

Karuah Public School

Annual Report



2263

Introduction

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

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

Julie Hubbard

Principal

School contact details

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School background

School vision statement

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

School context

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

In 2017, Karuah Public School had an enrolment of 120 students, with 29% of these students identifying as being of Aboriginal or Torres Strait Islander descent. This wide range of student abilities was supported across 5 classes. In 2017 classes were arranged as K/1, 1/2, 2/3, 3/4/5 and 5/6.

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

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

Our 2017 initiatives included: Instructional Leader appointed with the Early Action for Success Program; one planning day per term for classroom teachers to analyse and input data; LaST and SLSO implementing Minilit; Implementation of the TEN and L3 programs; Brekkie Club; Homework Centre; Cultural Awareness dance troupe; In school Paediatrician; University – Aim High Program.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year our school undertook 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 the following:

EXTERNAL VALIDATION EXECUTIVE SUMMARY – KARUAH PUBLIC SCHOOL 1st August 2017

This report provides an analysis of current practice at Karuah Public school against each of the domains of the school Excellence Framework. Karuah PS staff worked collaboratively to collect and analyse each piece of evidence against the SEF and our School Plan 2015 – 2017.

LEARNING DOMAIN

The results of the 2016 Self-Assessment Survey indicated that in the School Excellence Framework domain of Learning, we are rated as:

Learning Culture – Sustaining and growing

Wellbeing – Excelling

Curriculum & Learning – Sustaining and growing

Assessment & Reporting – Sustaining and growing

Student Performance Measures – Delivering

Learning Culture – Sustaining and growing

Karuah Public School has 115 students living in an identified low socio economic community. 30% of our students identify as Aboriginal. In 2016 the school was reclassified as a P1 non-teaching principal school. All teaching staff respectfully understand and know the students, parents and carers from K–6 individually. We have high expectations of students, teachers and parents as equal partners in our learning experiences.

Wellbeing – Sustaining and growing

Student wellbeing is a key focus area for Karuah PS and we have achieved significant progress in this area; increasing student engagement, developing a positive learning attitude and developing student confidence. PBL is in its fifth year and staff are confidently able to deliver high quality programs to improve student academic and behavioural learning. The school community reviewed the School Welfare Policy in 2016. The policy was presented to the community via the newsletter and the school website to gain their feedback and support. Our exemplary Learning and Support team provide expertise in a professional and sensitive manner to all students. This has allowed us to improve student wellbeing and provide regular feedback and understanding to the parent community.

Curriculum and Learning – Sustaining and growing

KPS has weekly timetabled Teacher Professional Learning sessions. TPL is identified throughout the year according to need and School Planning. Due to the school being Externally Validated in 2017, staff have completed TPL on the School Excellence Framework and the associated documents.

The school has active partnerships with other learning agencies in the Hunter Region. Years 5 and 6 participated in Science and Engineering activities at Newcastle University. Year 6 students participated in a music program and a language program with their feeder high school throughout the year. We have a strong kinder orientation program and a high school transition program.

Assessment and Reporting – Sustaining and growing

With the implementation of the Early Action for Success strategy in 2014, there has been ongoing commitment to the systematic collection of student data. KPS has explicit processes to collect, analyse and report internal and external student performance data. Student reports are written twice yearly and contain detailed information about student learning achievements and areas for growth. Parents receive regular information about their children's learning through reports, PLPs, MGoals and Learning Support meetings. Student learning intentions are visible in all classrooms.

Student Performance Measures – Delivering

As a low socio economic community (with an ICSEA score of 894 and a high FOEI of 151) KPS has variety of student abilities and needs. A large proportion of our students identify as Aboriginal and teacher programs reflect the need to give all students the opportunity to succeed. School staff have worked very hard over many years to improve NAPLAN results.

The results of the 2016 Self-Assessment Survey indicated that in the School Excellence Framework domain of Teaching, we are rated as:

TEACHING DOMAIN

Effective Classroom Practice – Sustaining and growing

Data Skills and Use – Sustaining and growing

Collaborative Practice – Sustaining and growing

Learning and Development – Sustaining and growing

Professional Standards – Sustaining and growing

Effective Classroom Practice – Sustaining and growing

KPS's teachers' regularly review and revise their programs and demonstrate that learning is planned based on revisions of previous content. Programming meetings are held once a term with the principal and the Instructional Leader. Strategic Direction 1 and 2 address student and staff learning. KPS continues to focus on collaborative planning through engaging TPL, utilising the Instructional Leader and key improvement programs: Minilit, L3, TEN, FoR, LAST and SLSO support and Instructional Leader mentoring time.

