

# Karanggi Public School Annual Report



2016



2260

## Introduction

The Annual Report for **2016** is provided to the community of **Karangı 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.

Ms Sharon Rovere

Principal

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### Message from the Principal

In 2016 Karangı Public School engaged in the External Validation process. This process involved the use of the School Excellence Framework to reflect on our current practice across the domains of Learning, Teaching and Leading as informed by evidence enabling a very intensive review of all aspects of our school. The external validation team found the process to be extremely worthwhile and enabled us to honestly review our school. We were very pleased with our schools standing within a number of areas and this process has informed school need and future directions.

There were a number of reforms and policies reviewed and introduced throughout 2016. 2016 also saw a review and establishment of school zones across the Orara Valley supporting explicit school enrolment policies guided by Department of education policy and procedures. The well being framework for schools was announced and schools engaged in the exploration of this framework

Our school has a very committed and passionate team of staff who care deeply about the needs and well being of all students. Our Administration staff – Shaunagh Willman and Leanne Malone, SLSOs –Elliot Keen and Stacey Hambrook, and General Assistant Kirk Taylor; all demonstrate professionalism and commitment to our school as they go above and beyond their normal range of duties to look after your students, support families, support teacher requirements and the efficient running of our school. They, and their work are more often the first impressions and images people have of our wonderful school. I thank them for their manner and passion to their roles in our school. The teaching staff have engaged openly in reflections of their current practice to continue to build their capacity in delivering the best education they can for all students, academically, socially and emotionally. They work beyond hours engaging in afternoon and evening commitments inclusive of parent information sessions to assist you in working collaboratively with us in order to provide a quality education for your child and support all children in being the best they can be.

I would like to thank and acknowledge our P&C who has worked hard to support the school and therefore your child's educational experience throughout the year. We also have a large number of family members who engage voluntarily in activities across the school year whether in classrooms, transporting students or running specialist programs such as MultiLit to support reading, scholastic book clubs, school banking coordination or the multitude of other ways families support our school. We thank you for your time and commitment in support us and your children. Our school looks forward to continuing to work with families and welcoming your continued support.

We have a wonderful school offering a multitude of opportunities for students. It has a friendly welcoming nature reinforced by family commitment and values. I am proud of our school, its achievements, inclusive approach and the valuable work we do.

Sharon Rovere

Principal

## Message from the school community

2016 proved to be a busy & challenging year for the P&C. The P&C raised over \$12,000.00 and our school canteen provided a significant source of funds. 2016 saw a major change in menu which effectively doubled the return from the canteen. This fantastic success is attributed to the hard work and dedication of Leah Shoobert and her trusty band of volunteers.

We have undertaken a few construction projects. Two major projects received grant funding over approximately \$5,000 which relied heavily on one parent's skill and voluntary time. I thank Martin Tomasoni for his work on the community circle seating and the fish pond cover projects.

The P&C had some great fundraising activities. Thank you to Nicole Killey with her second-hand book stall on election day, Alison Paul for the coin challenge and Shree Lyons & Suzanne Webster for the Kids Disco. These projects combined raised over \$2,000.00. Our school also has a group of parents who volunteer their time and resources to make our school great. The activities are numerous and diverse and include; class reading, MultiLit program coordination and participation, uniform coordination, Media and newsletter contributions, School banking, transporting children to sport activities, flipping sausages and manning canteens, Kitchen /Garden classes and more.

The P&C aims to fund activities and resources supporting the educational needs of our children and a safe and stimulating learning environment. In 2016 the P&C funded \$2,000 for a new interactive smart board in the grade 1 classroom, contributed \$2,000 to the continuation of the SAKG program and also funded the big day out activities for the students which was approximately \$1,000.00

Looking to 2017 the P&C will be funding some major works on the canteen to meet the Department of Education's food-safe guidelines. We are continuing to build on funds to finance the purchase of computers for NAPLAN online, which will be rolled out nationally online in 2018. We will also continue to improve the school grounds and support the SAKG program and many other initiatives requiring support as they are presented throughout the year.

The P&C is keen to include more parents where possible in decision making. In 2016 we trialed several day time meetings which had mixed results and at times we made decisions online to progress major activities. Our goal for 2017 is to have 10% of our school community represented at the P&C.

Nikki Tomasoni

P&C President

# School background

## School vision statement

The students, staff and community of Karangi Public School have a shared vision. We aim to:

- Provide all students with access to high quality schooling free from discrimination;
- Engage parents and caregivers to work in partnership with the school community to enable high expectations for educational outcomes;
- Educate confident and creative students who are successful learners, active and informed citizens;
- Develop excellent teachers with the capacity to transform the lives of all students and inspire and nurture their development as learners, individuals and citizens;
- Provide quality curriculum and teacher delivery monitored through professional judgement, self– assessment, peer assessment and purposeful testing;
- Ensure strong accountability and transparency through:
  - collecting and analysing quality data
  - enabling highly effective reporting and feedback to students, parents and caregivers; and
  - ongoing community consultation to ensure an understanding of decisions made that affect performance and outcomes.

## School context

Karangi Public School is a rural school located northwest of Coffs Harbour. As at February 2016 we have a student population of 123. It has a Family and Occupational Education Index (FOEI) of 68 indicating the school is more advantaged compared to the state mean of 100. It is a school and community founded upon generational families and country values, blending with a recent increase in city families opting for a rural country lifestyle. Karangi Public School is a P5 school with a permanent teaching principal, six classroom teachers (including the teaching principal) of which 3 are temporary engagements. There is a relieving Assistant Principal, one day per week teacher librarian, one day per week RFF teacher (temporary) focusing on Music, a one and a half day a week Learning and Support Teacher, two temporary School Learning and Support Officers, one full time senior Administration manager, a two day a week Senior Administration Officer and a three day per fortnight General Assistant. School Communication Meetings involve all members of staff to ensure a shared vision and understanding of decisions, respecting all members as having an equal opportunity for input and collegiality. Professional Learning is ongoing, fluid, and driven by the school plan, Department of Education and Community requirements and reforms. Karangi Public School receives a variety of equity funding of \$56, 408 encompassing funding for Location/Isolation, Socio–economic background, Aboriginal background, Low Level Adjustments for Disability. The school is supported by a proactive Parents & Citizens Association working collaboratively to continue to move the school forward and support student and school growth, aligning their vision to the school plan. Decisions regarding the school are discussed and shared between the P&C and school. The president sits on the school budget committee.



# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated In the domain of Learning the school's self–assessment as Sustaining & Growing is consistent with the evidence presented and is validated using the School Excellence Framework. In the domain of Teaching the school's self–assessment as Delivering is consistent with the evidence presented and is validated using the School Excellence Framework . In the domain of Leading the school's self–assessment as Delivering is consistent with the evidence presented and is validated using the School Excellence Framework.

