

# Kareela Public School

## Annual Report



2016

## Introduction

It is with great pride I present Kareela Public School's 2016 achievements. It has been a year of academic growth, cultural, sporting and individual excellence. Quality and explicit teaching has been a focus to ensure consistent and measurable growth in both literacy and numeracy. Student enrolments grew with the year commencing with 16 classes and requests for enrolment continue. We proudly celebrate the wealth of opportunities our school can provide.

During 2016 we focused on rich professional learning for all staff ensuring that every student accessed quality teaching and learning opportunities. Staff continue to provide an environment to maximise student learning and to ensure their practice is both dynamic and differentiated in order to cater for the learning needs of all our students.

Students were provided with explicit teaching in literacy, numeracy, well-being and technology. Our core business has been literacy and numeracy. In literacy we have had a specific focus on comprehension and have introduced the 'Super Six Strategies' K-6. In doing so, we have developed a common language and a clear understanding of the learning continuum.

As I reflect on 2016, I commend and indeed thank the dedicated, hardworking and professional teaching, administrative and support staff who are matched by the tireless efforts and commitment of our P&C executive and many parent volunteers. Our students are indeed very fortunate to be part of such an outstanding school community – I feel very privileged to be included in the Kareela Public School family.

Nicole Arnold

Principal (R)

## School contact details

Kareela Public School

Freya St

Kareela, 2232

[www.kareela-p.schools.nsw.edu.au](http://www.kareela-p.schools.nsw.edu.au)

[kareela-p.School@det.nsw.edu.au](mailto:kareela-p.School@det.nsw.edu.au)

9528 5444

## School background

### School vision statement

Our vision is to:

- foster a lifelong love of learning;
- equip students to master the essential skills of literacy and numeracy; and
- provide educational opportunities which focus on excellence, equity, inclusivity and achieving one's personal best.

We aim to deliver learning in a safe, supportive and nurturing environment that promotes values, the development of good character and the respect for all in society.

In our classrooms we apply the principles of 21st Century learning through a focus on critical and creative thinking, collaboration and problem solving.

### School context

Kareela Public School is situated in the Sutherland Shire in Sydney's south. Enrolments in 2016 are 392 students. Enrolment growth has been occurring over recent years with increased numbers entering the school in kindergarten and smaller numbers exiting from year 6.

A growing population of students from a Chinese speaking background is evident in the younger years, with overall student numbers from a Language Background other than English steady at approximately 30%.

Students are grouped into 16 classes with strong Library and Visual Arts programs supporting classroom teaching through Release from Face to Face teaching time for classroom teachers.

The parent community are highly supportive of their children enjoying a successful Primary School experience across a range of sporting, cultural and academic endeavours. Specialist programs in gymnastics, swimming, dance, band, Mandarin, film making and robotics complement traditional teaching programs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning Culture: Sustaining and Growing

At Kareela Public School there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student well being and ensuring good conditions for student learning. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

#### Learning – Well being: Sustaining and Growing

Kareela Public School consistently implements a whole-school approach to well being that has clearly defined

behavioural expectations and creates a positive teaching and learning environment. This is underpinned by our strong commitment by all to model our school values system – Respect, Responsibility, Doing Your Best, Honesty, Kindness, Cooperation and Fairness. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the well being of others and the wider community. Our students with additional needs are provided with learning and support adjustments as evidenced in their individual learning plans.

#### Learning: Curriculum and Learning: Sustaining and Growing

At Kareela Public School curriculum provision is enhanced by learning alliances with other schools and organisations. The school actively collects and uses information to support students' successful transitions. Teachers involve students and parents in planning to support students as they progress through the stages of education. We pride ourselves on our extra-curricular learning opportunities that are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

#### Learning – Assessment and Reporting: Sustaining and Growing

At Kareela Public School we analyse internal and external assessment data to monitor, track and report on student and school performance. Student reports contain information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Students use assessment and reporting processes to reflect on their learning. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

#### Learning – Student performance Measures: Sustaining and Growing

At Kareela Public School we take pride in our achievement of good value-added results; 20 per cent of students achieve at high levels of performance on external performance measures. Students are showing higher than expected growth on internal school performance measures.

#### Teaching – Effective Classroom Practice – Delivering

At Kareela Public School we adopt a highly collaborative approach where teachers meet regularly to review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class to ensure that our students are highly engaged in quality and dynamic learning activities. Teachers provide explicit, specific and timely formative feedback to students on how to improve.

#### Teaching – Data Skills and Use – Delivering

At Kareela Public School teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

#### Teaching – Collaborative Practice: Sustaining and Growing

At Kareela Public School teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

#### Teaching – Learning and Development: Delivering

At Kareela Public School teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need in the form of a mentor program and a structured accreditation process guided by experienced teachers. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets. Teachers actively share learning from targeted professional development with others. Teachers are actively engaged in planning their own professional development to improve their performance through the achievement of professional learning goals identified through the writing of personal development plans.

