

Karanggi Public School Annual Report



2017



2260

Introduction

The Annual Report for **2017** is provided to the community of Karangi 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 & Mr Paul Macpherson (Rel)

Principal

School contact details

Karangi Public School
Coffs Harbour-Coramba Rd
Karangi, 2450
www.karangi-p.schools.nsw.edu.au
karangi-p.School@det.nsw.edu.au
6653 8284

Message from the Principal

In 2017 Karangi Public School continued to implement, monitor and review the final year of our 2015–2017 School Plan, whilst closely monitoring our progress in alignment with the School Excellence Framework to reflect on our current practice across the domains of Learning, Teaching and Leading.

2017 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 *Wellbeing Framework* for schools was announced and schools engaged in the exploration and implementation 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, SLSO: Stacey Hambrook, and General Assistant: Kirk Taylor; all demonstrate professionalism and commitment to our school, going above and beyond their normal range of duties to look after our students, support families, 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 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 through Instructional Rounds, observations of teaching practice and collegial discussions. They 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 acknowledge our P&C who have 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 supporting us and your children. Our school looks forward to continuing to work with families and welcoming your continued support.

Karangi Public School is a wonderful school offering a diverse range of opportunities for students. It has a friendly welcoming nature reinforced by family commitment and values. We are proud of our school, its achievements, inclusive approach and the valuable work we do.

Sharon Rovere & Paul Macpherson (Rel)

Principal

Message from the school community

Time seems to have flown by this year for our small but dedicated team of 8 P&C members. Yet the work of the committee members and all the volunteers in our community has not gone unnoticed. The voluntary contribution of these wonderful volunteers' means a great deal for our school, by the work done and the impact it has on our children, teachers and whole school community. Some of the activities include: class reading, covering library books, banking, Orara Valley News articles, garden and cooking lessons, transporting students to activities, newsletter contributions, Ethics lessons and more.

2017 saw two major anniversaries for our valley which drew on the time and services of our community. The first was the 125-year anniversary for our school and on the same weekend the Orara Valley Fair celebrated 40 years. Both events saw children and community members volunteer their time and talents to ensure both events were a great success.

A special thank you goes to Tim and Kelly Cheers who provided the steer for the weight guessing competition which contributed to the hundreds of dollars raised on the day. They continue to support our school despite their youngest daughter finishing here 2 years ago. The other special event held this year, much to the delight of our children, was the disco. This was a great night for all involved and a special mention goes to the Orara Valley Progress Association for allowing us to use the hall at a significantly reduced rate. Other P&C projects this year included the completion of the Frog Pond Reclaim Project and the Karangi Meeting Place (Yarning Circle). We also donated over \$2000 towards the Stephanie Alexander Kitchen Garden program. \$1000 for new school readers as well as the purchasing of the SENTRAL app so parents can access the new school SENTRAL program and there were more.

Changes were made to the canteen menu throughout the year, as well as the special food days, which has been a very well supported exercise. This, combined with a new purchasing system, has seen the Canteen funds grow significantly and we thank Rebecca Bargon and her team of volunteers, without you Fridays would not be a fun feast for the kids and the lunch packing break parents crave.

The canteen also saw more developments with a new oven installed as well as an upgrade of the electrical supply. This was partially funded by a Council Healthy eating grant and P&C funds. This upgrade has been encouraged by the Department of Education canteen guide as we move to a fully equipped onsite kitchen for all our cooking needs.

We are continuing our endeavours to fund a significant upgrade of the schools computers in time for the online NAPLAN roll out in 2019. So fundraising plans are already underway for 2018 with our annual Welcome Back to School pool party. We have also committed to providing two fun events for the children in Autumn and Spring. We have registered for a Bunnings BBQ and we are waiting for a date to be confirmed. We will continue to support sporting carnivals and the Orara Valley Fair.

There are other activities like mothers and fathers day stalls and a Triva night we would like to pursue however we need volunteers to help champion these activities and events. We are also in desperate need of a grant writer as we are hoping to secure some grant funding for more shade areas within the school grounds.