In the School Excellence Framework domain of **LEARNING** Karangi Public School demonstrates commitment within the school community to strengthen and identify school learning priorities as evidenced by the engagement of families in parent teacher meetings, IEP/PLP planning and parent/carer information sessions. Teachers actively engage in Professional Learning to ensure their capacity to deliver on school learning priorities. All staff, students and families actively promote and model positive respectful relationships. The enabling of this is through the Kids Matter program supported by our School Welfare and Discipline Policy which has been shared with all families, the Bounce Back and peer support programs, Restorative Practice and Thinktank. As a school we have worked on developing policies and programs to address and monitor student learning inclusive of an effective Learning Support team, collection and analysis of data, stage and school discussions of identified needs, all working together to inform support programs and teacher program delivery. Parents are engaged in supporting student learning in classes with a number of parents volunteering across a range of capacities to support the school and their children. In regard to Wellbeing our school consistently implements a whole school approach to wellbeing. Quality teaching and professional practice is evident in every learning environment with teachers actively providing opportunity for all students to experience and succeed. This has been demonstrated through our Live Life Well and Kids Matter programs incorporating the Bounce Back resilience program delivered K – 6, R.U.O.K. Karangi student centred program, Peer support K – 6, our discipline policy inclusive of Restorative practice and Thinktank, proactive Learning Support Team working collaboratively with teachers, students and families, Aboriginal Education program focusing on cultural pride and identity, and transition programs. Within the element of Curriculum & Learning we have focussed on the implementation of IEPs and successful transition of students into Kindergarten, new classes (identified students), year 7 transition activities and working collaboratively with families, district staff, other schools and agencies to support this. Our initial parent teacher meetings enable a transition to new classes with connections being made between the school and families early in the school year. The LST works with families and teachers to cater for individual and group needs. Families have engaged in information sessions – Numeracy and Literacy to enable them to support their child at home and all families are encouraged to contact their teachers at any time for clarity or support around any aspect of their child's schooling. Our school has actively participated in the OV Differentiation project to develop teacher understanding and delivery of differentiated curriculum – this will expand into 2017 as a continued school focus area. Teachers engage in Professional Learning to ensure they remain current with curriculum understanding and knowledge. A variety of additional programs are delivered across the school to engage students. Our focus on Assessment & Reporting/Student Performance Measures has been on trialling various assessment data collection models and reviewing assessment practice. Our student reports have been brought into line with the new syllabus and teachers have been upskilled in reporting effectively to parents and in informing consistent teacher judgement. Parent feedback has been positive as to the reports informing them of their child's abilities and also how to support their child (areas for growth and how to). We have a number of standardised assessment tasks informed by collaborative practice designed to create an overall picture of student achievement and to inform allocation of student support and school patterns and trends.

In the School Excellence Framework domain of **Teaching** we have explored Effective Classroom Practice by engaging in the regular review of teaching programs and reflection in regards to student learning on an individualised basis. All teachers model effective classroom management as is evident by zero suspensions for classroom behaviours and minimal think tank participants. In the area of Data Skills & Use teachers engage in informal discussions of student need as identified by school and standardised data. Individual teachers use data effectively within their classroom and to inform teaching and learning. Collaborative Practice and Learning & Development has been evidenced by all staff engaging in regular collaborative discussions, planning and meetings at stage, school and beyond school as demonstrated in the commitment to the Orara Valley Differentiation Project, combined Orara Valley PL, KPS Professional Learning timetable, communication and stage meetings, working with parents in regards to IEPs/PLPs, participation in parent Numeracy sessions, scope & sequences, planning days, participation in High School transition activities, various whole school programs, lesson observations, program, work samples and assessment sharing. All staff

engage in leading teams in various capacities as evidenced by the School Plan projects, roles & responsibilities and Professional Learning schedule. Staff are active and authentic participants in the PDP process and are committed to their ongoing development as evidenced through PDPs, Professional Learning, participating in upskilling their knowledge and capacity. All teachers actively engage in planning and delivery of a range of whole school programs. As evident in program feedback and in student reporting – 100% of teaching staff have teaching programs, teachers remain up to date with reforms and support each other in implementing new syllabus within their classroom.

The domain of **Leading** has been demonstrated through PDPs, PL schedule, Roles & Responsibilities, KLA lead teachers and the OV Differentiation project. The school is committed to the development of leadership skills in staff. All staff engage in leadership opportunities in a range of capacities. Our SRC, Peer reading, Peer groups, Kindergarten transition and R.U.O.K. Karangi programs demonstrate the school's commitment to the development of leadership skills in students K–6. The school planning process and review actively seeks input from the whole school community. Our plan aligns to priorities and need. Within our planning and milestones is evidence of resource allocation and professional learning. The weekly newsletter demonstrates communication and celebration of school activities and achievements alongside informing parents of school directions. The program feedback proforma, assessment schedule, policy reviews and PL timeline all demonstrate the monitoring and review of processes which are embedded and undertaken routinely. School staffing structures ensure full curriculum implementation and delivery requirements are met. Review of teaching programs, work samples and assessment data is undertaken with all teaching staff each term. PDPs are established with the Principal, reviewed with a peer mid-year and reviewed with the Principal at end of year. At program meetings there is an informal discussion of progress. The school's finance is aligned to school priorities within the school plan and milestones, alongside day to day operational needs and department requirements. Technology has been provided to support teaching and learning in the form of ipads, updating administrative computers and student computers in all classrooms, though this has to be a sustained area with a great percentage of our computers failing and struggling as they are 'outdated'. The library has been established as a computer lab to enable more effective use by classes and support teachers. The school works with the P&C to source funds for additional needs and programs within the school e.g. SAKG, sustainability and environmental focus. The school conducted a merit selection process for the appointment of an AP in 2016, and actively identifies casual and temporary staff based on the needs of classes and programs within the school. The school leadership team communicates school priorities through the Annual Report, P&C, 2015 – 2017 School Plan and in practice e.g PL focus. The school plan and Annual Report are readily available for the whole school community via the website and through the school office. These essential documents are on display in the foyer, office and staffroom ensuring transparency and accessibility. Administrative practices have been aligned to enable meeting of accountability and management practices including communication processes and protocol, risk management and activity planning, WHS requirements.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Strategic direction 1: Student, Teacher and Community Wellbeing

#### Purpose

- To provide all students with access to high quality schooling free from discrimination;
- To provide opportunities for parents and carers to work in partnership with the school community to enable high expectations and student well-being;
- To create confident and cooperative students who are active and informed citizens within our school and who are able to play their part on a global scale.
- To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning;
- To ensure the delivery of quality lessons in-line with current policy documents;
- To implement policies and procedures which will ensure the well-being of all staff and students;
- To readily identify resources and utilise these as required to best support staff, students and families.

#### Overall summary of progress

Our Kids Matter focus continued with an action team was formed inclusive of 2 staff members and 3 community members. Kids Matter is supported by a number of underlying initiatives including Bounce Back, and Restorative Practice. Throughout 2016 the staff implemented and reviewed Bounce Back as a whole school K-6 resilience program. The program was reviewed in term 3 and as a result its mode of delivery was realigned to stage and gender based approach to further develop its effectiveness. All families were provided with access to our school Welfare and Discipline Policy via electronic copy (email), hard copy, availability on our school website and were given the opportunity to attend an afternoon information session. This policy is reviewed annually.