## Teaching – Professional Standards: Sustaining and Growing

At Kareela Public School all teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute to broader school programs.

## Leading – Leadership: Delivering

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

## Leading – School Planning, Implementation and Reporting – Delivering

At Kareela Public School our 2015–17 school plan has annual iterations focused on achieving identified improvements. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

## Leading – School Resources: Delivering

At Kareela Public School our outstanding, dedicated professional staff ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted. School and other facilities are used creatively to meet a broad range of student learning interests and needs.

## Leading – Management Practices and Processes – Delivering

At Kareela Public School our school leadership team communicates clearly about school priorities and practices. Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. All school staff are supported to develop skills for the successful operation of administrative systems. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Our self-assessment 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>

### **For schools participating in external validation processes:**

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 [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

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

To improve outcome achievement for all groups of students through an improved focus on differentiated learning.

### Purpose

Through engaging every child with a differentiated, challenging and relevant curriculum we are able to focus on developing individual strengths, a love of learning and the capacity to achieve one's personal best. We aim to improve student outcome achievement through engaging our top, middle and bottom groups of learners to grow their understanding through differentiated learning tasks; we aim to improve outcome achievement through accurately mapping student progress and providing quality feedback to students about their progress as part of the learning cycle. Through accurately identifying where students are at and what they already know and can achieve we will improve teaching / learning programming and student outcome achievement.

### Overall summary of progress

In 2016 the school focused on three projects aimed at improving learning outcomes for all students: A Mathematics Project, an English Project and a Supported Learners Project. Additionally the school implemented the new History and Geography syllabus.

Both the Mathematics project and the English project's main focus was to improve student performance through the delivery of a differentiated curriculum based on individual learning needs.

In Mathematics, Stage 2 and 3 students perform pre-tests and are placed in groups where learning is targeted at individual needs. Post test data collected shows that student learning outcomes have been positively impacted.

Staff participated in professional learning on implementing The Super Six Comprehension strategy as a tool to ensure that student growth in comprehension was optimal.

Our Supported Learners Project had two main focus areas:

1. To improve the academic performance of students who receive support through EALD, indigenous funding or learning support by targeting adjustments that personalise learning; and
2. To establish processes for identifying and facilitating appropriate adjustments and programs to differentiate for gifted and talented students. EALD, indigenous, and students who required targeted adjustments to their learning programs all had Personalised Learning Plans written collaboratively with teachers, parents, LaST, Principal and when necessary, outside healthcare professionals. An increased focus on the identification of Gifted and Talented students along with ensuring that these students specific learning needs were identified and catered to was positively enhanced by the Mathematics project.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>English</b>  Students achieve at least 60% improvement in school assessments in Reading, writing and grammar (baseline to be established in 2015)  70% of students achieving at or above proficiency in reading  60% of students achieving at proficiency in writing; reduce at or below National Minimum Standards to 2%	The English team investigated a variety of different comprehension strategies and decided as a team that the Super 6 Strategy would best support KPS  The staff engaged in professional learning around the effective implementation of the Super 6 strategy.	NAPLAN, PAT and Sentral data for comprehension and vocabulary. English team members attended explicit teaching of comprehension strategies courses. Other resources include team meeting times, accessing the Curriculum adviser conducting a staff survey and provision of 3 days of casual relief for collaborative planning.
<b>Mathematics</b>	PLAN Data and stage data collected to provide	

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Stage 2: 90% of students demonstrate growth/progress in achievement as measured using school based assessment data baseline established 2015</p> <p>80% of students demonstrate expected growth in Year 3–5 NAPLAN smart data.</p>	<p>successful groupings of students to ensure that learning is differentiated.</p> <p>Staff confidence in collecting measurement data has increased along with using data to successfully plan learning activities.</p>	
<p><b>Supported Learners:</b></p> <p>Increase of targeted student achievement levels in all assessment measures.</p> <p>Increased differentiation and adjustment for G&amp;T students</p>	<p>Student learning has been enhanced by the supported/cooperative approach to the formation of PLP's.</p> <p>Teacher's report a deeper understanding of their students learning needs and their ability to cater to these needs.</p> <p>Parents have reported that this shared approach to their child's learning needs has given them a greater understanding of how their child's learning needs are being met and a voice in the learning partnership.</p> <p>Teacher's had greater understanding through the sharing of this information and were well prepared to begin the new school year with an understanding of student needs.</p>	<p>6 x casual relief days</p> <p>Low level adjustment for disability (\$3000.00)</p>

## Next Steps

2017 will see the focus on two projects that will enhance student learning outcomes. Staff will undertake professional learning on Formative Assessment and will work on embedding these effective assessment strategies across the school. Teachers have expressed an interest to visit other schools to improve their understanding of formative assessment and learning intentions.