We are also looking to make attending meetings easier for parents and will be moving P&C meetings to 5:30pm on the Monday of the 3rd & 7th week of term for a trial period to see if making meetings at that time is easier for community members to join. For those unable to make it to meetings the President can raise community concerns and act as a conduit between the community and the school.

I would like to thank the staff, volunteers and students for a great year. I also wanted to make special mention of this year's grade 6. You are the first group I have witnessed start Kindy and transition through the years to graduation. It has been a delight to watch you all learn and grow, and I wish you all well as you take the next step into high school.

Thank you

Nikki Tomasoni

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 2015 we have a student population of 138. 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 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.

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 Version 2. 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.

In the domain of LEARNING Karangi Public School demonstrates a commitment across the fields of *Learning Culture, Wellbeing, Curriculum, Assessment, Reporting* and *Student Performance Measures*. Overall the school is Sustaining & Growing within these areas. As a school we value community engagement to support high expectations in the school and work on developing collaborative partnerships with parents and students to support improvement and plan for learning. Our transition programs; beginning school in Kindergarten, transition to high school and students with identified need transitioning to new classes are planned and effective. Individual Education Plans and Personalised Learning Pathways are a vital component of identifying and supporting the needs of all students and involve a collaborative approach between staff, families and where applicable agencies. The school has processes in place for monitoring and supporting regular attendance. Wellbeing has been a particular focus area for the school and community. All students are able to identify staff members they can go to when needed and systems are in place for students to access staff on a daily basis e.g. thinktank which is utilised regularly by students who independently drop in to discuss concerns and seek help with any number of issues or worries they have at school. Input is sought from all stakeholders in order to effectively monitor and evaluate the effectiveness of Wellbeing approaches. Teachers have focused on increased engagement with curriculum expectations, assessment analysis, feedback and meeting the needs of all students through evidence based teaching practices. All teachers write and implement teaching/learning programs utilising syllabus, data, student need and school focus areas aimed at improving student engagement and outcomes. Reporting is an important component in establishing a collaborative environment and optimising student learning. Karangi Public School has an open door policy encouraging parents/carers to meet with teachers to discuss student need, achievement and progress, alongside formal written reports to parents. The school uses a range of summative and formative measures; including school and state standardised testing. Our Value Added for 2017 demonstrated the school trend is positive.

In the Domain of TEACHING Karangi Public School demonstrates a commitment across the fields of *Effective Classroom Practice, Data Skills & Use, Professional Standards* and *Learning & Development*. Overall the school is Delivering in Data Skills and Use and Professional Standards, and Sustaining & Growing in Effective Classroom Practice and Learning & Development. Teachers regularly review and revise their programming, lesson delivery and content, and its impact on student learning. In 2017 the staff engaged in 3-week learning cycles to implement 'point in time' effective analysis and review of student performance to inform direction. Collaboration and ongoing professional dialogue is very evident school wide as teachers share their knowledge, build capacity and work together to meet the needs of students across the school. Professional Learning was identified in line with school priorities and also responsive to school and student need.

In the domain of LEADING Karangi Public School demonstrates a commitment across the fields of *Educational Leadership, School Planning, Implementation & Reporting, School Resources* and *Management Practices & Processes*. Overall the school is assessed as Sustaining & Growing in all components. The leadership team work closely with, and alongside teachers guiding syllabus implementation, and implementation of assessment and reporting processes. This will continue to be a focus area in 2018. Instructional Rounds were implemented as a means of developing teacher capacity through evidence-based effective teacher feedback with 100% of teaching staff engaging in a professional and positive manner. Utilisation of resources; human, physical and financial, was informed by close monitoring of budgets and data – academic and behaviour, identifying student need across the school and was flexible aligning with school priorities.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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