Live Life Well continued to grow and was supported by a number of key initiatives including the Stephanie Alexander Kitchen Garden Program, our Fundamental skills focus in PE and Sport, Crunch & Sip across all classes K-6, and healthy eating healthy lifestyles focus. Karangi Public Schools commitment and progress was recognised through a presentation of our school's journey at the International Conference for the Australian Council for Health, Physical Education and Recreation by NSW Health and our Assistant Principal, Paul Macpherson.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Karangi Public School to be established as a Kids Matter School by end 2016.</li></ul>	The assistant principal, Paul Macpherson, and classroom teacher, Katrina Hart, engaged in Professional learning and 3 parent members were identified for the schools Action team.	2 teachers released for AP and teacher to attend Kids Matter training, \$1000.
<ul style="list-style-type: none"><li>• Improved fundamental skills in K-2: 90% proficient by end of 2017.</li></ul>	All teachers engaged confidently with the fundamental movement skills and are trialing methods of tracking student progress.	NIL
<ul style="list-style-type: none"><li>• 95% students involved in Crunch and Sip on a regular basis.</li></ul>	All classes report increased participation by students. All students have access to fresh fruit and vegetable on a seasonal basis through our orchard or fruit provided by staff members.	NIL
<ul style="list-style-type: none"><li>• 95% of students surveyed reflecting a decrease of incidences of unacceptable behaviours including bullying.</li></ul>	<i>Tell Them from Me</i> data and student discussions reflect some improvement. <i>Bounce Back</i> resilience program was reviewed and redeveloped in its mode of delivery to improve its effectiveness for student understanding and engagement.	\$1000 Teacher release to review and plan.
<ul style="list-style-type: none"><li>• Whole School Community is familiar with KPS Welfare and</li></ul>	The school Welfare and Discipline policy is reviewed annually and was made available to all	NIL

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Discipline Policy and practice and 100% of teachers to effectively use restorative practice by end 2016.	community members via an electronic link with our school newsletter, in hard copy to parents not receiving the electronic newsletter and as requested. A parent information session was also delivered.  All teachers engage in utilising restorative practice conversations with varying degrees of consistency and effectiveness.	

## Next Steps

To sustain our focus on Live Life Well its underlying programs including the Stephanie Alexander Kitchen Garden Program, Healthy Lifestyles focus, Crunch & Sip, healthy canteen focus and Bounce Back. The Kids Matter action team is to be reformed due to two parent member's leaving the school. Assistant Principal and Classroom teacher to attend Kids Matter training on the last 2 modules and deliver Professional Learning to all staff. Positive Behaviour for Learning to be introduced into Karangi Public School in 2017. Refine methods of reporting and tracking behaviour incidences through SENTRAL and Positive Behaviour for Learning. All teachers will revisit the Restorative Practice model and delivery with a consistent approach across the school. All teachers to engage in successfully tracking fundamental skills progress to inform student achievement and programming, this will be further supported by the school's participation in the iPlay and Premier Sporting Challenge initiatives.





## Strategic Direction 2

### Strategic Direction 2: Student Engagement

#### Purpose

- To develop staff capacity to use 21st century teaching practices and reflect on curriculum implementation enabling all students to achieve ongoing growth as life-long learners.
- To provide all students with a high quality education, differentiated to enable sustained and continuous growth in academic achievement.
- To create confident and engaged students whose personalised learning styles are catered for.
- To utilise a diverse range of information technology to support student learning.

#### Overall summary of progress

Developing teacher capacity is an integral component of student engagement. Throughout 2016 teachers engaged in a variety of Professional Learning opportunities to further refine their understanding of current and new syllabus. This was provided at school level with staff leading and engaging in understanding and working with the syllabus. All staff programmed with a focus on the new HSIE Syllabus: History and Geography. This was supported by the Orara Valley differentiation focus. Karangi Public School focussed on exploring differentiation within the key learning area of HSIE. All staff developed Performance and Development Plans (PDPs) in collaboration with their principal focusing on individual goals for 2016. In Literacy staff engaged in sharing current practice in their classrooms in a collaborative supportive model, with a particular focus on literacy – Writing. Teachers worked together to review writing samples, syllabus and the continuum to inform consistent teacher judgment. A student peer reading program was established 2 days a week, L3 was introduced into Kindergarten and Year 1. In Numeracy all teachers developed their understanding of the Balanced Numeracy Session model with its implementation in all classes K–6. Djehuti occurred in years 3 – 6 to improve speed of recall of number facts, and K–2 began investigating Numeracy support programs including TENS. All teacher presented parent/carer information evening on Numeracy and Literacy to enable greater community understanding of syllabus expectations and build the capacity of families to engage with the child's education and support their children.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Professional Learning to be linked to PDP, school plan directions and teacher programming and delivery in line with new syllabus documents.</li> </ul>	All teachers engaged in quality professional learning opportunities delivered weekly at school and as identified through PDPs. Teachers delivered and engaged in a range of identified workshops, sessions, e-learning and focus areas.	\$9440 tied funds and additional \$1800 untied funds – Course fees and teacher release.
<ul style="list-style-type: none"> <li>• 100% teachers to display balanced numeracy lessons in their programs by 2017; increase from 33% current in 2014.</li> </ul>	All teachers introduced balanced numeracy sessions and planning model in classrooms K–6. This was supported by professional learning opportunities and program feedback.	NIL
<ul style="list-style-type: none"> <li>• Continuum and new syllabus documents confidently utilised by end of 2017.</li> </ul>	All staff are engaging with new syllabus. Ongoing development and consolidation is required.	\$1000 Teacher release to engage with planning utilising new syllabus.
<ul style="list-style-type: none"> <li>• Teacher mentors established to build teacher capacity by 2016 with increased teacher participation at school and Community of Schools level.</li> </ul>	This remained a teacher driven process in 2016 in order to ensure positive interactions and engagement, and will be formalised and structured as a component of Instructional Rounds in 2017.	\$2000 – teacher release
<ul style="list-style-type: none"> <li>• 100% of teachers confidently using a range of learning technologies</li> </ul>	Teachers identified areas for support and development. An IT focus will be in place in 2017 with professional learning and teachers sharing practice.	NIL
<ul style="list-style-type: none"> <li>• ATSI students and families</li> </ul>	The employment of a passionate and dedicated AB	\$6100– employment of

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
displaying increased satisfaction and engagement.	SLSO provide the platform for increased ATSI student engagement with their culture, in class academic support and the introduction of a number of initiatives including: establishing a bush tucker garden, ATSI games as a component of PE, the construction of a yarning circle and completion of PLPs.	SLSO 10 hours per week and materials for various projects.
<ul style="list-style-type: none"> <li>L3 introduced in Yr 1 and consolidated in Kindergarten.</li> </ul>	Kindergarten and Year 1 teachers engaged in L3 training and delivery. Teachers shared increased engagement and satisfaction with the teaching of Literacy in their classrooms.	\$3000 – Professional Learning and teacher release

## Next Steps

To continue to develop teacher understanding of and engagement with new and current syllabus through professional learning, collaborative planning and sharing practice. In Literacy our school will consolidate L3 in Kindergarten and Year 1 and focus on teaching of reading within classrooms K–6 to cater for differentiated levels of student understanding and improved student achievement. Teachers will continue to utilise the continuum and clusters to engage students in assessing where they are at and where they are heading in Writing. In Numeracy a focus will be on differing models of delivery utilising concrete materials and real life situations to engage all students in their understanding of mathematical concepts and their application and relevance. To develop teacher capacity to utilise current technology as an effective teaching and student engagement tool.



## Strategic Direction 3

### Strategic Direction 3: Evidence Based Teaching and Feedback

#### Purpose

- To ensure teachers are knowledgeable of current and evolving pedagogical practices.
- To develop staff capacity in using quality assessment strategies and data.
- To provide all students with effective feedback informing continued growth.
- To enable parents/carers to effectively engage in supporting their child's educational development.
- To ensure quality curriculum and teacher delivery monitored through professional judgement, self-assessment, peer assessment and purposeful assessment.
- To provide strong accountability and transparency through collecting and analysing quality data and highly effective reporting and feedback.
- To readily identify students' individual needs and plan accordingly.