Data Skills and Use – Sustaining and growing

KPS is a small school with a collegial staff. Staff regularly use assessment criteria to monitor student learning and identify skill gaps. The 2015–2017 School Plan prioritises the use of PLAN data to track student's progress. Data review meetings are held every 5 weeks with the Instructional Leader. Data walls and targets are evident in teacher learning spaces. The school uses PLAN and NAPLAN data to identify the learning needs of its students and to create and monitor the milestones to achieve the goals of the School Plan.

Collaborative Practice – Sustaining and growing

At the beginning of every year staff expertise is identified into one or more of the 6 Key Learning Areas. Staff are then responsible to provide TPL in that area. The Instructional Leader team teaches daily with teachers focusing on L3 and TEN. Teachers consistently receive constructive feedback from peer observations and school leaders. Teachers meet twice a term in stage groups to work together to improve teaching and learning.

Learning and Development – Sustaining and Growing

In 2017, The Early Action for Success Strategy has allowed us to employ an Instructional Leader at Deputy Principal Level for 3 days per week. The Instructional Leader's focus is to improve student Literacy and Numeracy achievement levels through improved teacher practice. Every teacher at KPS has a Performance and Development Plan (PDP). Teachers' goals link with the priorities in the School Plan and professional development is planned to support these goals. To support beginning teachers, the school has developed a Beginning Teachers Policy which details support mechanisms and assists in teachers gaining accreditation at the proficiency level.

Professional Standards – Sustaining and growing

Teachers' programs at KPS demonstrate their understanding and implementation of curriculum requirements. Teachers set goals in their PDPs and professional learning is then identified to support teacher development. PDPs are linked to Professional Standards and the School Plan.

The results of the 2017 Self-Assessment Survey indicated that in the School Excellence Framework domain of Leading, we are rated as:

LEADING DOMAIN

Leadership – Sustaining and growing

School Planning, Implementation and Reporting – Sustaining and growing

School Resources – Sustaining and growing

Management Policies and Processes – Sustaining and growing

Leadership – Sustaining and growing

In 2016 and 17, due to various forms of Leave, Leadership opportunities became available for a relieving Principal, Assistant Principal and Instructional Leader at Deputy Principal Level. Positions were filled utilizing the aspiring leaders in the school. Teachers were given opportunities to lead TPL and Strategic Directions. The school regularly works with outside agencies such as: First Chance, Newcastle University, AECG, Child and Family Health Team to improve educational opportunities for students.

School Planning, Implementation and Reporting –Sustaining and growing

The 2015–2017 School Plan was collaboratively developed with the school community. The School Plan has had milestones created to monitor, review and progress its aims. The Plan aligns with system priorities, particularly Early Action for Success. The Plan's progress is regularly communicated to the school community and will be reported annually in the Annual School Report.

School Resources – Sustaining and growing

Resource Allocation Modelling (RAM) funding is strategically allocated towards programs to support school improvement, including 5 part time SLSO's and an extra AP position funded one day per week. The SAM and Principal meet regularly to discuss budgets and monitorspending.

Management Policies and Process – Sustaining and growing

Students have provided feedback in 2017 through the Tell Them from Me Survey results. 91% of students indicated that they value school outcomes and 86% of students felt that they receive high quality instruction. The Leadership team provides clear and explicit information on school priorities through communication meetings and TPL. The Learning and Support Team meet weekly to identify and evaluate intervention programs. Student support programs are recorded to ensure smooth transition between classes.

Our self-assessment and the external validation 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

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

Purpose

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

Overall summary of progress

PBL continues to have a major impact on the social and emotional wellbeing of students at Karuah Public School. Positive respectful relationships are becoming more evident in the school community. PBL continues to assist all school members in creating a positive learning environment for students. During the last 2 years, more of our students are reaching their end goal of a Gold Medallion. In 2018 we are going to continue to maintain, modify and introduce successful PBL whole school strategies.

