

Karuah Public School Annual Report



2016



2263

Introduction

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

Kylie Allardice

Relieving Principal

School contact details

Karuah Public School

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4997 5341

Message from the Principal

Karuah Public School is set in the centre of Karuah with beautiful grounds overlooking the Karuah River. Our school values are Respect, Responsibility and Pride. Our school is a Positive Behaviour for Learning (PBL) school. We are strongly committed to working with our students to develop respectful, responsible students who show pride in all that they do. Our students know, and follow, the Aussie Five rules and enjoy participating in the rewards program.

The staff of Karuah Public School are experienced, talented and committed to providing quality educational programs which meet the needs and develop the talents of each individual child. All staff members actively pursue professional development opportunities.

Our school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students. The Early Action for Success program is proving successful, with student improvement becoming more evident each semester.

Karuah Public School prides itself on the friendly, family atmosphere within our supportive school community. I would like to thank our Parents and Citizens' Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of additional resources.

2016 has seen the second year of implementation of the 2015–2017 Karuah Public School Plan. An overview of our progress towards achieving our school's plan is outlined in this report.

Kylie Allardice

Relieving Principal

School background

School vision statement

We will work together as a community to ensure our students become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life. Our students will become actively engaged citizens who demonstrate respect, responsibility and pride.

School context

Karuah Public School is located next to the picturesque Karuah River. Our students follow Positive Behaviour for Learning and value Respect, Responsibility and Pride. The school draws students from the Karuah Township, Swan Bay, North Arm Cove, Carrington and Tahlee. Karuah Public School promotes excellence in all academic, social and physical endeavours. We strive to build strong connections between students, staff, parents and the community.

In 2016, Karuah Public School had an enrolment of 130 students, with 29% of these students identifying as being of Aboriginal or Torres Strait Islander descent. The wide range of student abilities was supported in 6 classes. In 2016 classes were arranged as K, 1/2S & 1/2M, 3/4, 4/5 and 5/6.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 153.

The school has a Principal, Instructional Leader, Assistant Principal, five classroom teachers and a Learning and Support teacher. Nine School Administrative Support staff are employed for office management and to work on additional programs for students, two of whom are Aboriginal. School staff are committed to providing a high quality education to all students that is both inclusive and engaging.

Our 2016 initiatives included: Instructional Leader appointed with the Early Action for Success Program; one planning day per term for classroom teachers to analysis and input data; LaST and SLSO implementing Minilit; Implementation of the TEN and L3 programs; Brekkie Club; Homework centre; Cultural Awareness dance troupe; In school Paediatrician; University –Aim High Program.

Karuah Public School is an inclusive school and nurtures the social success of each individual by maintaining a positive and caring learning environment.

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 a 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. During various staff meetings and professional learning opportunities throughout 2016 the staff at Karuah Public School dedicated time to the analysis of their practises and the achievement and evaluation of milestones from our school plan in relation to the elements in the School Excellence Framework. Our self assessment provided the following results:

Learning Domain:

Learning Culture ~ Sustaining and Growing

Wellbeing ~ Excelling

Curriculum and Learning ~ Sustaining and Growing

Assessment and Reporting ~ Sustaining and Growing

Student Performance Measures ~ Delivering

Our focus in this domain primarily focussed on wellbeing and curriculum and learning. Professional learning for our staff

in the areas of L3, TEN and FoR have been key initiatives in this area. The Instructional Leader and AP Stage 2/3 worked closely with staff in classrooms and during mentoring sessions to continue the strong performance of our teachers in differentiating the curriculum for our students. This was also supported by a strong Learning and Support Team. Our PBL team maintained and developed strong wellbeing programs.

Teaching Domain:

Effective Classroom Practice ~ Sustaining and Growing

Data Skills and Use ~ Excelling

Collaborative Practice ~ Sustaining and Growing

Learning and Development ~ Sustaining and Growing

Professional Standards ~ Sustaining and Growing

Our focus in the domain of Teaching has centred around effective classroom practice. Staff worked collaboratively and towards the Australian Professional Standards. Staff Performance and Development Plans were utilised to set goals and achieve success in this domain. Planning days, staff and stage meetings were allocated for this to occur.

Leading Domain:

Leadership ~ Sustaining and Growing

School Planning, Implementation and Reporting ~ Sustaining and Growing

School Resources ~ Sustaining and Growing

Management Practices and Processes ~ Sustaining and Growing

In this domain our priorities included management practices and processes and school resources. The leadership team was successful in leading the process and initiatives from our school plan throughout the year. They built staff capacity and provided support and guidance.

Our self-assessment process continues to 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

Develop Karuah Public School students as responsible, respectful learners who show pride in their school and their community

Purpose

To support all students to become competent and creative learners. This will be achieved through the development of whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.

Overall summary of progress

Our continued implementation of programs and learning opportunities in this strategic direction enabled all teachers to deliver quality teaching and learning programs. They effectively utilised a variety of data to guide their teaching and to build upon student's achievements.

The amount of resources available for students to utilise during explicit teaching sessions has again been increased through the acquisition of targeted resources and quality literature. We continued to focus on developing a school wide focus on improving our staff collaboration to create quality teaching and learning programs. All staff focused on the effective implementation of the new syllabus'. These include the English, Mathematics, Science, History and Geography syllabus'. Our scope and sequence programs were reviewed.