In Kids Matter we revised our Student Welfare and Discipline Policy after consultation with community and aligned this to Restorative Practices and Positive Behaviour for Learning. The Anti-Bullying Plan was also revised and shared. Whole staff received ongoing PL in Positive Behaviour for Learning and this was introduced to Karangi Public School in settings external to the classroom. This included extensive data analysis to identify hot-spots around the school and the creation of a school matrix which would form the foundation for our school direction. Bounce Back was continued within classrooms and presented to students as part of our PD units. The Karangi Meeting Place (Yarning Circle) was officially opened through a smoking ceremony by Uncle Michael Jarrett and the Karangi Yarn Up introduced allowing Stage 2 and 3 students to further develop their awareness of culture and share this knowledge with all ATSI students K-6. In Live Life Well we commenced the year with the Assistant Principal sharing Karangi Public School's journey in this program at the ACHPER International Conference which was held in Canberra. Whole-school fitness was aligned to Fundamental Movement Skills and progress against these skills was tracked. Stephanie Alexander Kitchen Garden continued with all classes cooking and gardening twice a term and the program utilised to support school initiatives, including the Year 6 Dinner. R.U.O.K Karangi continued offering peer-led support for students within our school and iPlay was introduced to Stage 2 students with pre-data collected and collated. Our canteen menu and practices were reviewed under a new canteen manager and our canteen upgraded with a new oven installed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Karangi Public School to be established as a Kids Matter School by end 2017.	N/A	Kids Matter has continued to develop with initiatives such as Restorative Practices, Bounce Back and PBL further established in 2017 at KPS.
• Improved fundamental skills in K-2: 90% proficient by end of 2017.	N/A	Fundamental movement skills has improved as evidenced by School Reports. Further sustainable tracking practices to be established enabling tracking of individual fundamental movement skills.
• 95% students involved in Crunch and Sip on a regular basis.	N/A	Student observations by classroom teachers indicate that this target has been achieved.
• 95% of students surveyed reflecting a decrease of incidences of unacceptable behaviours including bullying.	N/A	Tell Them From Me data indicates that this hasn't been achieved with 42% of students from Years 4-6 indicating that they have been subjected to physical, social or verbal bullying, or have been bullied over the internet.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Whole School Community is familiar with KPS Welfare and Discipline Policy and practice and 100% of teachers to effectively use restorative practice by end 2016.	\$1000 for PBL training which is to be incorporated into KPS Welfare and Discipline Policy.	Restorative practices written into the Student Discipline and Welfare Policy. Three community meetings in Term 4 to review and share the Welfare and Discipline Policy with community.

Next Steps

To align our canteen with the NSW Healthy School Canteen Strategy and further refine practices. Staff to meet with the new Live Life Well Coordinator to determine the next chapter of our involvement with Live Life Well. The Stephanie Alexander Kitchen Garden program to be renamed Karangi Garden2Kitchen program with greater emphasis put on food production through the gardening process. Positive Behaviour For Learning to continue to be developed at our school with a greater emphasis being placed on the positive aspects of the program and then introduced into classrooms once outside settings have been firmly established.