Through the use of Early Action for Success Karuah Public School was working towards Early Stage 1 and Stage 1 achieving 80% of expected reading levels. In 2017 36% in Kindergarten, 64% in Year 1 and 47% in Year 2 achieved this goal. This goal will continue into the next school plan (2018–2020) to reach the 80%.

Students were supported by the Instructional Leader, Interventionist and LaST to assist in improving their NAPLAN results by 10% between Year 3 and Year 5 tests. This was successful with 78% of Year 5 students in Reading and Writing and 85% of students in Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 90% of students demonstrate PBL values in the classroom and the playground each term.	\$5000	90% of Karuah students displayed PBL values in the classroom and the playground. However, there was a small group of students who regularly did not attend the 5 weekly reward activities.
80% of Early Stage 1 and Stage 1 students exit at the expected reading levels at end of stage.	Early Action for Success funding allocation \$93233	36% on track in Kindergarten 64% on track in Year 1 47% on track in Year 2
Increased numbers of student growth in NAPLAN by 10% between Years 3, 5, 7.	IL, Interventionist, Last \$42000	Student growth was tracked every 5 weeks on the Literacy and Numeracy continuums. 2017 results Years 5 Reading – 78% of matched students demonstrated growth Writing – 78% of matched students demonstrated growth Numeracy – 85% of matched students demonstrated growth

Next Steps

1. Maintain Positive Behaviour for Learning (PBL) consistency in response to student behaviours and strive to improve outcomes for students.
2. Program and implement appropriate lessons to reinforce positive behaviour strategies.
3. Develop movies of students displaying Aussie 5 values for morning lessons.
3. Continued use of assessment data to determine appropriate teaching and learning strategies and activities for students to ensure their success at school.
4. Continue to provide a variety of teacher professional learning (TPL) opportunities to all staff members, ensuring they have access to the latest skills and information for ensuring our students succeed at school.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

Karuah Public School staff worked with a mentor to develop learning goals aligned with the school plan ensuring that classroom pedagogy is meaningful and engaging. Lesson observations ensure that clear expectations, quality pedagogical practice and through knowledge of the curriculum. Staff were highly successful in plotting student progress on the continuum.

100% of teaching staff were successful in the implementation and maintenance of the performance and Development framework (PDP). A PDP mentor ensured that the development framework referenced against the teaching standards. A staff survey showed that teachers were happy with the PDP progress.

100% of teaching staff successfully completed personal learning plans through MGOALS. Goals were set with consultation of both students and parents to identify goals. Meetings were held on a term basis to discuss and review future learning goals. A formative assessment was undertaken at the end of the year to evaluate students completed goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff identify professional learning goals that underpin and support the school plan	Staffing entitlement	All teachers worked with a mentor to develop learning goals that aligned with the school plan. Teachers engaged in planning days and lesson observations.
All staff implement the Performance and Development Framework	Staffing entitlement	100% of teaching staff produced a Personal Development Plan as guided by the Performance Development Framework and referenced against the Australian Teaching Standards.
All staff complete Personal Learning Plans (PLP)s	\$2000	Personalised Learning Plans were complimented by the introduction of Mgoals. All students developed Mgoals in consultation with their teachers and parents to identify their goals. Meetings were held each term to discuss and review future goals.

Next Steps

1. Continue the mentoring programs to ensure teachers are best equipped to successfully plot student data, set clear and high expectations and maintain high quality pedagogical practice.
2. Teachers will continue to complete PDP's that align with the KPS Strategic Directions. Mentors will support teachers to ensure PDP's are completed. A PDP timetable and check list will be used so that all staff are aware of reporting time periods throughout the year.
3. Personal learning plans and Independent Learning Plans will be created and monitored through use of MGoals. Consultation with students and parents will ensure goals are relevant to the students needs. Monitoring and evaluation of goals will take place on a term basis with clear communication with parents.

Strategic Direction 3

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

Purpose

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

Overall summary of progress

Relationships with the community of Karuah have been strengthened through community awareness of school systems and processes. By having a consistent approach through PBL our data indicates that we have achieved a reduction of negative incidents by greater than 10%.