Staff will undertake professional learning in the 7 Steps Writing program. This program is a writing program that empowers teachers to inspire their students to rapidly improve their writing skills, and most importantly, learn to love writing.

## Strategic Direction 2

To implement new syllabus documents with a focus on Quality 21st Century Teaching and Learning programs and practices.

### Purpose

Kareela Public School aims to create a school culture that:

- is creative, innovative and inclusive;
- offers a broad and rich curriculum;
- develops ICT literacies;
- engages with families and the community; and
- maintains a positive and productive learning focus.

Our inclusive teaching and learning programs facilitate the development of 21st century learning systems and practices. Through implementing effective evaluative practices we aim to ensure that program design leads to measurable improvement in student learning outcomes.

### Overall summary of progress

During 2016 the 21st Century Learning Project has focused on improving student's critical thinking, creativity, communication and collaboration skills through the effective integration of innovative practices, facilitating ICT engagement and contextual problem solving.;

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers effectively implement, and assess student outcome achievement against, NSW syllabus content.	Leaders attended first session of Professional Learning at Kirrawee PS led by Robyn Field as an introduction to the Geography Syllabus.  All KPS staff, along with colleagues from 12 other local school attended whole day PL on the Geography syllabus. Staff were given the choice of attending a number of presentations.	Casual Relief for 2 teachers to attend PL All staff attend Bankstown Sports Club for PL Casual relief for staff to attend stage planning sessions 4x casual relief days • TPL (\$2000.00) • TPL (\$1820.00) • TPL (\$2000.00)
Classroom learning experiences provide opportunities for students to think critically and creatively, utilise ICT, collaborate and communicate.	All students have increased access to a wider range of devices and the opportunity to develop their skills.  Teachers have worked together and are developing their skills using Google Apps and Google classroom to enhance student learning outcomes and further develop 21st century Learning skills. The arrival of the 30 laptops is expected during January. This section of Strategic Direction 2 will continue to be implemented during 2017	30Lap tops 30iPads + cabinet • Flexible Funding (\$16000.00) • Flexible Funding (\$18856.00)

### Next Steps

2017 will continue to see a focus on implementing 21st Century Learning skills through further staff Professional Learning on Critical and Creative Thinking, Film By The Sea student projects and a continued focus on ICT.

### Strategic Direction 3

To build the capacity of staff to develop, lead and implement quality teaching and learning programs

#### Purpose

To ensure that all staff at Kareela Public School are able to implement quality teaching and learning programs that support students to achieve their potential we aim to:

- Build the capacity of staff to develop a school of lifelong learners and reflective practitioners with high levels of curriculum knowledge, 21st century pedagogy and initiative to improve student outcomes;
- Build the capacity of staff to work strategically in leading teams and projects within the context of a K–6 school plan; and
- Build the capacity of the school leadership team to make informed choices about school direction through effective data measurement analysis.

#### Overall summary of progress

Building staff capacity has been a 2016 focus through a Performance and Development Plan (PDP), an Australian Teaching Standards Project and a Data and Direction Project. All staff in 2016 completed a PDP and showed evidence of the achievement of their goals. Accessing professional learning that is aimed at supporting to achieve their goals and therefor enhance professional practice has a direct and positive impact on student learning outcomes.

The Australian Teaching Standards project ensured effective school wide are established for documenting, referencing and providing evidence for meeting the Australian Teaching Standards and ensuring accreditation, mentoring and supervision protocols and supports are evident. One teacher was successful in achieving accreditation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will develop their own PLP's and develop goals to impact positively on student outcome achievement	At the end of Term 1 all staff had developed a PDP and had met with their team leader. By mid Term 3.	8 x casual relief – to cover class observations and feedback sessions • Quality Teaching, Successful Students (QTSS) (\$4000.00)
All staff will develop their knowledge and understandings of the Australian Teaching Standards	All new scheme teachers reported that this program was supporting their professional development in a very valuable way.  Executive team were more confident to write Accreditation reports successfully.	Mentor/team meetings
An increased number of staff will be working towards attainment of highly accomplished and lead teacher accreditation.	KPS had an Assistant Principal successful in application to be included in the Leadership Development Initiative – LDI – to work towards Lead Accreditation. Mrs Whiffin attended LDI Conference where program outline was explained and how the process would work.	2 x casual relief days 2 x casual relief days • LDI Grant (\$1000.00) • Quality Teaching, Successful Students (QTSS) (\$1000.00)
An increased number of staff will display, through cooperative planning practices, stage meetings and performance and development meetings, how they are using data to inform their goal setting and to improve student outcome achievement.		

#### Next Steps

2017 will see a continued focus on teachers achieving professional learning goals through the PDP process. Teachers will observe colleagues in other settings to enhance their own professional practice.