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

The L3 program has continued with ongoing data-evidenced success within both our Kindergarten and our Year 1 classrooms. Our IEP and PLP processes have been refined and PDP processes continued with meaningful conversations and directions established, helping to inform PL within the school. Literacy and numeracy continuums have continued to be utilised and reported against through PLAN. Feedback processes were analysed and reviewed and our Learning Support Team continued to provide ongoing and meaningful support to students across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Professional Learning to be linked to PDP, school plan directions and teacher programming and delivery in line with new syllabus documents. 	\$3600 Autism Training \$900 Future Principal Training	PDP processes aligned by executive to PL calendars.
<ul style="list-style-type: none"> • 100% teachers to display balanced numeracy lessons in their programs by 2017; increase from 33% current in 2014. 	N/A	Balanced Numeracy evident in 100% of teaching programs. Confirmed through Instructional Rounds numeracy focus.
<ul style="list-style-type: none"> • Continuum and new syllabus documents confidently utilised by end of 2017. 	Collaborative Planning \$400 Literacy and Numeracy Planning \$400	Continuum used in all classes K–6 and reported on within PLAN Data. Syllabus documents regularly reviewed by the whole staff through ongoing PL.
<ul style="list-style-type: none"> • Teacher mentors established to build teacher capacity by 2016 with increased teacher participation at school and Community of Schools level. 	N/A	This initiative was relevant to 2016 however mentoring was sustained through to 2017.
<ul style="list-style-type: none"> • 100% of teachers confidently using a range of learning technologies 	N/A	Technology was utilised by all staff through 2017 and IT RFF provided to support learning initiatives within classrooms.
<ul style="list-style-type: none"> • L3 consolidated in Yr 1 and Kindergarten. 	L3 Training – \$3000	Kindergarten and Year 1 teacher both attended Professional Learning on L3 and effectively implemented L3 practise throughout 2017.
<ul style="list-style-type: none"> • Student and Parent surveys show increased satisfaction, awareness of teaching learning practices and student engagement. 	N/A	<i>Tell Them From Me</i> Surveys indicated 70% of students have a positive sense of belonging, 92% value schooling outcomes and 64% are interested and motivated, with 89% trying hard to succeed in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Student and Parent surveys show increased satisfaction, awareness of teaching learning practices and student engagement.		Tell Them From Me Surveys indicated that 8.4 (School Mean) parents feel welcome, 7.1 feel informed and 7.9 feel that the school supports learning.
<ul style="list-style-type: none">80% of student reaching expected norms and cluster markers.	N/A	SENTRAL, NAPLAN, ACER OARS and PLAN Data, and 2017 School reports indicate that our 80% has not yet been achieved.

Next Steps

PDP processes for all staff both teaching and non-teaching to occur with PL guided by these discussions. Further development by staff on effective feedback measures and detailed data analysis is required. L3 practices to continue to be implemented in K-2 classrooms in 2018.



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

In Evidenced Based and Differentiated Curriculum and Assessment, Reading for Enjoyment was successfully integrated into each classroom. Teachers reviewed writing assessment and work samples as a whole staff, leading to further consistency of teacher judgement. Differentiation was evident within programs and reporting practices have continued to improve with individualised reporting practices in place. Key documents were reviewed including the Melbourne Declaration and School Excellence Framework. Karangi Public School Policies were reviewed and uploaded to A-Z Policy Implementation Tool. Instructional Rounds was continued throughout 2017 and data collection and analysis practices further established.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Standardised testing and data collection analysed to inform teaching direction and student feedback. 	Data and Its Impact Teacher Release – \$1600	PL provided on data analysis. Data collected each term as stated by 2017 Assessment Schedule. Data utilised to inform Reporting and Parent Teacher Interviews.
<ul style="list-style-type: none"> • Use of standardised testing to guide programming and differentiation. 	Data and Its Impact Teacher Release – \$1600	Evidence of programming related to data analysis and trends.
<ul style="list-style-type: none"> • All students demonstrating growth in school standardised data. 	Data and Its Impact Teacher Release – \$1600	Growth has been achieved through school standardised data which has been collated on SENTRAL Markbooks.
<ul style="list-style-type: none"> • NAPLAN data to reflect an increasing % of students meeting expected growth 3–5 & 5–7 in Literacy and Numeracy as compared to the previous years data. 	N/A	NAPLAN Data indicates that expected growth targets have not been met.
<ul style="list-style-type: none"> • Increased percentage (80%) of students achieving stage expected markers on Literacy and Numeracy continuums and school standardised testing. 	Teacher Release – Literacy \$1200	PLAN data indicates that 77.2% of students are achieving stage expected markers in literacy and 79.8% in numeracy.
<ul style="list-style-type: none"> • Teachers increased engagement with teaching 	N/A	PL on Teacher Accreditation incorporating Teaching Standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
standards.		PL on Teacher Accreditation incorporating Teaching Standards.