Over 60% of the community participated in school surveys and provided feedback and input to future school planning. By holding community consultation sessions, the community were given a voice and were able to identify and discuss future goals in a judgment free environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To reduce the number of negative incidents by 10%.	\$5000	KPS achieved a 5% reduction in negative incidents as reported on Sentral. A greater number of students attended reward activities in 2017. Teachers continue to review data every 5 weeks to identify behaviour patterns.
Positive feedback and input about Karuah Public School from all areas of our community measurable by 60% surveys returned.	\$6000	KPS held a community consultation evening in Term 4 to discuss the 2018 – 2020 School Plan. Parent attendance indicated 20% of students were represented. Parents commented – "We are lucky to have passionate teachers and love seeing their passion and enthusiasm."

Next Steps

1. Communication between the school and community will be clear and concise. All information will be printed in the fortnightly school newsletter and posted onto the school website and social media. Teachers will continue to use effective communication to inform parents of their students achievements.
2. PBL will gain greater publicity in the local community through signage and flyers. Students will receive take home displays to promote KPS PBL values in the community. The continuation of the PBL videos will promote PBL in an engaging and exciting way. More videos will be created to reflect and respond to the negative behaviour issues found through SENTRAL.
3. Community consultation meetings, NADOC and AEGC meetings will be publicised clearly and early to enhance the attendance and input from community members. Use of Surveys and take home questions will best insure parent's and community members idea's and requests are recorded for future school planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$38,265 to employ SLSOs and release staff member to cover Principal at AECG meetings	All students have a Personal Learning Plan, composed in Mgoals. Students are making progress towards achieving syllabus outcomes, measured against literacy and numeracy continuums. Community engagement was sought for planning cultural events, including NAIDOC Day and Harmony Day. Aboriginal perspectives have been embedded across the curriculum for all students. Students were provided with support for school camps. The principal attended Youyoung AECG meetings along with an Aboriginal staff member.
English language proficiency		
Low level adjustment for disability	\$21,955 to employ SLSO to support students in the classroom and in minlit lessons.	Students requiring adjustments and learning support are catered for within class programs with the assistance from School Learning Support Officers (SLSO). Students needing individual or small group support receive this through other school strategies run by the Learning and Support Teacher. This includes Minilit. An SLSO is trained to deliver this program so as it can be run over a four day period. 12 students from Year 1 and 2 were supported with this program with all students completing the program demonstrated significant improvement in Literacy results.
Quality Teaching, Successful Students (QTSS)	0.085 allocation	This funding has been used to release Executive and other key staff members to work collaboratively with staff on school priorities, teaching and learning programs and other professional goals outlined in Professional Development Plans.
Socio-economic background	\$179,546 to employ SLSOs and temporary teacher.	This funding has been used to provide enhanced curriculum learning opportunities for students. The Learning and Support Teacher(LaST) team identified students requiring additional support in Literacy and Numeracy. Some families required financial assistance to allowfull access to the curriculum and excursions due to financial hardship. The school was able to support these families through the allocation of funds. Additional teacher support was also used to increase the allocation of intervention time across the school.
Support for beginning teachers	\$10,788 to release two beginning teachers for additional mentoring time.	Early career teachers were provided with additional release time and mentor teacher release. These teachers were also provided with professional learning opportunities, aligned to their Professional Development Plans.
Early Action for Success	\$93,233 to employ an Instructional leader at Deputy Principal level equal to .6	2017 was the fourth year of the Early Action for Success program at Karuah Public School. Our K-2 teachers received an IL mentor, TPL, L3 and TEN training and new resources to assist in supporting this EAFS initiative. Student data continued to be used to maintain the focus on evaluating the impact of teaching on student learning. Regular

Early Action for Success	\$93,233 to employ an Instructional leader at Deputy Principal level equal to .6	professional learning sessions, mentoring and in class support, continued to focus on building teacher capacity to use assessment data to identify the literacy and numeracy learning needs of students and plan and deliver the highest quality, explicit and differentiated teaching and learning possible to meet those needs.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	52	59	66	61
Girls	48	57	64	50

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	88.3	91	91.7
1	91.7	88.3	92.5	92
2	93.7	84.8	91.5	90.3
3	94	90.7	89.8	91
4	91.1	92.9	93.1	90.2
5	96.2	92.7	92.4	93.9
6	92.2	88.8	91.8	88
All Years	93.5	89.5	91.7	91
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

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.61
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation 2014, requires schools to report on Aboriginal composition of their workforce. In 2017 Karuah Public School had three Aboriginal staff members employed as School Learning Support Officers.