We have refined the process for identifying and implementing support for specific students within our school. The new Learning Support Team flowchart has been developed and implemented successfully. There is now a clear, easy school wide process to follow to ensure all students with additional needs receive access to support and assessment as required.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
At least 90% of students demonstrate PBL values in the classroom and the playground each term.	Data from tracked students indicate a reduction in the number of general incidents by the majority of our students. There was a small core group of students in 2016 who did not regularly demonstrate the PBL vales in the classroom and the playground but each term the number of students attending our 5 weekly PBL rewards day continued to grow, with some students attending their first rewards day since the initiative began.	\$5000
80% of Early Stage 1 and Stage 1 students exit at the expected reading levels at end of stage.	This year our teachers, our Instructional Leader and our LaST worked collaboratively to provide quality, coordinated teaching and learning programs to give our students intensive support to reach their end of year reading levels. 78% of Kindergarten students, 65% of Year 1 students, 73% of Year 2 students reached the expected targets in reading.	\$12 000 Early Action for Success funding allocation
Increased numbers of student growth in NAPLAN by 10% between Years 3, 5, 7.	2016 results : Year 3 to 5 Reading <ul style="list-style-type: none"> • 86% matched students demonstrated growth • 35.7% demonstrated growth equal to or above expected growth Numeracy <ul style="list-style-type: none"> • 100% matched students demonstrated growth • 7.1% demonstrated growth equal to or above expected growth 	AP Stage 2/3 support and mentoring, Interventionist, LaST allocation of time \$10 000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased numbers of student growth in NAPLAN by 10% between Years 3, 5, 7.	Year 5 to 7 Reading <ul style="list-style-type: none">• 85% matched students demonstrated growth• 63.2% demonstrated growth equal to or above expected growth Numeracy <ul style="list-style-type: none">• 90% matched students demonstrated growth• 52.6% demonstrated growth equal to or above expected growth	

Next Steps

- Continued use of assessment data to determine appropriate teaching and learning strategies and activities for students to ensure their success at school.
- Maintain Positive Behaviour for Learning (PBL) consistency in response to student behaviours and work to further develop positive behaviour
- Develop, predict and prevent strategies for our students requiring high level behavioural support
- Program and implement appropriate lessons to reinforce positive behaviour strategies
- Continue to provide a variety of teacher professional learning (TPL) opportunities to all staff members, ensuring they have access to the latest skills and information for ensuring our students succeed at school.



Strategic Direction 2

Develop Karuah Public School staff as responsible, respectful learners who show pride in their school and their community

Purpose

To provide a high standard of education through a combination of Instructional Leadership, Teacher Professional development, curriculum resources, teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student.

Overall summary of progress

Our continued professional development for all staff focuses on achieving Strategic Direction 2 through the implementation of L3, Focus on Reading, MiniLit, TEN and the Early Action For Success strategies. Staff continue to collaborate on teaching and learning programs as well as on the effective implementation of personal learning plans. This year we have begun to use mgoals as a means of recording and tracking student goals and achievement. The implementation of the Performance Development Framework has continued.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff identify professional learning goals that underpin and support the school plan	All teachers worked with a mentor on targeted improvement and goal setting. All teachers engaged in collegial planning days and focused lesson observations.	staffing entitlement
All staff implement the Performance and Development Framework	All teachers received professional learning on the Performance and Development Framework (PDF) in staff meetings. All teachers have aligned their goals with the school plan, focusing on collaborative planning and programming, professional development and student achievement. Quality teaching and learning practises and differentiated lessons are evident in classrooms as observed during PDF observations.	staffing entitlement
All staff complete Personal Learning Plans (PLP)s	Personal Learning Plans (PLPs) have been developed for all students. Each term meetings were held to discuss and refine these plans with parents and carers of students who receive additional funding. Students have begun to use the mgoals program to record and work towards achievement of PLP goals.	\$4000

Next Steps

- All staff have Professional Development Plans (PDPs) aligned with Australian standards and school directions
- Ongoing evaluation and modification of Professional Development Plans (PDPs).
- Professional Learning on the Australian Professional Standards for Teachers
- Curriculum Learning Teams to be that were established this year to continue to work collaboratively to ensure milestones from school plan are achieved.
- Beginning Teacher Support Induction program to be continued and implemented with any new staff member.
- Ensure Working With Children Check requirements are in place by 2018 for all staff, teaching and non teaching, as well as for volunteers in 2017

Strategic Direction 3

Develop Karuah Public School parents and community as responsible, respectful learners who show pride in their school and their community

Purpose

To build stronger relationships as an educational community in Karuah by connecting the many different community groups within the town. The school will lead and inspire a culture of collaboration engaged communication, empowered leadership and organised practices. More harmony within the township will enhance positive relationships.

Overall summary of progress

A focus on building and strengthening links with our community has continued in 2016. The Karuah school community continues to strengthen the links between home and school. We have increased the frequency, quality and variety of communication to our wider community. Our newsletter is uploaded to our website and Facebook page and articles are regularly submitted to out local newspapers. In 2016 we also began to add our stories to the mgoals website for our community to read.