Next Steps

Instructional Rounds to be continued in 2018 with identified focus areas aligned to the School Plan. School policies to be reviewed and updated in line with Department of Education and A-Z Policy Implementation Tool requirements and timelines. Differentiation within programs to be further developed and programming practices realigned to current syllabus documentation. Feedback and consistent teacher judgement to be incorporated into 2018 Professional Learning calendars.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staff: School Learning Support Officer, Learning & Support Teacher.</p> <p>Professional Learning – Connecting to Country</p> <p>NAIDOC Day special guests and activities</p>	<p>Aboriginal Languages program established K–6. ATSI focus group. Stage 3 ATSI students leading Aboriginal games in whole school fitness. Yarning Circle formally opened by Uncle Michael Jarrett. NAIDOC Day organised in conjunction with Indigenous Staff and students from Orara High School. Three staff members completed Connecting to Country PL. Indigenous students wrote the Karangi Public School Acknowledgement of Country.</p>
Low level adjustment for disability	<p>Staff: School Learning Support Officer, Learning & Support Teacher 0.3 (one and a half days per week).</p>	<p>Students were provided with additional one on one support as well as small group support in class to ensure greater participation, engagement and increased learning opportunities.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS allocation equated to 1.5 hours per week.</p>	<p>QTSS funding was utilised for collaborative planning and programming. Instructional Rounds was highly effective in improving classroom practices within the school.</p>
Socio-economic background	<p>Additional Learning and Support Teacher (LaST) allocation, funds to subsidise buses and excursion costs which enabled greater student participation.</p>	<p>Increased in-class support provided to all classes to support improved student achievement. All teachers engaged in assessing and evaluating our 2015–2017 School Plan in preparation for the development of the 2018–2020 School Plan.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	63	69	74	68
Girls	58	69	56	46

Karanggi Public School had 114 students in 2017 with 59.6% male students and 40.4% female students.

Our student population was made up of:

Early Stage 1: 16.7% of total school population.

Stage 1: 30.1% of total school population.

Stage 2: 27.2% of total school population.

Stage 3: 26% 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 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 2017 was 51. This policy is inclusive of non-local enrolment procedures.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.3	91.3	95.4	94.6
1	94.9	93.6	94	92.7
2	95.4	92.2	95.2	94.4
3	96.3	91.3	92.9	94.3
4	91.7	91.4	92.1	93.1
5	93.7	90.8	95.6	90.7
6	94.9	92.7	91.8	95
All Years	95	91.8	93.7	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

2017 overall attendance was 92.8% which was 1.1% below the State average of 93.9%.

Our school works closely with parents to assist students in regularly attending school in accordance with the Karanggi Public School Attendance Policy. Classroom teachers and Executive members maintain 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.

Class sizes

Class	Total
KINDERGARTEN	17
YEAR 1	16
YEAR 2	20
YEAR 3/4	30
YEAR 5/6	31

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)

2017: K, 1, 2, 3/4, 5/6 (5 classes)

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.51
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

In 2017 Karangi Public School employed an Aboriginal

languages tutor through William Bayldon Public School Cultural Nest which introduced the Gumbaynggirr language to all students from K–6.

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 ongoing Professional Learning opportunities throughout 2017. 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, CPR and emergency care.

Through out 2017 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
- Instructional Rounds
- SCOUT Training
- LMBR Training
- eFPT Training
- 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

- Workplace Health & Safety (WH&S).

Teachers also attended individualised and stage based professional learning including:

- Three staff (2 teachers and an SLSO) participated in Understanding Autism online and face –face Training
- Planning assessment tasks
- Two staff (Kindergarten and Year 1) engaged in L3 – Language, Literacy and Learning in the early years across the year.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	39,986
Global funds	93,818
Tied funds	139,183
School & community sources	19,248
Interest	766
Trust receipts	1,947
Canteen	0
Total Receipts	254,961
Payments	
Teaching & learning	
Key Learning Areas	8,911
Excursions	1,320
Extracurricular dissections	7,896
Library	-249
Training & Development	5,739
Tied Funds Payments	72,605
Short Term Relief	13,092
Administration & Office	20,405
Canteen Payments	0
Utilities	13,567
Maintenance	7,112
Trust Payments	2,347
Capital Programs	0
Total Payments	152,744
Balance carried forward	142,203