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	0

Professional learning and teacher accreditation

Staff from Karuah Public School participated in:

Child Protection update 2017

Code of Conduct update 2017

CPR and Anaphylaxis training

Emergency care

L3 (language, Learning and Literacy)

Writing

TEN (Targeting Early Numeracy)

Comprehension

Susan Burke – Story box

PBL (Positive behaviour for Learning)

PEN (Primary Executive Network) meetings

Sensory Processing – Alison Maddock

Connected to Country (3 day course)

Mgoals

Aboriginal Culture from Local Worimi Council

External Validation

Wellbeing training

NAPLAN

STEM (Science, Technology, Engineering and Mathematics)

PLAN (Planning Literacy and Numeracy) software updates

Karuah Public School had 2 newly accredited teachers in 2017. Ms Zita Druce and Ms Lisa McGowan.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	75,397
Revenue	1,596,245
Appropriation	1,554,611
Sale of Goods and Services	545
Grants and Contributions	40,574
Gain and Loss	0
Other Revenue	0
Investment Income	515
Expenses	-1,505,262
Recurrent Expenses	-1,505,262
Employee Related	-1,359,775
Operating Expenses	-145,487
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	90,983
Balance Carried Forward	166,380

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	996,285
Base Per Capita	19,867
Base Location	5,810
Other Base	970,608
Equity Total	280,395
Equity Aboriginal	38,265
Equity Socio economic	179,546
Equity Language	0
Equity Disability	62,585
Targeted Total	133,040
Other Total	125,947
Grand Total	1,535,667

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

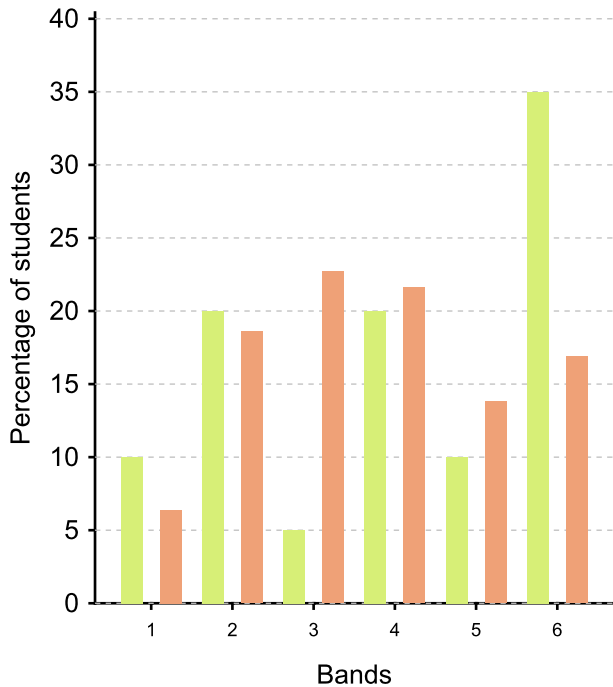
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