Community members participated in a wide range of successful school events such as:

- parent information/interview sessions with classroom teachers
- ANZAC Day commemorative service
- Dance2Be Fit concert
- Education Week assembly
- NAIDOC Celebrations
- Grandparent's Day

These activities provided positive opportunities for parents, community members and staff to interact in formal and informal situations and strengthen the communication and collaboration between home and school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To reduce the number of negative incidents by 10%.	Achieved a reduction in negative incidents as reported on Sentral through the use of a variety of PBL strategies. A greater number of students attended rewards days each term. 92% of students reported they had positive relationships with friends at school that encouraged them to make positive choices. (TTFM survey) Evidence from SET Report indicated that all staff view Sentral Wellbeing data every 5 weeks to determine strategies and support needed for student welfare and wellbeing.	\$6000
Positive feedback and input about Karuah Public School from all areas of our community measurable by 60% surveys returned.	Increased positive response from parents, when discussing and evaluating school events and achievements. Further measures continue to be needed to implemented to promote more community participation in surveys.	\$5000

Next Steps

- Consistent recognition of student success and encouragement and celebration of positive student behaviours
- Promote community participation in events such as NAIDOC day, Harmony Day and school performance days
- Increase participation in Tell Them From Me parent and staff surveys through use of school forums and P&C
- Involve community in PBL partnerships and mgoals strategy

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a personalised learning plan (PLP) that is created collaboratively with the student, parent/s or carers and the classroom teacher. Most students were able to remain on target and achieve the goals that were set. At the end of 2016 students had begun to use mgoals. Additional support staff were employed to assist student learning in the classrooms. Aboriginal students and their class mates attended the Bularr Wangga festival at the Murrook Cultural Centre. The Principal attended Youyoung AECG Meetings and an Aboriginal SLSO also attended in semester 2.	\$26 000 to employ SLSO, release staff member to cover Principal at AECG meetings and funding for transport to the Bularr Wangga Festival.
Low level adjustment for disability	Students requiring adjustments and learning support are catered for within class programs with the assistance from School Learning Support Officers (SLSO). Students needing individual or small group support receive this through other school strategies run by the Learning and Support Teacher. This includes Minilit. An SLSO is trained to deliver this program so as it can be run over a four day period. 12 students from Year 1 and 2 were supported with this program with all students completing the program demonstrated significant improvement in Literacy results.	\$20,000 to employ SLSO to support students in the classroom and in minilit lessons.
Quality Teaching, Successful Students (QTSS)	In 2016 this allocation was used to provide additional RFF for the Assistant Principal. This allowed her time to work closely with classroom teachers and the Instructional Leader to review programs and practices.	0.04 allocation
Socio-economic background	<p>The Learning and Support Teacher (LaST)/team identified students requiring additional support in Literacy and Numeracy. SLSO trained in Minilit program to enable more students to access this program.</p> <p>From time-to-time, some families required financial assistance to allow full access to the curriculum and excursions due to financial hardship. The school was able to support these families through the allocation of funds.</p> <p>Additional teacher support was also used to increase the allocation of intervention time across the school including into Stage 2 and Stage 3. This time was utilised to deliver a coordinated, connected, data driven program to students identified as requiring additional support in Literacy and Numeracy.</p>	\$62 000 to employ SLSO and Temporary Teacher
Support for beginning teachers	In 2016, support was provided for one early career teacher to undertake the school's induction program and work toward meeting the teacher's professional learning goals. Time was also provided for a mentor to provide support for the beginning teacher.	Beginning Teacher support equal to salary to release teacher for an additional two hours per week and mentor for additional one hour per. One teacher received this support in 2016.

Early Action for Success

2016 was the third year of the Early Action for Success program at Karuah Public School. Student data continued to be used to maintain the focus on evaluating the impact of teaching on student learning. Regular professional learning sessions, mentoring and in class support, continued to focus on building teacher capacity to use assessment data to identify the literacy and numeracy learning needs of students and plan and deliver the highest quality, explicit and differentiated teaching and learning possible to meet those needs.

The Instructional Leader also worked closely with the Principal to develop a positive learning culture where student and teacher achievements are regularly shared and celebrated and highly effective processes and procedures are embedded into everyday practice. Teachers meet regularly with the Instructional Leader, for learning conversations that focus on identifying students at risk, as well as looking at professional practice and the change action required to move all students.

\$2 250 Innovation grant

\$28 000 Intervention allocation

\$5 000 Training grant



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	43	52	59	66
Girls	47	48	57	64

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.3	94.9	88.3	91
1	96.1	91.7	88.3	92.5
2	92.6	93.7	84.8	91.5
3	92.2	94	90.7	89.8
4	94.7	91.1	92.9	93.1
5	90.4	96.2	92.7	92.4
6	92.1	92.2	88.8	91.8
All Years	92.6	93.5	89.5	91.7
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

Regular attendance at school is essential for all our student's social, emotional and intellectual wellbeing. The staff at Karuah Public School use many strategies throughout the year to support families to develop and maintain a positive pattern of attendance with their child. Rolls are marked on a daily basis, with levels and patterns of absence being monitored. Parents are contacted when unacceptable attendance is noted. Parents are reminded of their statutory obligations with regard to student attendance and asked to provide an explanation in regards to their child's absences. The Home School Liaison Officer is contacted to support families to increase student attendance at school where necessary.