#### Overall summary of progress

Teachers reviewed current school standardised assessment and its purpose to further inform the school assessment policy exploring the use of class based, school standardised, department standardised, formative and assessment tasks and their relevance in informing classroom practice and school trends. This resulted in a quality dialogue of the purpose of assessment to inform both planning and reporting. The exploration of student self assessment and peer assessment models was initiated. Writing was a focus and teachers have a greater understanding making informed and consistent teacher judgments in relation to year and stage expectations. During professional learning sessions teachers conducted a personal audit on the type of feedback they provide to students and discussed its purpose. All teachers committed to the Orara Valley Community of Schools differentiation project working collaboratively on increasing understanding of differentiation and developing and delivering quality engaging differentiated units of work in HSIE.

All teachers engaged in professional learning to inform their understanding of and engagement with the Professional standards for teachers with 50% of staff aligning their PDP goals to the standards at either proficient, highly accomplished or lead.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Use of standardised testing to guide programming and differentiation with programs reflecting use of assessment and evaluation to inform direction.</li> </ul>	All teachers engaged in this to varying degrees of understanding, focus area in 2017.	\$1060 ACER OARS standardised testing – Comprehension & Mathematics
<ul style="list-style-type: none"> <li>• Student reporting format to display new syllabus outcomes and direct links to PLAN and the literacy and numeracy continuums.</li> </ul>	All staff engaged in informing outcomes for reporting purpose as aligned to syllabus. All staff reported satisfaction with reporting model, and all teaching staff expected to input PLAN data each term.	\$3375 – SENTRAL set up and IT equipment \$1000 – Teacher release to engage with informing outcomes to be addressed.
<ul style="list-style-type: none"> <li>• Whole school assessment data analysis. demonstrating an increased percentage of students achieving stage expected markers on the Literacy and Numeracy continuums.</li> </ul>	Completed as a general overview of the school and the use and understanding of assessment. Utilising individual assessment task data and further supporting information to be focus in 2017.	\$1000 – Teacher release to engage with identifying and developing assessment tasks as a collaborative stage group.
<ul style="list-style-type: none"> <li>• Teachers increased</li> </ul>	All teachers participated in Professional	\$500 –Lead teacher release

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
engagement with accreditation and teaching standards.	Learning. 85% of teachers aligned their Performance Development Plans with the standards. All teachers reviewed current practice against standards exploring 'where they sit' on the standards progression.	to work with Curriculum Advisor.

## Next Steps

To establish a central means of accessing and reviewing data and test papers/work samples in order to guide informed planning, and reporting to parents. To continue writing focus utilising a student folder to guide student teacher conversations utilising work samples and cluster markers. To refine the use of effective feedback in order to guide student growth and engage students through professional learning, student feedback and observations. Teachers will share practice in differentiating assessment tasks for students. All staff to engage in intensive professional learning on the analysis and use of data. All staff to align PDP goals with the standards and explore their competencies at the different levels. To imbed Instructional Rounds into school practice, and network with other schools to collaboratively support teacher growth, student and school performance .





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Very effective programs including Bush Tucker garden (ATSI students), Yarning circle establishment (all students K–6), Aboriginal languages K–3 and ATSI focus group, ATSI students leading Aboriginal games in PE activities, and SLSO working within classrooms to support identified areas of learning.</p> <p>The construction of a Yarning circle was completed in 2016 with the support of the community. Students also completed murals depicting ATSI cultural images working alongside our Aboriginal School Learning Support Officer creating a strong sense of connection and ownership.</p>	\$12 000 – Aboriginal School Learning Support Officer, materials for Bush Tucker Garden and Yarning circle, Student Assistance Scheme.
<b>Low level adjustment for disability</b>	Students were provided with additional 1–1 support, and small group support in class to ensure participation and learning. Disengaged students displayed a greater focus and willingness to attempt tasks presented.	\$41 771 – Staff: School Learning Support Officer, Learning & Support Teacher 0.3 (one and a half days per week).
<b>Quality Teaching, Successful Students (QTSS)</b>	Collaborative planning and programming model was very effective allowing point in time professional dialogue. Reflective discussions occurred as an ongoing component of lesson delivery and review.	QTSS allocation equated to 1.5 hours per week .
<b>Socio–economic background</b>	Teachers received increased in class support in either a team teaching or group support model, therefore supporting improved student achievement All teachers engaged in developing and refining the school plan, preparing and delivering understanding and content to parents in Literacy & Numeracy. All teachers collaborated on the development of assessment tasks and consistent teacher judgement.	\$6 802 – Teacher release, additional Learning and Support Teacher (LaST) allocation, funds to subsidise buses and excursion costs enabling greater student participation.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	63	69	74
Girls	43	58	69	56

Karanggi Public School had 130 students in 2016 with 56.9% male students and 43.1% female students.

Our student population was made up of:

**Early Stage 1:** 12% of total school population.

**Stage 1:** 28.6% of total school population.

**Stage 2:** 29.3% of total school population.

**Stage 3:** 30.1% of total school population.

Karanggi Public School enrolment policy states that students are entitled to be enrolled at the government school that is designated for the intake area within which the student's home is situated and that the child is eligible to attend. This policy has been developed in accordance with the NSW Department of Education *'Enrolment of Students in Government Schools Summary and Consolidation of Policy 1997.'* Karanggi Public School has set an enrolment number ceiling to cater for local demand and to seek to ensure that every eligible local student has a place for enrolment within our school. The enrolment ceiling for Karanggi Public School in 2016 was 150. This policy is inclusive non-local enrollment procedures. In 2016 the seven schools from the Orara Valley and Director Public Schools NSW collaborated to inform local zone boundaries for each of our schools.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.8	97.3	91.3	95.4
1	95.2	94.9	93.6	94
2	95.7	95.4	92.2	95.2
3	93.4	96.3	91.3	92.9
4	96.1	91.7	91.4	92.1
5	94.1	93.7	90.8	95.6
6	92.6	94.9	92.7	91.8
All Years	94.7	95	91.8	93.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

2016 overall attendance was 93.7% which was 0.3% below the State average. In 2016 we saw improved attendance records from the previous year in all year levels except for Year 6, which saw a 0.9% decrease.

Our school works closely with parents to assist students in regularly attending school in line with the Karanggi Public School Attendance Policy. Classroom teachers and Executive members maintains positive and professional dialogue with families regarding their child's attendance and these are followed by written communication and interaction with the Home School Liaison Officer (HSLO) where necessary. At the end of every term attendance is formally recognised and celebrated through attendance awards which are presented at the final assembly for each term.

## Class sizes

Class	Total
KINDER	16
YEAR 1	20
YEAR 2	18
YEAR 3/4	25
YEAR 4/5	27
YEAR 5/6	28

## Structure of classes

Each year class numbers are reviewed and restructured in accordance with the number of staff employed and current enrolment numbers. This analysis alongside analysis of student need dictates class sizes and whether classes will be straight, composite or across stage. This is evidenced by the breakdown of classes over the last 5 years:

**2013:** K/1, 1/2, 3/4, 5/6 (4 classes)

**2014:** K, 1/2, 2/3, 3/4, 5/6 (5 classes)

**2015:** K, 1, 2/3, 3/4, 4/5, 5/6 (6 classes)

**2016:** K, 1, 2, 3/4, 4/5, 5/6 (6 classes)

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.55
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.71
Other Positions	0.05

\*Full Time Equivalent

In 2016 Karangi Public employed a temporary Aboriginal School Learning Support Officer (SLSO) full time filling the roles of SLSO – Integrated Funded Student support and Aboriginal SLSO working in classrooms to support Aboriginal students. The SLSO also coordinated an Aboriginal Torres Strait Islander focus group. The school also employed a tutor in Aboriginal languages through William Bayldon Public School introducing Aboriginal languages to all K – 3

students as well as the Years 4–6 ATSI group.