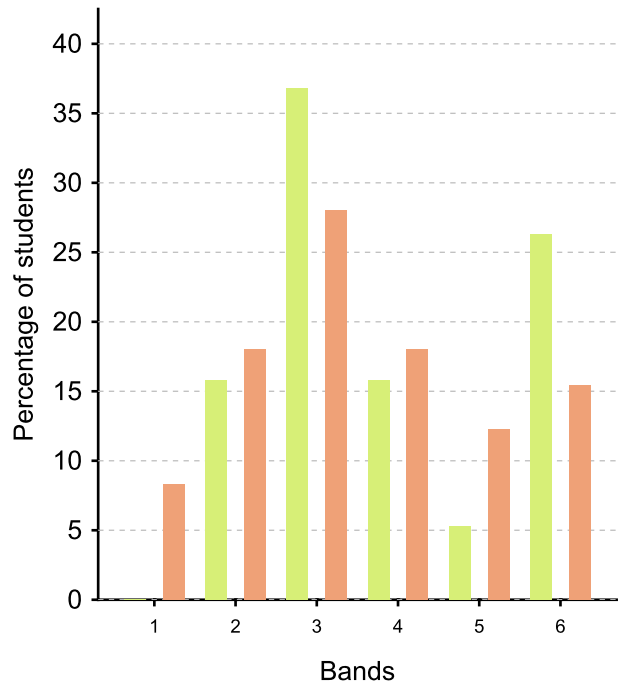
NAPLAN

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

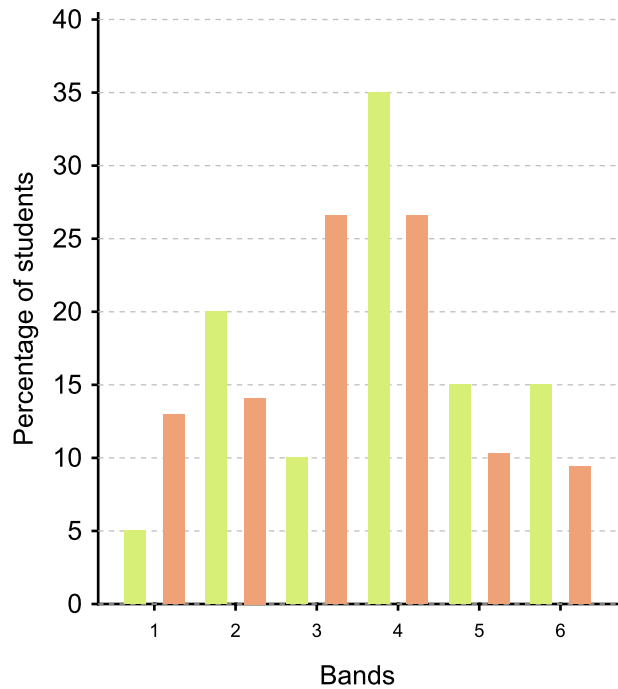
Percentage in bands:
Year 3 Grammar & Punctuation