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	161,344
Appropriation	142,203
Sale of Goods and Services	10
Grants and Contributions	19,087
Gain and Loss	0
Other Revenue	0
Investment Income	44
Expenses	-78,749
Recurrent Expenses	-78,749
Employee Related	-31,798
Operating Expenses	-46,951
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	82,595
Balance Carried Forward	82,595

	2017 Actual (\$)
Base Total	981,655
Base Per Capita	19,867
Base Location	2,556
Other Base	959,232
Equity Total	64,380
Equity Aboriginal	12,163
Equity Socio economic	10,579
Equity Language	0
Equity Disability	41,638
Targeted Total	29,490
Other Total	12,272
Grand Total	1,087,797

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

In 2017 our Principal, Assistant Principal, SAM, SAO and one casual SAO all received training in the Learning Management and Business Reform (LMBR).

Financial summary equity funding

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

School performance

School-based assessment

In 2017 staff gathered and analysed a variety of standardised assessment tasks regularly throughout the year to accurately inform reporting practices and to guide future planning and programming procedures to best meet student learning requirements. This was achieved through a variety of assessments with growth data being regularly analysed by individual teachers, within stage groups and whole-staff. Data analysis focussed on spelling, writing, reading (reading levels, fluency and comprehension) and numeracy. Students from Years 1–6 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 collected each term to monitor student growth.

In 2017 both the literacy and numeracy continuums were utilised by all teachers K–6 to track student growth and information gathered and recorded through the collection of PLAN data completed each term. Bump it up Walls were utilised and student conferencing introduced in literacy to enable students to identify and track individual growth in literacy. Best Start Data was utilised to accurately assess and analyse the ability of new Kindergarten students to enable teachers to program effectively and deliver the curriculum at the individual child's point of need.

NAPLAN

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

In 2017, 32 students participated in NAPLAN with eighteen Year 3 students and fourteen 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 2018.

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

Reading – 78%, Writing – 94%, Spelling – 89% and Grammar & Punctuation – 89%.

Overall trend data for year 3 is demonstrating strong

growth in Reading and growth in both Spelling and Grammar and Punctuation but there is a need for a continued focus in Writing, Spelling and Grammar & Punctuation.

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 the percentage of students achieving above National Minimum Standard (Bands 5–8), was as follows:

Reading – 69%, Writing – 85%, Spelling – 85% and Grammar & Punctuation – 54% .

Overall trend data demonstrates further work is required in all areas of literacy, particularly Grammar and Punctuation. 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.

In Year 3 Numeracy 94% of students achieved above National Minimum Standard (Bands 4–6).

In Year 5 Numeracy 77% of students achieved above National Minimum Standard (Bands 5–8).

Overall trend data in Years 3 demonstrates a gradual improvement in school achievement and Year 5 data indicates an increase in Number, Patterns and Algebra but a gradual decrease in school achievement in the areas of Data, Measurement, Space and Geometry. However there remains a gap between our School and State (all students). A continued focus will be analysing individual student growth patterns, Balanced Numeracy sessions as evidenced through our learning cycles and utilising data and syllabus to inform explicit teaching to individual student needs. Numeracy will continue to be a focus areas in 2018 through its inclusion in our 2018–2020 School Plan under Strategic Direction 2 – Teaching.

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 2017 parent satisfaction was evident through increased involvement in school events in all areas including assemblies, in-class support, MultiLit participation, canteen volunteers, parent-teacher interviews and sporting events. Student satisfaction continued to grow as evidenced by the *Tell Them From Me* surveys which indicated that 92% 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

Karangı Public School is committed to Aboriginal Education and in 2017 this was demonstrated by:

- Acknowledging the traditional custodians of the land at all assemblies and meetings including having our ATSI students rewrite Karangı Public School's *Acknowledgment of Country*.
- Flying of the Aboriginal flag daily alongside the Australian and NSW flags.
- Celebrating NAIDOC Day involving community members and elders and Indigenous staff and students from Orara High School.
- Perspectives in classroom lesson delivery and discussions.
- Regular interaction and discussions with local Elders.
- Aboriginal Languages for students in Year K –6 on a weekly basis with teacher – Larissa Saville..
- Endeavouring to make links for our Indigenous students to the local High School.
- Completing our Yarning Circle involving Uncle Michael Jarrett opening this through a smoking ceremony on NAIDOC Day.
- Indigenous games are a part of our Years 3–6 Fitness Program.
- Support and advice from curriculum advisor (Aboriginal Education Engagement Officer).
- Introduction of the *Karangı Yarn Up* each term.
- Holding a School Plan 2018–2020 Yarn Up to gain ideas for our Indigenous Community on how we can better our school in 2018.
- ATSI students working closely with our Assistant Principal in focusing on cultural identify through a range of initiatives including the Karangı Yarn Up.



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 Its Environment) and PD (Personal Development).

Other school programs

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:

Live Life Well at School

Live Life Well continued to be successfully implemented across the school in 2017. Our whole school fitness program, R.U.O.K.Karangı and Canteen review and upgrade all took place in 2017. Our Assistant Principal was asked to present our journey at the ACHPER (Australian Council for Health, Physical Education and Recreation) International Conference outlining Karangı Public School's journey throughout this project in conjunction with staff from Mid–North Coast Health.

Stephanie Alexander Kitchen Garden Program

All classes from K–6 participated in both gardening and cooking activities twice a term with all staff and students engaged in preparing, planting and harvesting crops along with utilising harvest to prepare and cook delicious healthy food. The P&C supported this program with financial contributions being made each semester and our program culminated in the Year 5 class planning, harvesting and preparing the Year 6 dinner at the end of the year.

Transition Programs

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.

In 2017 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 utilising expertise from a number of sources including Eat It To Beat It and the Commonwealth Bank who introduced School Banking to our new parents.

125 Year Celebration

On the 10th June Karangı Public School Celebrated our 125 year Anniversary Celebration. This day consisted of generations of ex–students making their way back to our wonderful school to reminisce about their experiences, to catch up with former classmates and to share their knowledge and past experiences of their time at our school.

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 continued our peer support *Bounce Back* Program with groups focusing each week on various concepts relating to student wellbeing and resilience. It also saw the continuation of R.U.O.K. Karangi, a student led initiative designed to further foster a feeling of inclusion and acceptance amongst students within our school.

Positive Behaviour for Learning – 2017 saw Karangi Public School commence their PBL journey under the guidance of Joanne Stewart. The focus area this year was the establishment of Positive Behaviours for Learning in school settings outside of the classroom with a focus on classroom systems to be implemented in Semester 2 of 2018.

Student Representative Council

In 2017 our SRC (Student Representative Council) provided a forum for student voice 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 throughout the year. 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 Kirsten Tuckey, and passionate volunteers who provided individualised support for students in year 3–6 who required intensive support with reading. This will continue in 2018 and made available to students in years 2 – 6 as identified by school data. MiniLit commenced as small group intensive reading support in Year 1 & 2.

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 2017 the students travelled to Sydney. 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. 2017 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 in various sporting events throughout the year, including the T–

Ball/Softball Gala Day, the Orara Valley Cross Country, Athletics and Swimming Carnivals. For Gala Days, students were placed in teams made up of individuals 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 2017. Both these programs are delivered by trained volunteers. Students not attending participated in classes with teachers who focused on moral-based decision making through a variety of activities including role-play and discussion.

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, "Alice In Wonderland" 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 work towards the K–6 end of year performance.

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 2017 in the PSSA Competition we were involved in PSSA Soccer, Tennis, Netball and Touch Football, with students displaying wonderful sportsmanship in their chosen fields. Our tennis team made it through to the State PSSA Quarter Finals. We had several students progress to State PSSA events including athletics, swimming, tennis and cross country, with one student going through to Nationals in swimming. The *Sporting Schools* Grants enabled us to offer subsidies throughout the year in Tennis Coaching, Basketball and Volleyball for all students from K–6 and our students participated in Intensive Swimming for K–2 students and identified 3–6 students in Term 4.