## 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

Karangi Public School participated in a significant amount of Professional Learning opportunities in 2016. Teachers and School Administrative and Support Staff (SASS) engaged in professional learning opportunities including mandatory learning and identified individualised learning.

School Development Days (SDDs) provided the platform for intensive whole school whole day focus, and collaboration beyond school as a member of the Orara Valley Community of Schools. These 4 days per year provide staff with the quality time to focus on the completion of Mandatory Department of Education requirements including: Workplace Health & Safety, Child Protection, Code of Conduct, Disability Standards for Education, Anaphylaxis and emergency care. SDD term 2 was committed to collaborating with the seven valley schools to explore differentiation and plan units of work focused on differentiating curriculum. Term 3 was focused on the Nationally Consistent Collection of Data on School Students with Disability (NCCDD), differentiation and External Validation and Term 4 provided opportunity to review 2016 progress, inform future direction and plan into 2017.

Through out 2016 Teacher professional learning was driven primarily by our school plan and teacher Performance & Development Plans (PDPs). All teaching staff attended whole school professional learning on a weekly basis after school hours. Focus areas for these sessions included workshops on:

- School plan and milestones
- Wellbeing
- School and Department policies
- Kids Matter
- Accreditation,
- Numeracy
- Literacy
- Writing focus
- Assessment and Reporting – including consistent teacher judgement, tasks, NAPLAN and data analysis
- Effective Feedback to students
- Disability data
- Forming Individualised Education Plans (IEPs)
- Differentiation

- Physical Literacy
- Sport and Physical Education
- Anxiety presented by the District Guidance Officer and supported through online modules
- Cybersafety and
- Workplace Health & Safety (WH&S).

Teachers also attended individualised and stage based professional learning including:

- Two staff participated in a 10 week Music Mentoring course run by the NSW Performing Arts unit and involving engaging with a qualified mentor to support understanding, classroom delivery and student engagement.
- Planning assessment tasks
- Two staff (Kindergarten and Year 1) engaged in L3 – Language, Literacy and Learning in the early years across the year with this continuing in 2017
- Understanding Autism Spectrum Disorders
- Understanding Dyslexia & Significant Difficulties in Reading
- Understanding and Managing Behaviours

All staff engaged delivering understanding of English and Numeracy evening session to our school community with many parents K–6 taking the opportunity to become more familiar with syllabus and the continuum and engage with standards expected in schools.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>50 313.15</b>
Global funds	125 358.14
Tied funds	98 504.31
School & community sources	47 009.94
Interest	1 235.42
Trust receipts	2 644.03
Canteen	0.00
<b>Total income</b>	<b>325 064.99</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13 697.84
Excursions	20 859.01
Extracurricular dissections	22 718.61
Library	3 728.17
Training & development	-634.45
Tied funds	118 194.80
Short term relief	34 825.16
Administration & office	43 725.18
School-operated canteen	0.00
Utilities	14 803.64
Maintenance	8 806.00
Trust accounts	4 355.29
Capital programs	0.00
<b>Total expenditure</b>	<b>285 079.25</b>
<b>Balance carried forward</b>	<b>39 985.74</b>

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

## School-based assessment

2016 saw staff at Karangi Public School continue to gather and analyse standardised assessment tasks throughout the year to accurately inform both reporting as well as to guide future teacher programming to best address individual students learning requirements at their point of need. This was achieved through a variety of assessments with growth data being regularly analysed focusing on spelling, writing, reading (reading levels, fluency and comprehension) and numeracy. Students participated in ACER OARS testing completing both the Progressive Achievement Tests in Reading (PAT-R) and the Progressive Achievement Tests in Mathematics (PAT-M) twice a year to assist teachers in tracking individual student growth. PLAN data was regularly collected. Writing was an intensive focus throughout the year in line with Strategic Direction 2 of our school plan with a development of understanding and using clusters, consistent teacher judgement, feedback to students and achievement levels determined by whole staff through ongoing professional learning in this area.

In 2016 Karangi Public School utilised Best Start Data to accurately assess and analyse the ability levels of our new Kindergarten students thus enabling teachers to accurately deliver curriculum at point of need and to track ongoing progress throughout the year. Literacy and numeracy achievement for all students from K-6 was tracked on the literacy and numeracy continuums. This was achieved through the collection of PLAN data as well as our ongoing commitment to the utilisation of the clusters and educating staff, students and community about their relevance within the classroom through on-going professional learning, the creation of bump it up walls in every classroom, parent information evenings and our writing focus within Strategic Direction 2 of our school plan.

## 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 2016 Karangi Public School 33 students participated in NAPLAN with sixteen Year 3 students and seventeen Year 5 students taking part in the nation-wide testing. This testing focuses on the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, with individual student growth able to be tracked for students in Years 5, 7 and 9. Trend data from the NAPLAN results indicates good growth in reading and further improvements required in the other areas with a focus on meeting students' individual expected growth in 2017.

In year 3 Literacy the percentage of students achieving above National Minimum Standard (Bands 4-6), was as follows:

Reading -81%, Writing-94%, Spelling-81% and Grammar & Punctuation-67%.

Overall trend data for year 3 is demonstrating a need for a continued focus in Writing, and Grammar & Punctuation in particular.

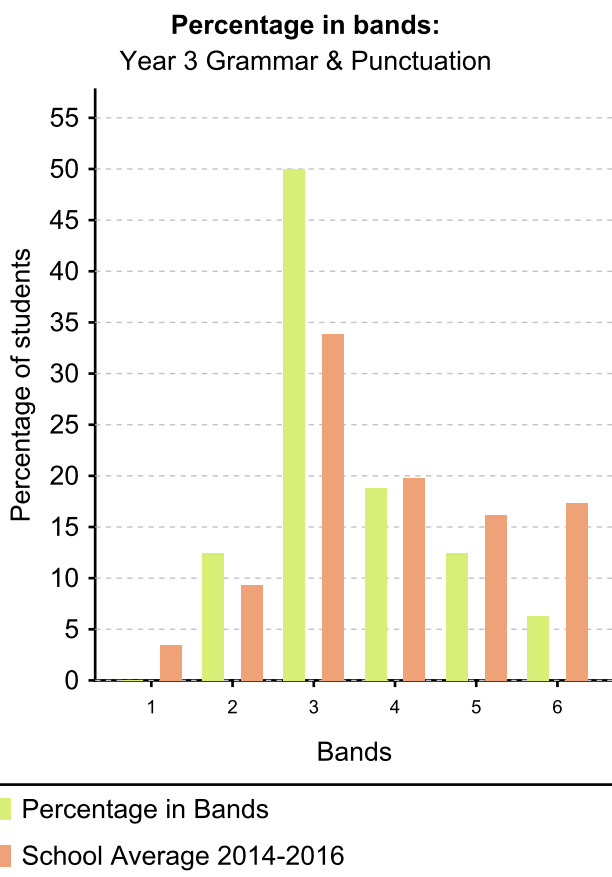
The school has identified initiatives and focus areas to address and support student achievement. L3 (Language, Learning & Literacy) has been identified and will continue in Kindergarten and year 1, alongside a K-6 focus on analysis of data to inform explicit teaching and engagement with the continuums and effective feedback.