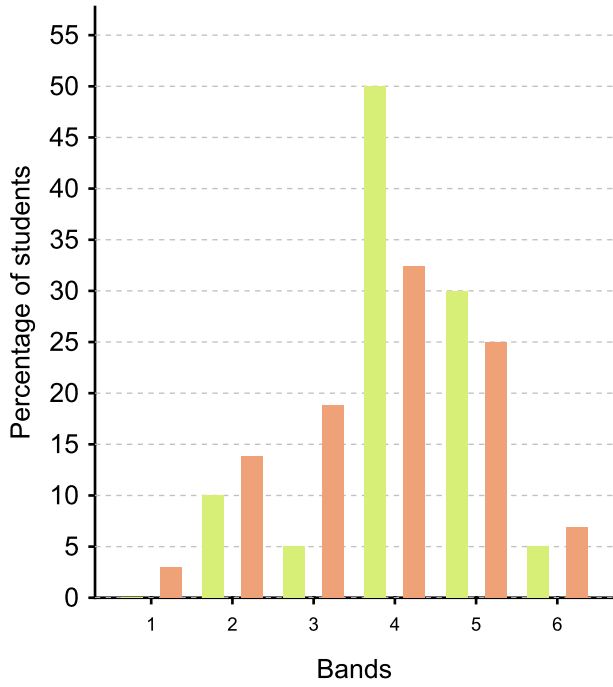
Percentage in bands:
Year 3 Reading



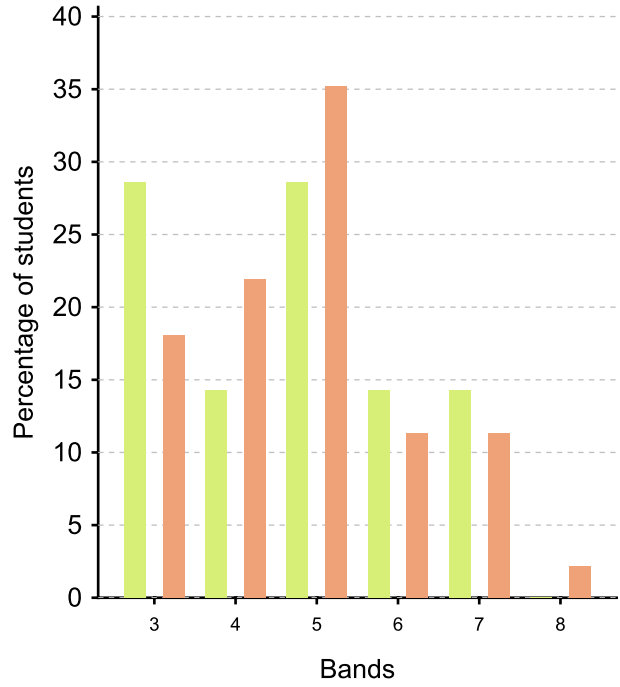
Percentage in bands:
Year 3 Spelling



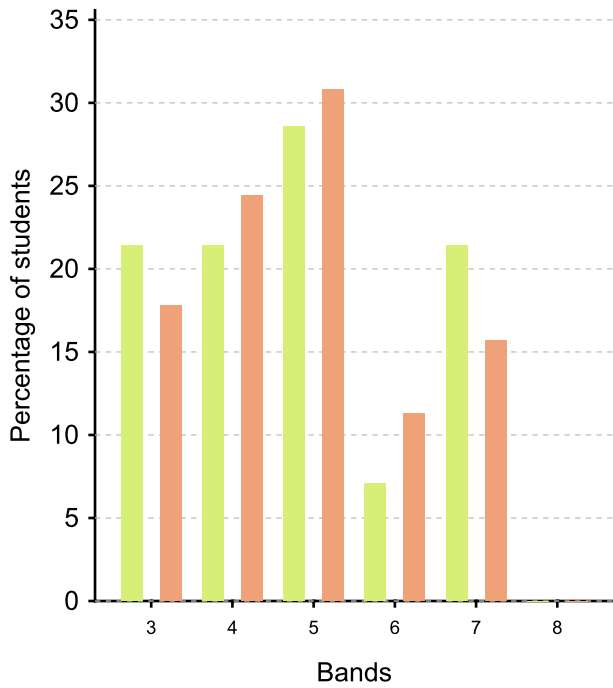
Percentage in bands:
Year 3 Writing



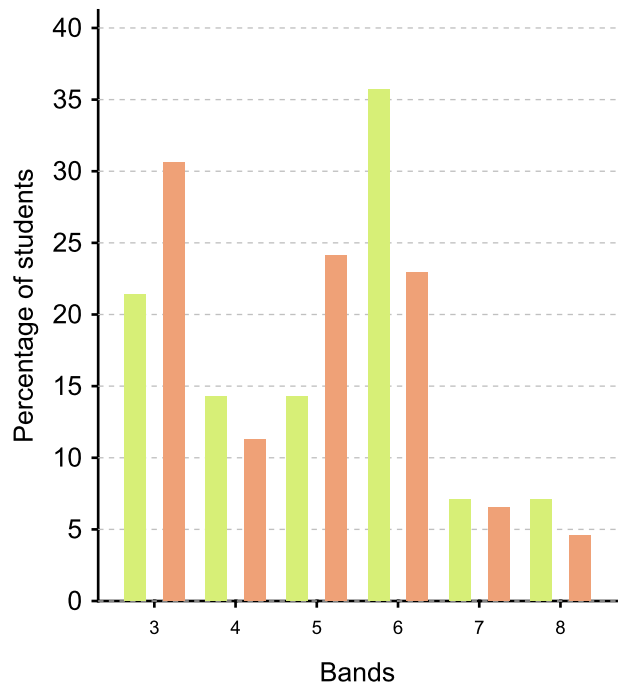
Percentage in bands:
Year 5 Reading



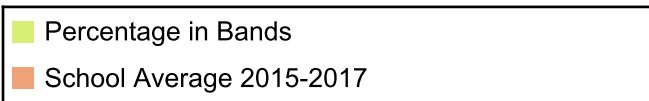