Class sizes

Class	Total
KINDER	19
1/2M	22
1/2S	18
3/4	29
5/6	33

Structure of classes

In 2016 we began with five classrooms. We had an increase in enrolments during the year and we were able to then form a sixth class. Our Stage 2 and Stage 3 students were separated out into three classes and Mrs Henry taught a 4/5 class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.41
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
School Administration & Support Staff	1.61
Other Positions	0.14

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. In 2016 Karuah Public School had two Aboriginal staff members.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

Professional learning and teacher accreditation

In 2016 the staff at Karuah Public School were involved in a wide variety of Professional Learning opportunities to enhance classroom teaching practice and cater for student welfare and safety needs. There were 4 teachers working towards Board of Studies Teaching and Education Standards (BoSTES) in 2016.

Staff from Karuah Public School participated in:

- Child Protection update 2016
- Code of Conduct update 2016
- CPR and Anaphylaxis training
- Emergency care
- Enhanced Enrolment Procedures
- L3 (Language, Learning and Literacy)
- TEN (Targeting Early Numeracy)
- Geography Syllabus: New syllabus training and implementation
- FoR (Focus on Reading)
- PBL (Positive Behaviour for Learning)
- PEN (Primary Executive Network) meetings
- Stronger Smarter (5 day course)
- Connected to Country (3 day course)
- Mgoals
- Oliver (Upgrade to Library system)
- LMBR (Learning Management and Business Reform) training and implementation
- Wellbeing training
- NAPLAN
- STEM (Science, Technology, Engineering and Mathematics)
- PLAN (Planning Literacy and Numeracy) software updates
- Business Intelligence Workshop

Beginning Teacher

Karuah Public School had one newly appointed teacher in 2016 (Miss Druce). As per DEC guidelines Miss Druce was provided with additional support through a combination of extra release from face to face teaching coupled with a senior staff member acting as her support/mentor person.

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

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	473 106.31
(2a) Appropriation	431 841.89
(2b) Sale of Goods and Services	581.76
(2c) Grants and Contributions	40 218.85
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	463.81
Expenses	-397 708.84
Recurrent Expenses	-397 708.84
(3a) Employee Related	-306 430.97
(3b) Operating Expenses	-91 277.87
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	75 397.47
Balance Carried Forward	75 397.47

There is no opening balance recorded in the SAP

finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	959 616.41
Base Per Capita	6 296.84
Base Location	5 256.48
Other Base	948 063.09
Equity Total	230 976.92
Equity Aboriginal	36 323.19
Equity Socio economic	134 767.38
Equity Language	0.00
Equity Disability	59 886.35
Targeted Total	109 920.00
Other Total	50 496.02
Grand Total	1 351 009.35

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.

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

Financial summary

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School performance

<You may choose to use this text box to comment on other assessment data including:

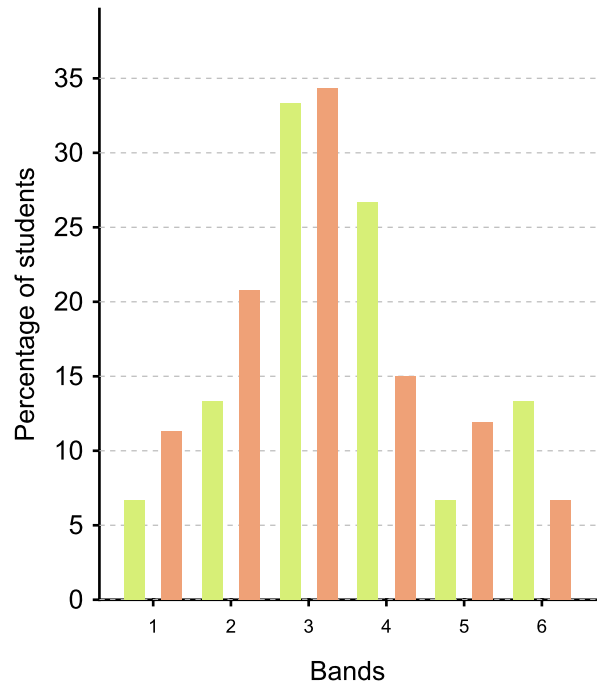
- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

NAPLAN

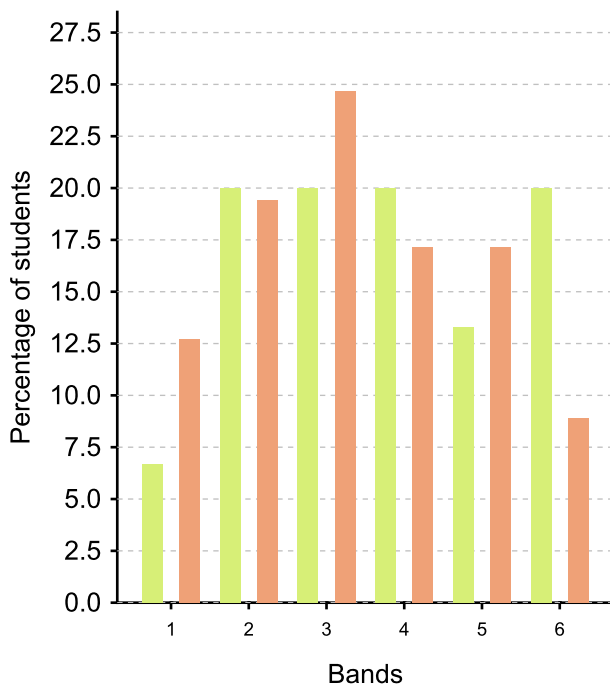
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Spelling