In year 5 Literacy students the percentage of students achieving above National Minimum Standard (Bands 5-8), was as follows:

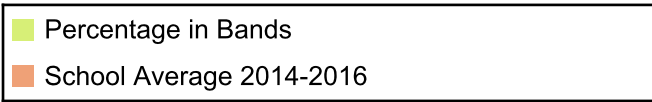
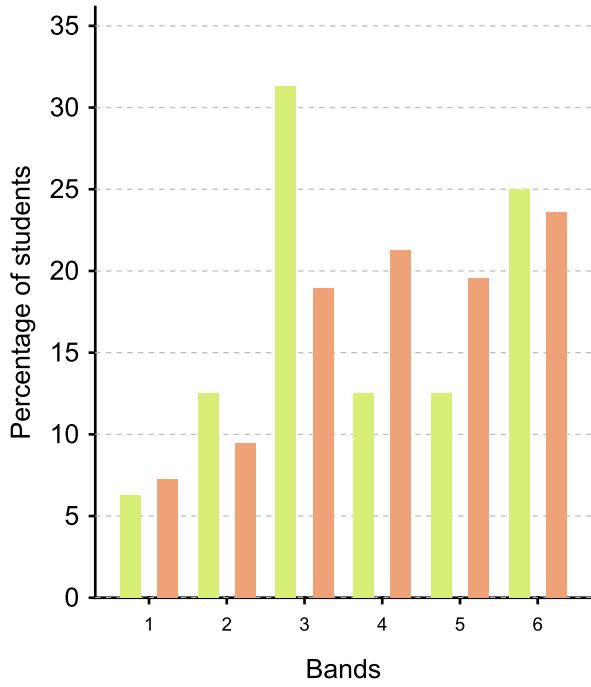
Reading -82%, Writing-94%, Spelling-82% and Grammar & Punctuation-94% .

Overall trend data demonstrates a positive improvement in school achievement in all areas of Literacy. A continued focus will be analysing individual student growth patterns.

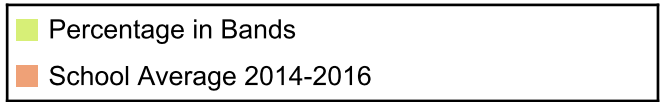
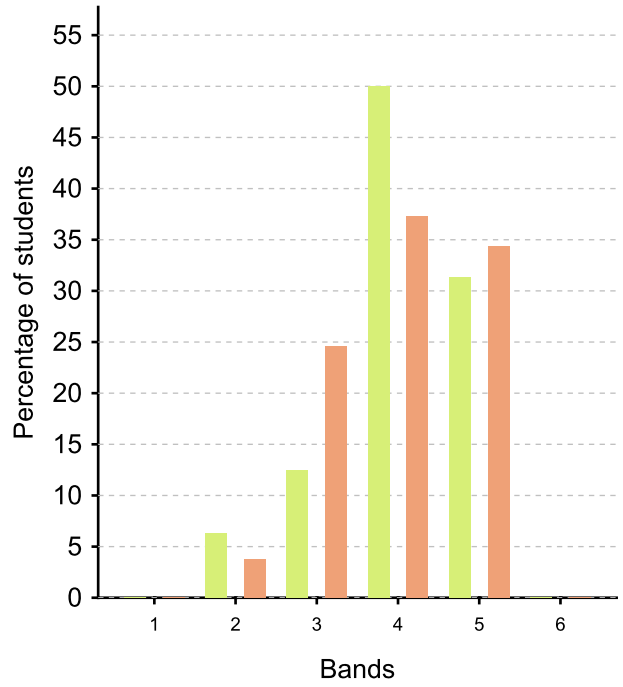
MiniLit and Multilit have been identified as programs to provide additional support for identified students struggling with reading alongside Learning and Support Teacher (LaST) programs.



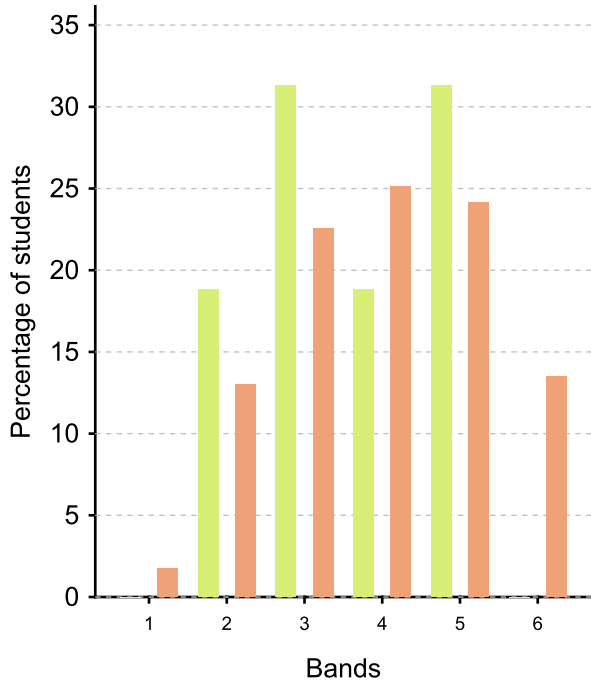
**Percentage in bands:**  
Year 3 Reading



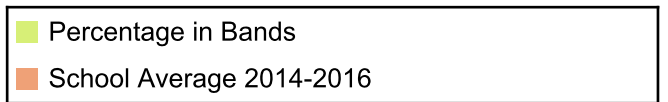
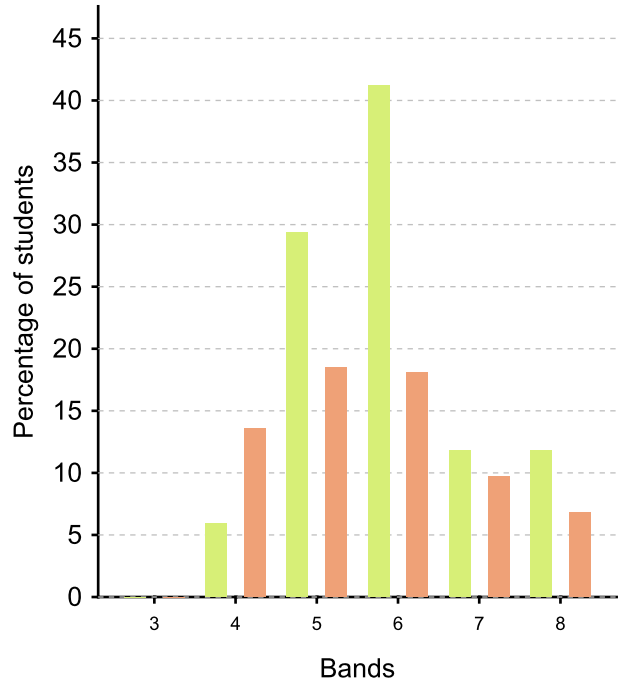
**Percentage in bands:**  
Year 3 Writing



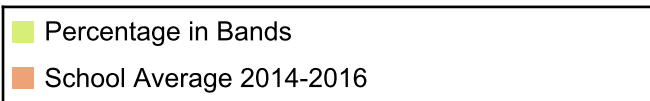
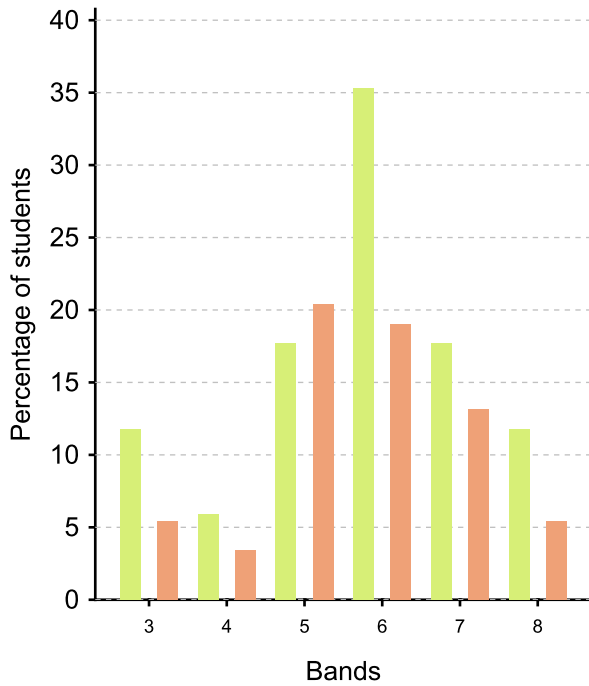
**Percentage in bands:**  
Year 3 Spelling