Kareela Public School has 3 temporary and one permanent staff member who will be working towards attaining accreditation during 2017. A member of the executive team will provide support to the new scheme teachers as they move through the accreditation process while mentors have been selected to provide additional support and advice.

The Data and Direction Project will continue during 2017.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Funding was utilised to provide time for teaching staff to develop Personal Learning Plans for aboriginal students.	\$889 • Aboriginal background loading (\$889.00)
<b>English language proficiency</b>	In 2016 EAL/D students were supported in class, in small groups and 1–1 2 days per week. Learning programs have been enhanced by this program and teachers have felt supported and their expertise	\$35699 • English language proficiency (\$35 699.00)
<b>Low level adjustment for disability</b>	The Learning Support Team plays a key role in allocating funding, providing adjustments and supporting teachers for students. The funding was used for teacher release to write PLP's, to plan and program and to pay for SLSO support for identified students.	\$66864 • Low level adjustment for disability (\$66 864.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	Release provided for teachers to participate in classroom observation sessions to support school strategic directions.	\$29253

## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	158	173	179	191
Girls	181	201	196	200

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.3	94.9	96.6
1	94.6	96.4	95.5	95.6
2	96.7	94.6	95.6	95.7
3	95.7	96.8	94.6	96.4
4	94.4	96.2	95.7	95.1
5	95	94.8	94.8	95
6	95.3	94.6	92.8	96.2
All Years	95.5	95.7	94.9	95.8
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

### Class sizes

Class	Total
KC	19
KP	20
KH	20
1/2K	24
1H	21
1F	22
2H	25
2B	25
3W	26
3P	26
4K	30
4A	29
5P	29
5T	28
6S	23
6B	22

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.23
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	2.87
Other Positions	0.14

\*Full Time Equivalent

### 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	

## Professional learning and teacher accreditation

One beginning teacher completed their accreditation in 2016. One teacher was successful in their application to be included in the Leadership Development Initiative – LDI – to work towards Lead Accreditation.

Staff at Kareela Public school completed extensive professional learning during 2016. Week PL meetings, staff PL days and evenings, external courses, guest speakers, conferences and all contributed to improved learning/teaching outcomes for students and teachers.

Mandatory training for all staff included: Anaphylaxis and CPR, asthma, code of conduct for teachers, child protection and emergency procedures.

## 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.

The information provided in the financial summary includes reporting from 27/1/16 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	357 642.76
(2a) Appropriation	289 480.49
(2b) Sale of Goods and Services	3 498.95
(2c) Grants and Contributions	64 397.20
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	266.12
<b>Expenses</b>	-199 799.52
Recurrent Expenses	-199 799.52
(3a) Employee Related	-104 654.11
(3b) Operating Expenses	-95 145.41
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	157 843.24
<b>Balance Carried Forward</b>	157 843.24

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.

## Financial summary equity funding

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

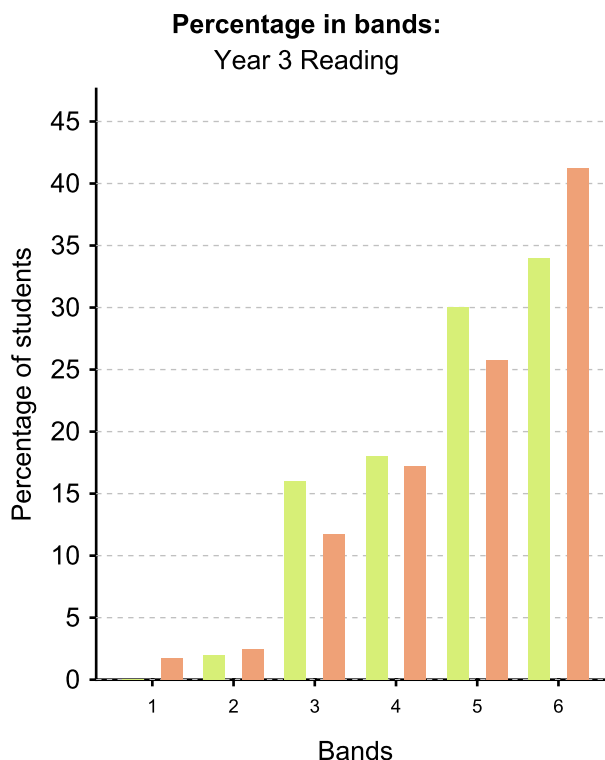
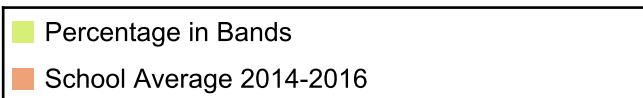
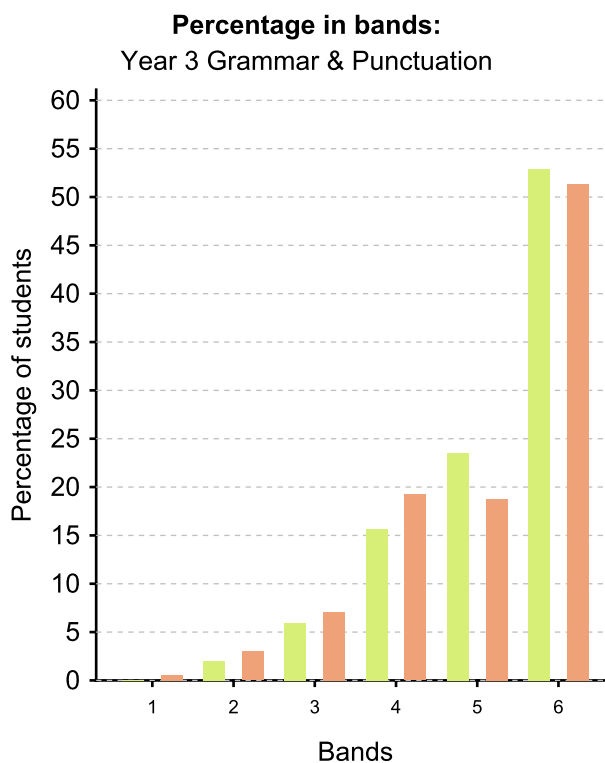
	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 386 600.53
Base Per Capita	20 179.48
Base Location	0.00
Other Base	2 366 421.05
<b>Equity Total</b>	109 368.03
Equity Aboriginal	889.29
Equity Socio economic	5 915.11
Equity Language	35 699.19
Equity Disability	66 864.44
<b>Targeted Total</b>	28 870.00
<b>Other Total</b>	15 606.92
<b>Grand Total</b>	2 540 445.48