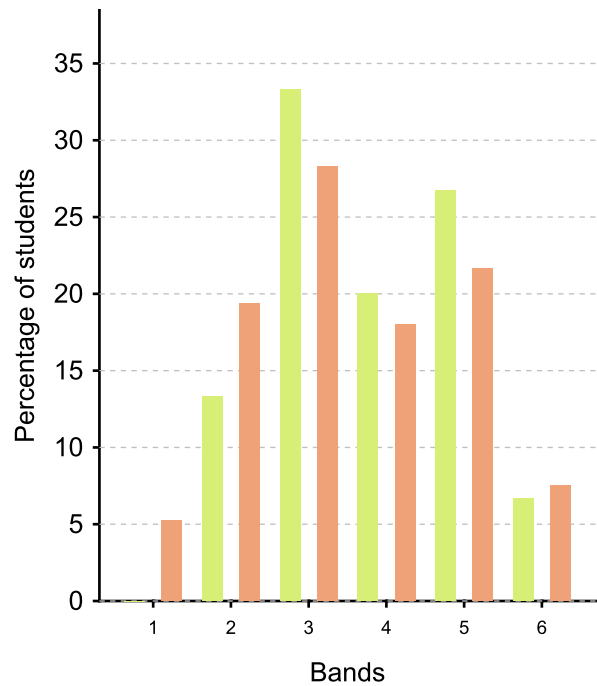
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



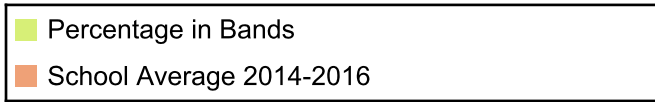
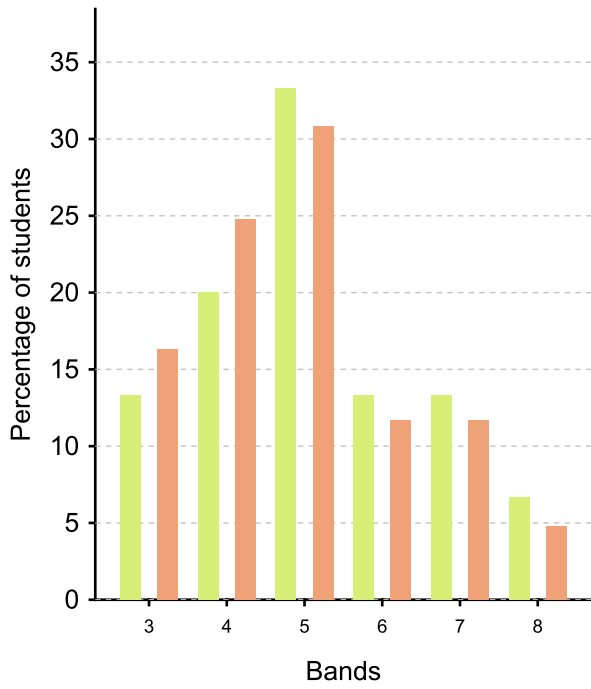
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

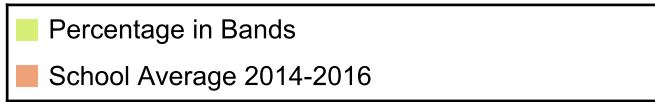
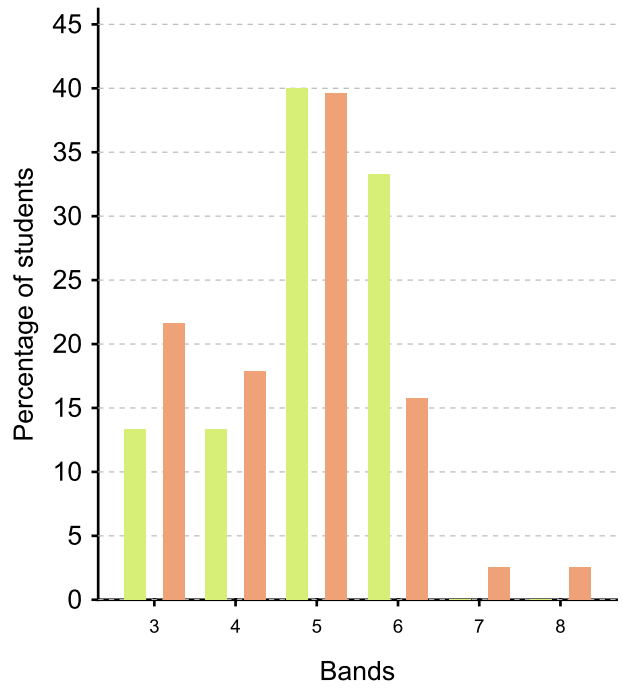