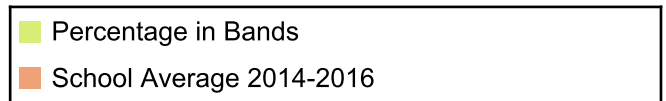
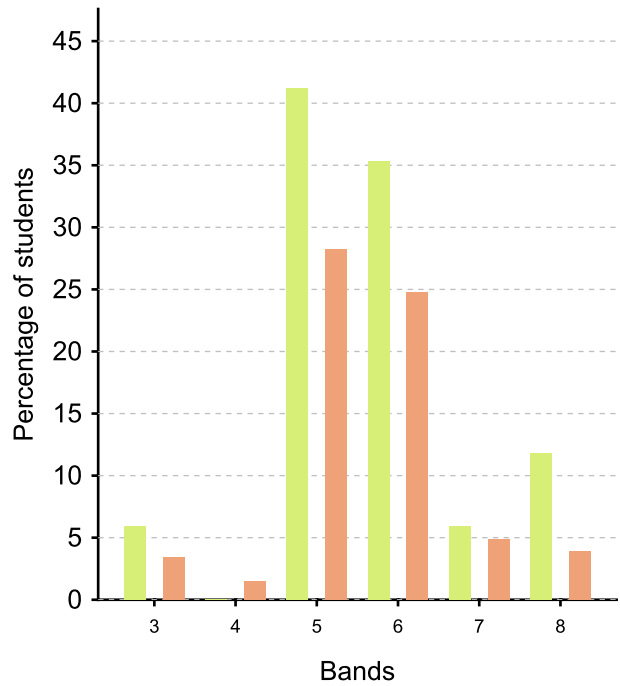
**Percentage in bands:**  
Year 5 Grammar & Punctuation



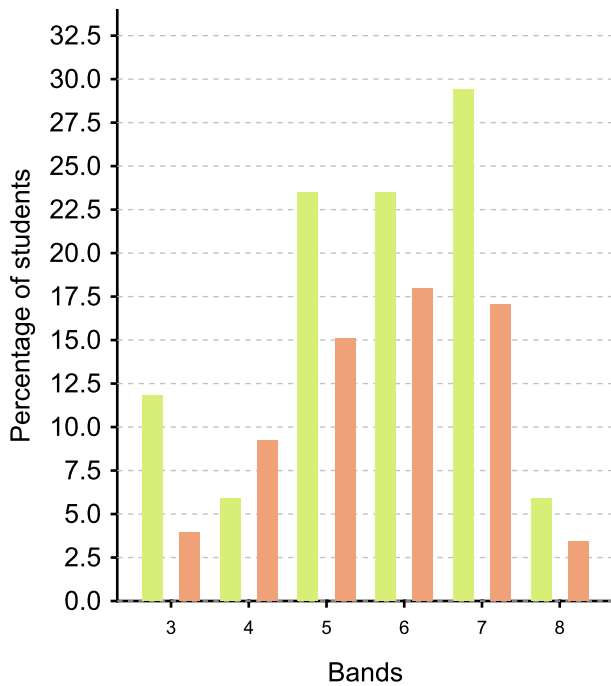
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling

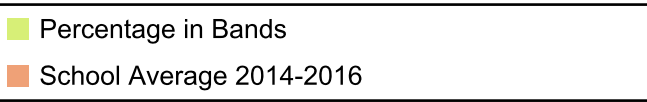
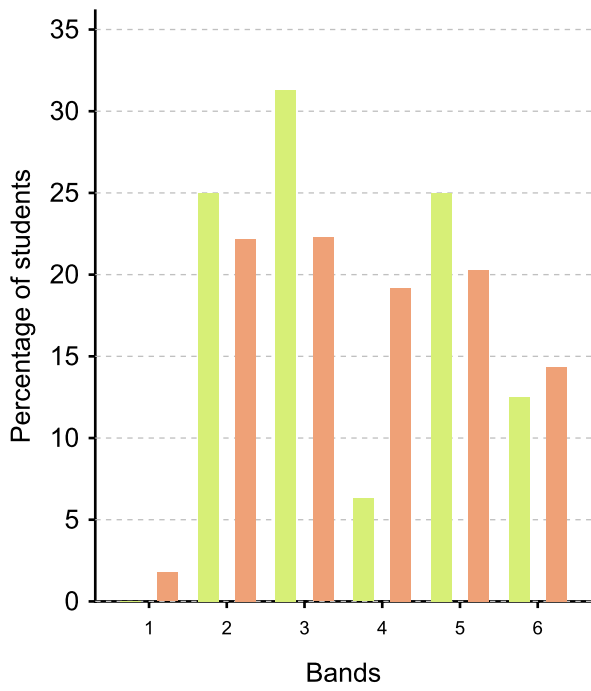


In year 3 Numeracy 75 percent of students achieved above National Minimum Standard (Bands 4–6).

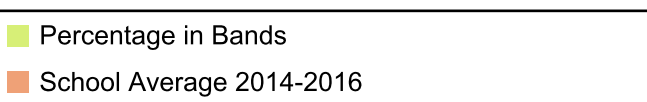
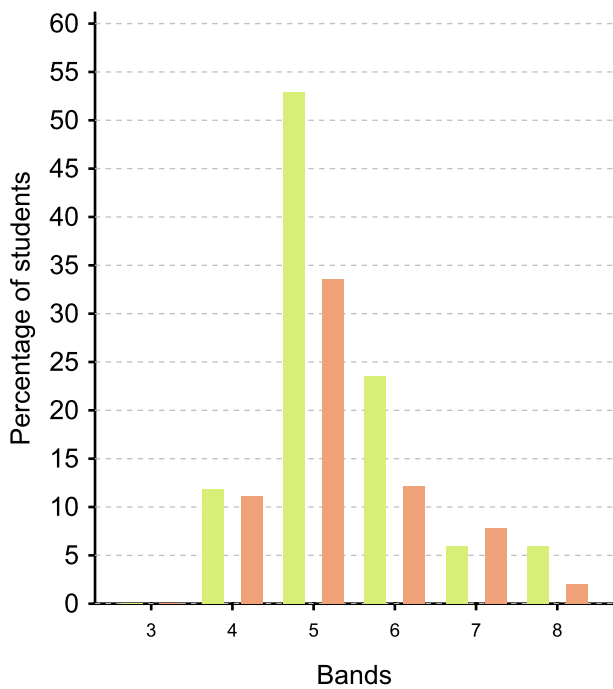
In year 5 Numeracy 82% of students achieved above National Minimum Standard (Bands 5–8).

