting the success of young Indigenous Australians.

Several staff attended professional development including Aboriginal education network meetings and workshops on Aboriginal culture, history and arts. Indigenous resources such as reading and Library books and puzzles were purchased.



Multicultural and anti-racism education

Kingsgrove PS includes 77% of students from a Language Background Other than English (LBOTE). Three community language programs (Arabic, Chinese and Greek) operate in the school. Community language staff promote Kingsgrove's multicultural approach to learning through the teaching of dance, drama and cultural awareness. Cultural performances are shared at assemblies and other events.

In 2017 Harmony Day was celebrated with a range of hands on activities promoting intercultural understanding, tolerance and respect.

The annual Education Week Open Day successfully celebrated the school's multiculturalism with performances from a range of cultural groups within the school and a multicultural lunch provided by families for the whole school community.

EALD (English as an Additional Language or Dialect) staff promote multicultural perspectives; collect and analyse statistics relating to the culturally and linguistically diverse populations of our school and regularly advise and assist mainstream staff with the development of teaching and learning programs for these students. EALD staff also act as Anti Racism Contact Officers (ARCO) and are trained to provide specialist knowledge and support to deal with issues of a racist nature. Multicultural and Anti-Racism concepts were also taught in the Bounce Back program where students learn strategies for a positive social environment.

Other school programs

Creative and performing arts: In Years 3 to 6 our three dance troupes, school Band and Choir successfully participated in the Combined Public Schools Music Festival, school assemblies and special events.

Public speaking and debating: Students in Years 1–6 participated in the public speaking program with several students reaching the regional public speaking competition and some students in Years 3 to 6 participated in the Debating teams.

PSSA: Students in Years 3 to 6 tried out for teams in a range of sports for Friday inter-school competition – boys and girls cricket, softball, netball, newcombe ball, touch football, rugby league, basketball.

Competitions: Many students K to 6 completed the Premiers Reading, Spelling and Sport Challenges. A number of students in Years 3 to 6 participated in the University of NSW ICAS English and Maths tests with one student winning the Year 6 medal for first in English.

Two school teams of stage 3 students competed in the inaugural inter school Gala of the Mind competition with Kingsgrove PS winning the competition.

Clubs: Year 2 students participated in dance, computer coding, environmental sustainability and choir. Years 3–6 students not attending Friday PSSA participated in school sport as well as chess, robotics, computer coding, iPad movie making, iPad photography and gardening.