Percentage in Bands
School Average 2014-2016

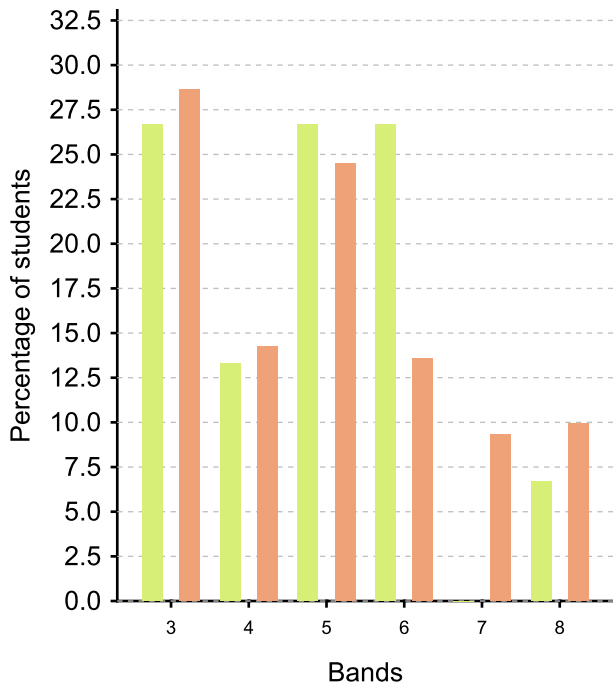
Percentage in bands:
Year 5 Reading



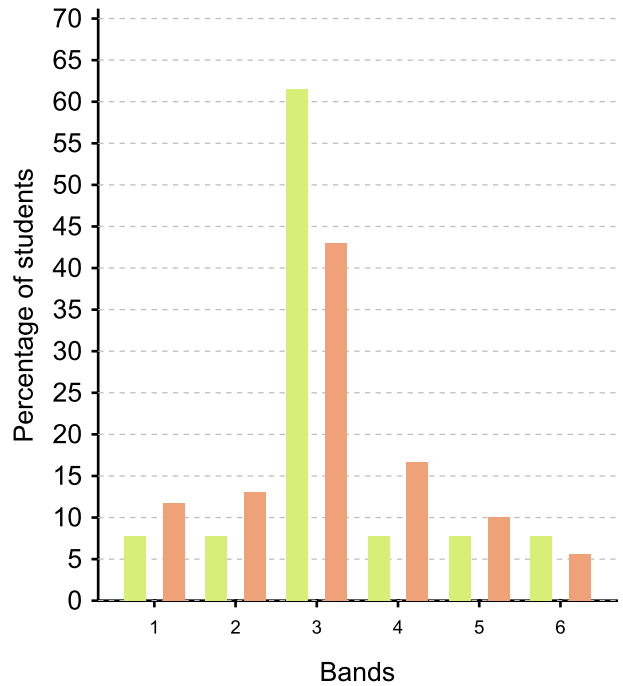
Percentage in bands:
Year 5 Writing



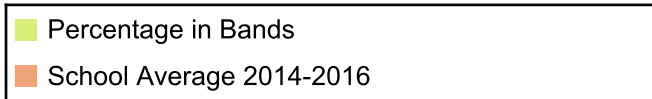
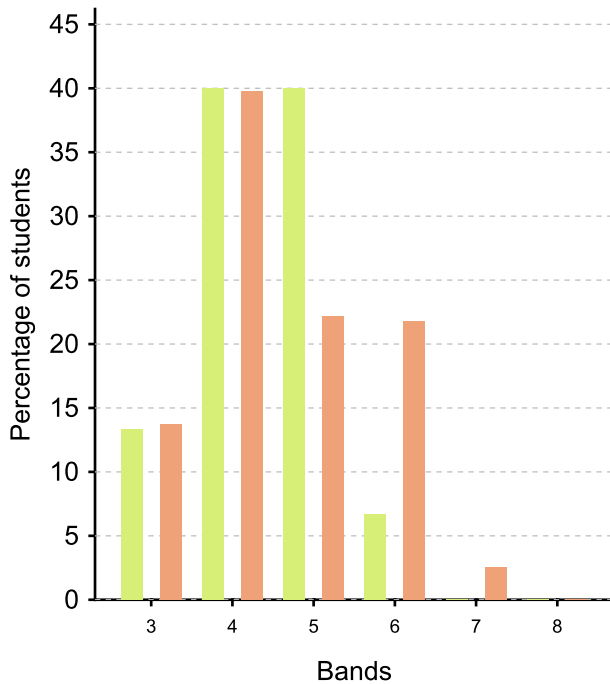
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



<You may choose to use this text box and statement to refer readers to the My School website:

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.>

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<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016, the school sought this information from students, staff and parents/carers through the completion of the Tell Them from Me (TTFM) surveys, discussions and questioning. Their responses are presented below.

Parents

Indications of parent satisfaction with our school was gathered from the TTFM survey, discussions and evaluation of the parent forum. These sources of information indicated good support for Karuah Public School. Parents felt welcome in our school environment and are able to easily participate in a variety of school activities. Many parents felt they were well informed about their child's progress and that they knew who to go to to seek information.

Some parents indicated strong support at home with their child's learning and the Homework Club was valued highly.