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

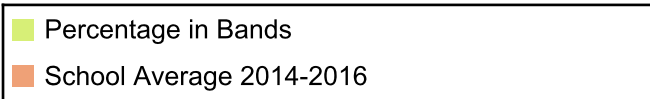
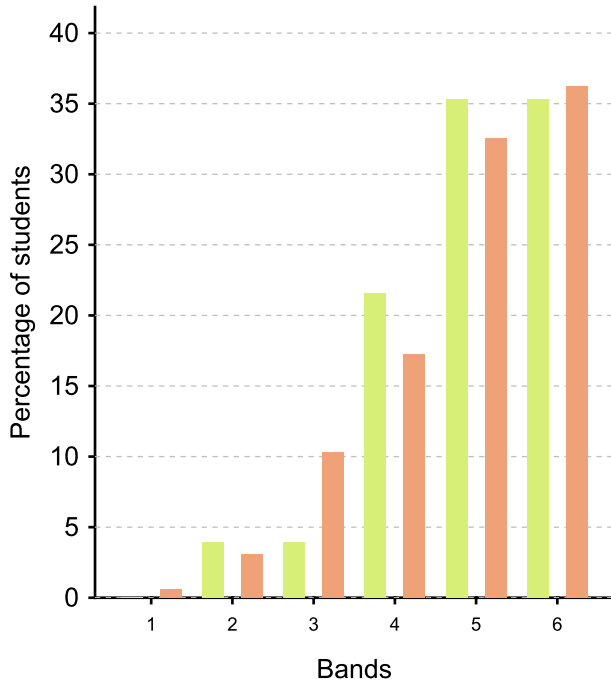
## School performance

### NAPLAN

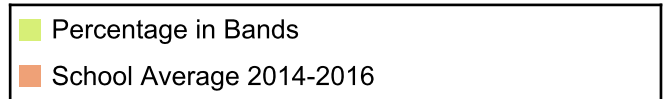
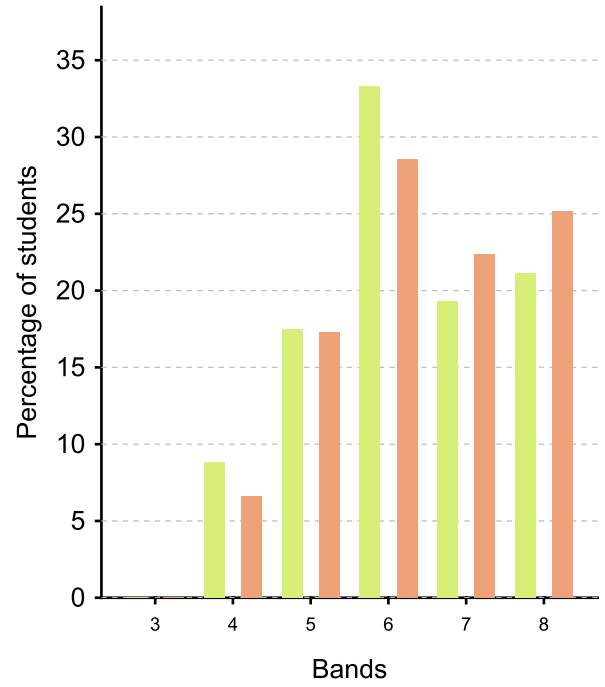
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