Overall trend data in years 3 & 5 demonstrates a gradual improvement in school achievement however there remains a substantial gap between our School and State all students. A continued focus will be analysing individual student growth patterns, Balanced Numeracy sessions and utilising data and the continuums to inform explicit teaching to student need. Teachers engaged in professional learning on Numeracy which will continue to be a focus areas in 2017.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



## Parent/caregiver, student, teacher satisfaction

In 2016 parent satisfaction was evident through increased involvement in school events in all areas including parent–teacher interviews, sporting events, assemblies and in–class support by parent–helpers. Student satisfaction continued to grow as evidenced by the Orara Valley Differentiation Surveys which indicated that students liked the way that they learn and were benefiting from ongoing teacher feedback which assisted in directing their learning. The *Tell Them From Me* surveys also indicated that 100% of students (Years 4–6) valued school outcomes (compared to the State average of 96%) with 80% of students indicating that they were both interested and motivated in their learning (compared to the State average of 78%) and 88% of students saw themselves as displaying positive behaviours whilst at school (compared to the state average of 83%). Teacher satisfaction continued to increase as evidenced through the Teacher Performance and Development Process (PDP).



## Policy requirements

### Aboriginal education

Karanggi Public School is committed to Aboriginal Education and in 2016 this was demonstrated by:

- Employment of temporary Aboriginal School Learning Support Officer (SLSO).
- Acknowledging the traditional custodians of the land at all assemblies and meetings.
- The provision of extra flag poles to ensure the flying of the Aboriginal flag daily.
- Celebrating NAIDOC Day involving community members and elders.
- Perspectives in classroom lesson delivery and discussions.
- Regular interaction and discussions with local Elders.
- Aboriginal Languages for students in Year 1 –3 as well as ATSI students in the Years 4–6 Group
- Endeavouring to make links for our Indigenous students to the local High School.
- Establishment of a Bush Tucker garden.
- Commencing construction of the Yarning Circle.
- Indigenous games introduced into Years 3–6 Fitness Program.
- Support and advice from curriculum advisor (Aboriginal Education Engagement Officer).



### Multicultural and anti-racism education

Multicultural and anti–racism education is demonstrated through:

- Participation in Harmony Day supported by class discussions
- Three trained Anti–Racism Contact Officers (ARCO's) – Sharon Rovere, Amber Callagher and Paul Macpherson
- Ongoing education through various teaching programs including but not limited to units of work taught in HSIE (Human Society and It's Environment) and PD (Personal Development).

## Other school programs

Karangı Public School delivers an array of other programs.

### Stephanie Alexander Kitchen Garden Program

All classes from K–6 participated in both gardening and cooking activities twice a term. This program makes links between the home, school and healthy living. All staff and students engaged in preparing, planting and harvesting crops along with utilising harvest to prepare and cook delicious healthy food. Parent volunteers are warmly welcomed to engage in gardening and cooking activities. The P&C support this program with an annual financial contribution and a number of our families donate much needed material such as manure and mulch for our gardens.

### Transition Programs

High school year transition – we have worked closely with both Orara High School and Coffs Harbour High School to help to prepare our students for the transition into high school. This included an array of presentations, orientation days and taster lessons for students in years 4 – 6.

Our Kindergarten transition or orientation program was held across 4 days engaging future students in the array of lessons and activities delivered at Karangı Public School.

### Live Life Well at School

As testament to our ongoing successful implementation of the Live Life Well Project as identified in our School Plan under Strategic Direction 1; our Assistant Principal was asked to present our journey at both the Coffs Harbour K–6 Physical Activity and Health Conference, and the ACHPER (Australian Council for Health, Physical Education and Recreation) International Conference outlining Karangı Public School's journey throughout this project.

### Kids Matter

As a Kids Matter School Karangı Public School reviewed current practice in delivering curriculum to support student wellbeing with a focus on mental health and resilience. We restructured our peer support *Bounce Back* Program to consist of six groups made up of three K–2 groups, 3–4 boys, 3–4 girls and 5–6. Each week these groups focused on various concepts relating to student wellbeing and resilience. It also saw the implementation of R.U.O.K. Karangı, a student led initiative designed to further foster a feeling of inclusion and acceptance amongst students within our school.

### Student Representative Council

Strong Student voice through our SRC (Student Representative Council) involving our school captains and representatives from all classes. Our leadership team consisted of two School Captains, two Sports

Captains and two Sustainability Captains and they led our S.R.C. in making important decisions within the school as well as fundraising for various charities including the Cancer Council and Stewart House. All six members of our Leadership Team attended the G.R.I.P Leadership Training which focuses on developing school leaders through Generosity, Responsibility, Integrity and People.

### L3 (Language, Literacy & Learning) and Literacy Initiatives

L3 (Language, Literacy & Learning) was implemented in Kindergarten and Year 1. Teachers engaged in professional learning and in class mentoring to focus on classroom delivery across all areas of Literacy, use of data and improved student achievement. Students receive guidance individually and in small group settings in response to identified need and point in time ability levels.

MultiLit was coordinated by a dedicated parent, Don Owner and passionate volunteers and aimed at providing individualised support for students in year 3–6 who required intensive support with reading. This will continue in 2017 and made available to students in years 2 – 6 as identified by school data. MiniLit will be introduced as small group intensive reading support in year 1 & 2..

*There are a large number of other academic, cultural and sporting opportunities which Karangı Public School commit to for the development of the whole child. These include:*

**Cultural Programs:** Our ATSI students worked closely with our Aboriginal SLSO Mr Elliot Keen in focusing on cultural identity through a range of initiatives. It also saw our Year 3 class and our Years 4–6 ATSI students participate in a Aboriginal Languages Program run by Aboriginal Elder Uncle Michael Jarrett.

**Creative Arts Programs:** All students from K–6 performed in our K–2 or 3–6 choir at various times throughout the year and all students were a part of our end of year performance, "We Are Monsters" which saw all students engage in a range of drama and dance performances. The music, dance and drama programs and performances were the result of a highly collaborative model with all teachers working together to enable choir practices and focus, and work towards the K–6 end of year performance. Two of our teachers, Mrs Philips and Mrs Morgan also received training as part of a Music Mentors Initiative.

**Orara Valley Community of Schools Initiatives –** All students in years 5–6 from the seven schools across the Orara Valley are provided with the opportunity to participate in a combined Orara Valley stage 3 excursion. In 2016 the students travelled to the Great Aussie Bush Camp.. Every year identified students in years 3–6 are provided with the opportunity to engage in enrichment days with a focus on a specific interest area engaging with staff and students from across the valley schools.. 2016 offered opportunities for students to participate in a range of enrichment days with a numeracy, debating and creative arts focus. All

students in years 3–6 were given the opportunity to participate of various Gala Days throughout the year, including Soccer and T–Ball/Softball. Students were placed in teams including students from the seven schools thus providing opportunities for social interaction alongside a fun competitive model of participation. Our Orara Valley Community of Schools also collaborated in Professional Learning leading to further ties developed throughout the valley.

**Scripture & Ethics** – Scripture and Ethics classes were once again offered to students at our school in 2016. Both these programs are delivered by trained volunteers. Students not attending attended classes with teachers who focused on moral–based decision making through a variety of activities including role–play and discussion.

**Sport** – Physical Education (PE) and Sport are an important component of a child's educational opportunities. PE occurred 3 days a week and sport 1 day per week in all classes K–6. In 2016 a number of students excelled in a wide variety of sports. In the PSSA Competition we were involved in PSSA Soccer, Tennis, Netball and Touch Football, with students displaying wonderful sportsmanship in their chosen fields. We had several students progress to State PSSA events including athletics, swimming, tennis and cross country. The *Sporting Schools* Grants enabled us to offer subsidies throughout the year in AFL and Tennis Coaching for all students from K–6 and Intensive Swimming for K–2 students and identified 3–6 students.