Communication methods were rated well, with parents using a variety of sources including open communication, newsletters and Facebook to learn about what is happening at our school. Several parents indicated that they particularly liked the class items in the school newsletter.

Students

Data from the TTFM survey indicated that 92% of students have positive relationships at school and that the majority of our students (95%) valued our school outcomes, with 80% of our students indicating that they try hard to succeed. Students responded well to questioning about their teacher and the activities and learning opportunities within their classroom. Effective classroom teaching time was rated as 7.9/10.

Staff

Our school staff have indicated that they use formal assessment to help their students set goals for their learning and that they carefully planned learning opportunities to engage students. They indicated that they use a range of strategies within a lesson to create opportunities for our students to succeed.

Policy requirements

Aboriginal education

At Karuah Public School we have an ongoing commitment to ensuring the development of the cultural, social and academic development of our Aboriginal and Torres Strait Islander students. We embed the principles of Aboriginal education into the regular teaching programs from Kindergarten to Year 6. As part of their education, our students explore

Aboriginal perspectives across all Key Learning Areas. We also have a strong focus on fostering and maintaining the positive communication between the school, parents and students.

Children who are of Aboriginal or Torres Strait Islander heritage have been identified and their progress, both academically and socially, is monitored with support being provided to those students through targeted funding. A variety of initiatives are conducted each year in Aboriginal Education. In 2016 these included initiatives such as:

- A NAIDOC celebration day. In 2016 we began the day with a smoking ceremony followed by a special assembly and then a range of cultural activities throughout the day.
- Some of our senior girls participated in the Sistaspeak program. This was facilitated by Mrs Bills and Mrs Henry. This program aimed to develop student's self esteem and strengthen a sense to identity, culture and connection to the community.
- Our students also participated in the Drumbeat program with a second group being established during the year and the purchase of our own set of school drums.
- Students also performed, as part of the Cultural Awareness Group, at Anna Bay Public School during NAIDOC Week and at special assemblies throughout the year such as the Presentation Day Assembly.

Multicultural and anti-racism education

Our school continues to promote tolerance and understanding of people from different ethnic or religious backgrounds. This is done as an integral part of each teacher's History and Geography program. Strategies specifically target broadening cultural awareness and increasing racial tolerance. Some classes concentrate on studies of special countries while other classes tend to have a multicultural component as part of an overall theme. This year each class acknowledged and celebrated Harmony Day through a variety of activities including the use of rich literature, craft and cooking activities.

Our school has a trained Anti Racism Contact Officer (ARCO) who is responsible for improvements in school practices to ensure an inclusive school community and a racism-free learning and working environment.

Other school programs

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning Program is in its 5th year at Karuah Public School (KPS). PBL helps us deliver high quality programs to improve student academic and behavioural learning. PBL is driven by data. KPS keeps accurate records of children who come to school late, children who receive special awards and children doing well in their weekly

assessments. Teachers consistently use a red and yellow card system to document incidents. This data is used to make informed decisions about students at KPS. Every morning at 9.15 staff reinforce the PBL focus for the week. The school has a dolphin mascot named PeBbLes. He supports our positive messages and spends time in our classrooms each week. This year staff introduced a PeBbLes badge to accompany a gold award. Students wear them with pride. Our Aussie 5 rules are explicitly taught across all classrooms.

Data from the School-wide Evaluation Tool indicates

- All staff were committed to teaching PBL
- 100% of students and staff surveyed knew the school values and had a clear understanding of expectations and rewards.
- As a result of consistent PBL implementation negative behaviours had decreased over the course of the year. This was partly due to specific programs implemented to support particular student's needs.

This year students enjoyed rewards days twice a term, in Week 5 and Week 10. Students that did not receive a red card enjoyed such activities as movie afternoons and sports activities.

Early Action for Success (EAfS)

Early Action for Success is the Department's strategy for implementing the NSW Government's State Literacy and Numeracy Plan. It aims to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling from Kindergarten to Year 2. Karuah PS has been a part of the EAfS strategy since Term 2, 2014.

As a component of the EAfS program Miss Blatch trained in Language, Learning and Literacy Kindergarten (L3) and Mrs Saffioti and Mrs McGowan trained in L3 Stage 1. All teachers completed their required training sessions throughout the year. The L3 trainer also completed classroom visits as part of their training. L3 data, in the form of, writing vocabulary scores, hearing and recording sounds in words scores, PM levels and PLAN data tracked on the continuum, were completed and sent to our L3 trainers twice each term. During our professional learning sessions data was scrutinised and used to assist us in planning for the future. The L3 program has allowed us to promote independent learning where students are part of the learning process. Students are taking on much greater responsibility for their own learning and developing strategies that allow them to be independent. L3 is now an integral part of our quality teaching and learning programs and training will be continued throughout 2017.

Miss Blatch, Mrs Saffioti and Mrs McGowan also trained in the Targeting Early Numeracy Program (TEN). They then implemented this into their classrooms. This program has benefited all students K-2 and, combined with good quality teaching throughout the maths session has seen students make

progress in the area of Number.

Breakfast Club

Our school Breakfast Club is operated by community volunteers four days a week and provides a nutritious start to the day for all students. The program is a Red Cross initiative and is also supported by our local RSL Club.