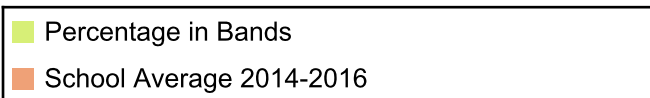
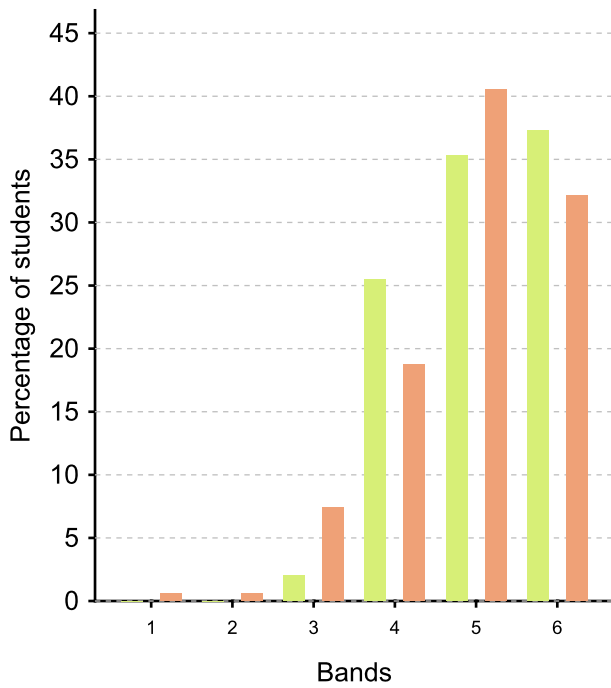
**Percentage in bands:**  
Year 3 Spelling



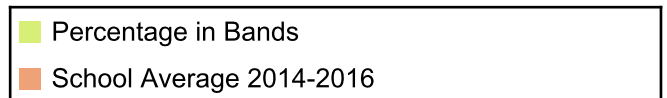
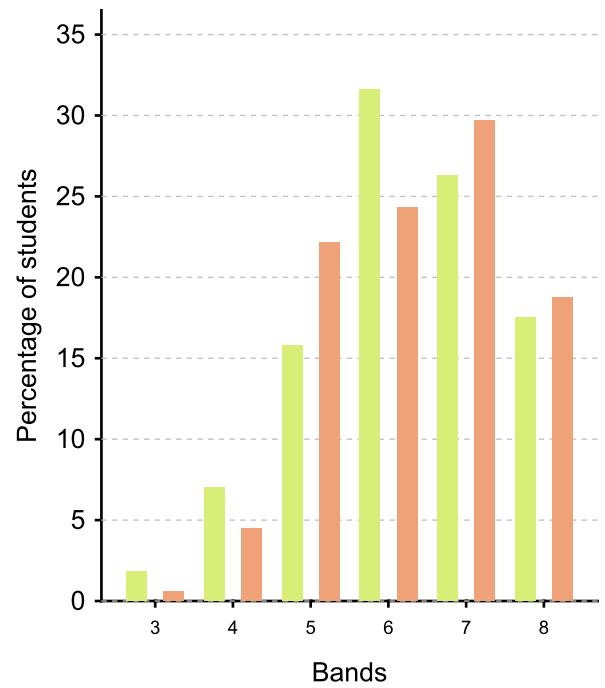
**Percentage in bands:**  
Year 5 Grammar & Punctuation



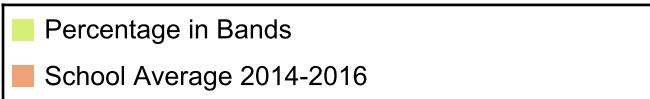
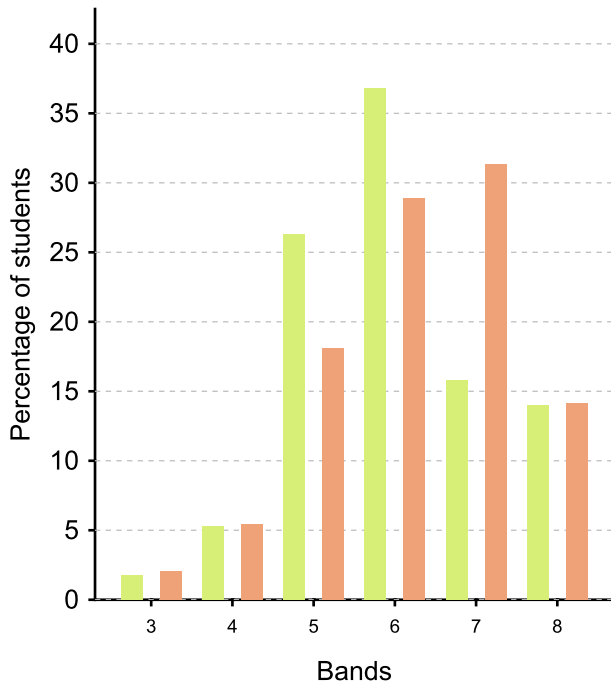
**Percentage in bands:**  
Year 3 Writing



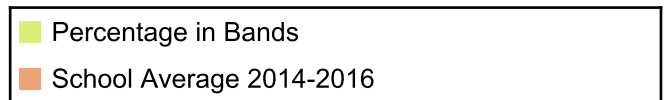
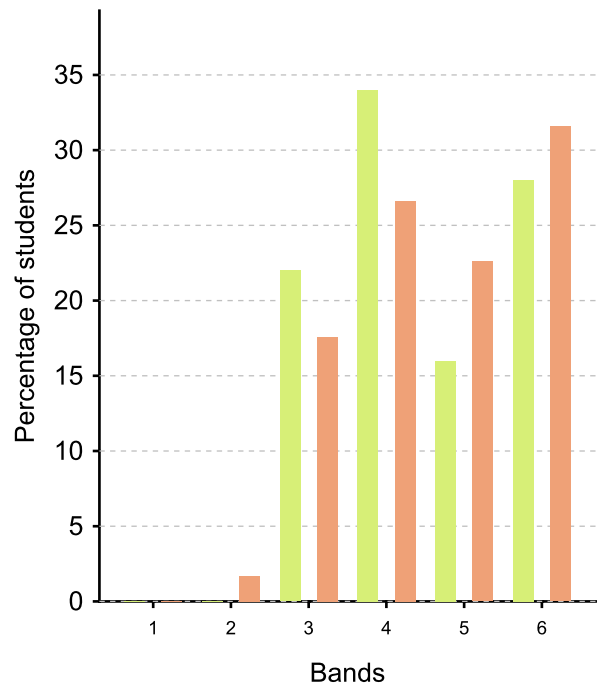
**Percentage in bands:**  
Year 5 Reading



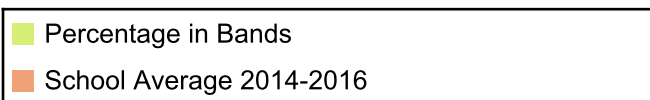
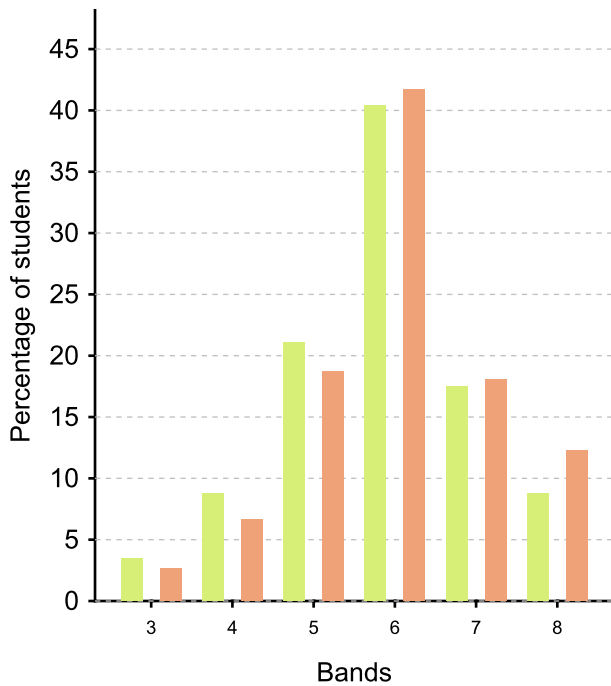
**Percentage in bands:**  
Year 5 Spelling



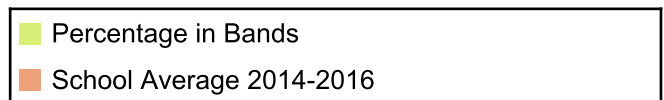
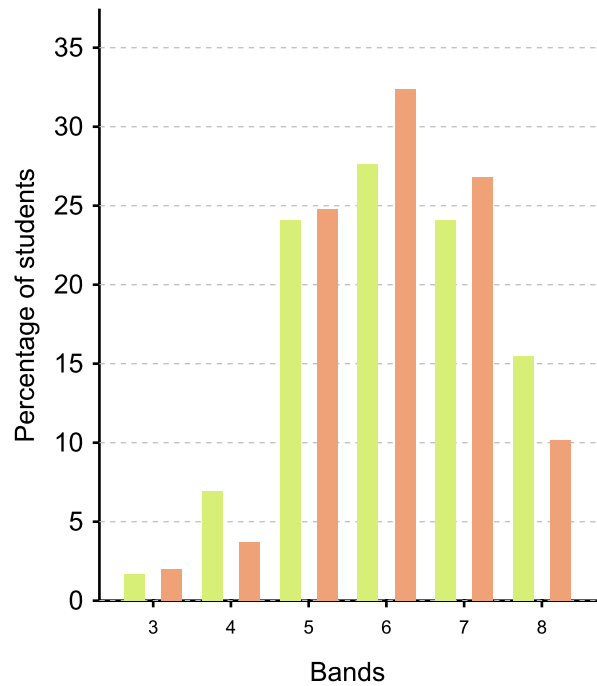
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**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