Homework Centre

The Homework Centre operated one day a week during 2016, with a teacher and two SLSOs to support the students. The Homework Centre was funded by Port Stephens Family Support. It provided opportunities for students to receive assistance to ensure they understand and complete their weekly homework activities.

Public Speaking

Our annual public speaking competition was once again a great success with many of our students displaying positive skills in this area. The competition was held in Term 2 with students completing a speech in front of their class before the winners were asked to compete on a whole school assembly.

Our school winners in 2016 were;

Early Stage 1 ~ Harry Gentle

Stage 1 ~ Eva Mansfield and Thomas Long

Stage 2 ~ Kate Gentle and Emma Fowler

Stage 3 ~ Caleb Holden and Sophie Fowler

Debating

Our debating program achieved another year of strong development through participation in the Premier's Debating competition. Five students participated in this competition during the year.

During 2016 the Year 5/6 Debating team travelled to Clarence Town Public School and Paterson Public School to compete against their teams. Dungog Public School travelled to Karuah for the final debate. The Karuah Public School team was successful in debating their side of the argument in front of their classmates.

Excursions

Two primary excursions were held during the year. Our Stage 3 students travelled to Canberra where they visited the War Memorial, Parliament House, The Mint and many other sites. Our Stage 2 students travelled to the Great Aussie Bush Camp at Tea Gardens. They camped for two nights and enjoyed challenging themselves with activities such as the high ropes, the giant swing and team paddling the canoes on the large dam.

Timbertown Excursion

In 2016 the whole school also went on an excursion to Timbertown in Wauchope as part of their education on Australian History. The students were excited to be able to travel up on a double decker bus. Once there they spent the day learning about what life was like for some people in Australia in the early 20th Century. They watched bullock demonstrations, visited a school room and rode on the steam train.

Transition to School Programs

Kindergarten Orientation

In 2016 our preschool students came along for 5 visits in the classroom with Miss Blatch. The students talked about what they would be doing at school in the new year, played some games, listened to stories and completed some simple activities. They also got to meet their buddy for 2017 and familiarise themselves with the school grounds. The parents attended a variety of information sessions in the hall during these transition sessions.

Year 6 Transition to High School Orientation

Students in Year 6 travelled to Hunter River High School (HRHS) to participate in a Sports Day and the HRHS Orientation. Students were also exposed to HRHS with the inclusion of a teacher travelling to KPS to give Indonesian lessons. The Year 6 students also participated in a fortnightly Numeracy Challenge which is a regular occurrence at HRHS. Some Year 6 students also participated in weekly ukulele lessons. Students from KPS also contributed to the HRHS Showcase.

Dance2Be Fit

The students at Karuah Public School put on a whole school performance during March. The performance was titled 'A night at the museum' and was held over at the RSL club. Each class learnt a specific dance throughout Term 1 and these were choreographed together to create an entertaining performance for our parents and community.

Sport

Karuah Public School promotes and encompasses sporting programs to support a fit and healthy lifestyle. The school encourages positive sportsmanship which is evident in our PBL lessons and is implemented with the Star Leaders Program, every lunch and recess. There are opportunities for our students to represent Karuah Public School in a wide variety of sports. In 2016 Karuah School's sporting program included successful swimming, cross country and athletics carnivals. A number of students represented the school at zone level in swimming, cross country and athletics. Reannah, Mikayla and Tamika represented our school at the Regional Athletics Carnival and Tamikah went on to the State Athletics Carnival where she competed in the 200m race.

Throughout 2016, Karuah Public School students were provided with many opportunities to participate in sporting activities to develop their skills, fitness and sportsmanship. These included:

- Indigenous AFL Clinic
- NRL Clinic with players from the Newcastle Knights
- Reg Kelly Cricket
- Souths Care Visit
- Tai Kwon Do
- Jump Rope for Heart

Discovery Day

Year 5 and 6 students traveled to Grossman High School to participate in Discovery Day. This was a Science based day that exposed students to a range of activities. In groups, students participated in building, engineering and problem solving activities.

Throughout the day our students competed against many other primary school students. For each activity the groups of students were awarded points. Our students came away as the overall winners of the Discovery Day. They were awarded a trophy which they proudly showed on assembly back at school.

Grandparent's Day

During Term 4 2016 we celebrated Karuah Public School's annual Grandparent's Day. The day began with a whole school assembly where each class presented a wide and varied number of items that celebrated how important grandparents are. Our school hall was overflowing with visitors that travelled from far and wide for the celebrations. Grandparents and visitors were able to enjoy some special time in the classrooms and completed a number of art and craft activities as well as sharing stories from the past. Throughout the morning there were many activities and stalls where families could purchase Trash and Treasure, cupcakes, raffle tickets for the many generous prize donations made by local community members, books from our Scholastic Book Fair as well as participate in a number of other activities including sand art, and play doh sculpting.

The highlight of the day was Lucy the Clydesdale horse who came to visit the school. Tickets were purchased to play "Horse Poo Lotto". Students and parents alike enjoyed the anticipation and enjoyed the prize once the winner was announced. The school P & C catered for the light lunch that was provided while students enjoyed their weekly lunch order from the canteen.

Overall the day was a huge success. There was enough money raised at the end of the day for the school to purchase a giant outdoor chess set for the school playground.