156 of our students from Years 4–6 participated in the Tell Them From Me (TTFM) survey in 2016.

Student participation in school sports – Students play sports with an instructor at school, other than in a gym class.

90% of the girls and 87% of the boys in this school had a high rate of participation in sports compared to the state average of 82% for girls and 84% for boys.

Student participation in extracurricular activities – Students take part in art, drama, or music groups; extra curricular school activities; or a school committee.

71% of the girls and 57% of the boys in this school had a high rate of participation in extracurricular activities compared to the state average of 66% for girls and 44% for boys.

Students with a positive sense of belonging – Students feel accepted and valued by their peers and by others at their school.

82% of the girls and 86% of the boys in this school had a high sense of belonging compared to the state average of 81% for girls and 81% for boys .

Students with positive relationships – Students have friends at school they can trust and who encourage them to make positive choices.

90% of the girls and 88% of the boys in this school had positive relationships compared to the state average of 88% for girls and 83% for boys.

Students that value schooling outcomes – Students believe that education will benefit them personally and economically, and will have a strong bearing on their future

95% of students in this school valued School Outcomes compared to the state average of 96%.

Students with positive homework behaviours – Students do homework for their classes with a positive attitude and in a timely manner.

71% of the girls and 50% of the boys in this school had positive homework behaviours compared to the state average of 72% for girls and 54% for boys.

Students with positive behaviour at school – Students that do not get in trouble at school for disruptive or inappropriate behaviour.

96% of the girls and 91% of the boys in this school with positive student behaviour at school compared to the state average of 91% for girls and 75% for boys.

A total of 7 parents/carers completed the Partners in Learning TTFM survey in 2016

100% of parents agreed that they felt welcome at school

57% of parents talked with a teacher two or three times

57% of parents attended a meeting at school once

14% of parents are involved in school committees

Teachers at Kareela PS completed the TTFM survey in 2016. They rated highly:

School leaders create a safe and orderly work environment

Teachers talk with other teachers about strategies that increase student engagement.

Teachers monitor the progress of individual students and they feel students are very clear about what is expected of them to learn.

Teachers set high expectations for student learning.

# Policy requirements

## Aboriginal education

Aboriginal education is integrated across all Key Learning Areas. Students participate in programs that build knowledge of past and present Aboriginal history and culture in Australia. Our programs foster understanding, awareness and respect for Aboriginal people.

Two students at Kareela PS identify as being of Aboriginal background and the class teachers, in consultation with the Learning Support Team, have developed Personalised Learning Plans for these students.

During NAIDOC Week we welcomed Philip Green: Philip has visited or lived with indigenous communities in North and Central America, New Zealand and Australia. In his eco-safaris across Australia, Philip has visited with local Aborigines living in Kakadu wetlands, outback deserts, inland river systems and mountain forests. He has collected artefacts and inspected Aboriginal sites in every Australian state. These experiences have inspired him to produce a cultural show that gives students the opportunity to connect hands-on with the survival technologies of Australia's First People. Our students certainly enjoyed and learnt from his presentation.

An 'Acknowledgement of Country' is made at school assemblies and functions to show respect for Aboriginal culture and heritage and the ongoing relationship the Traditional Custodians have with the land. The aboriginal translation of Advance Australia Fair is sung as part of the national anthem at weekly assemblies and events.

## Multicultural and anti-racism education

Students from a language background other than English (LBOTE) numbered 93 which equated to 25% of the total school enrolment. Thirty two language groups are represented in the school, with Chinese and Greek being the most predominant.

The EALD teacher has developed specific programs to address the needs of students. The EALD teacher focuses on supporting students in both small group and team teaching situations. To maximise the expertise of the EALD teacher, students from LBOTE are cluster grouped in classes across the school. The school supports an inclusive curriculum that is both relevant and challenging.

During 2016 Multicultural perspectives were embedded into teaching and learning programs. Harmony Day was celebrated on Monday 21 March and Kareela Public School embraced the theme "Diversity is our strength." The students celebrated the day by wearing orange or traditional dress and participating in classroom and playground activities that focused on the richness of many cultures.