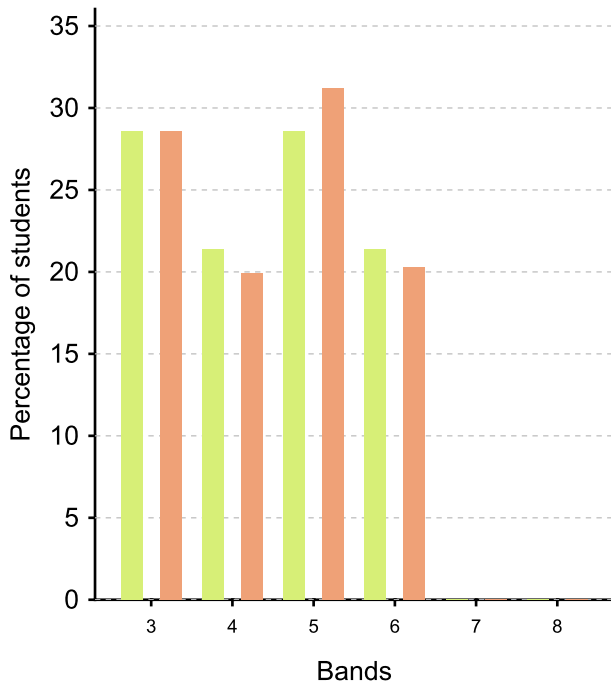
Percentage in bands:
Year 5 Grammar & Punctuation



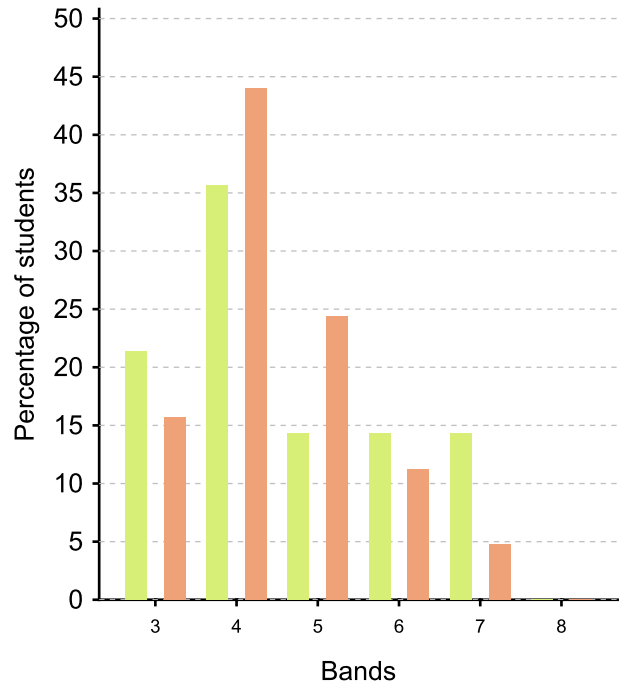
Percentage in bands:
Year 5 Spelling



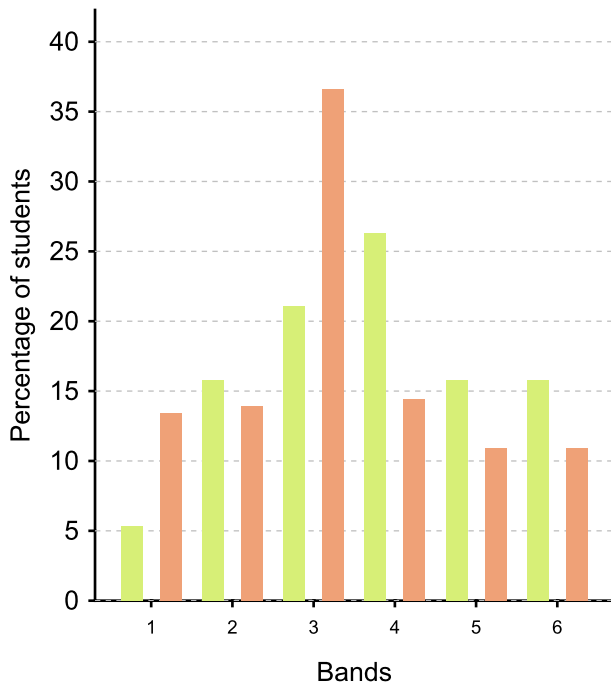
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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

Parent/caregiver, student, teacher satisfaction

Students

In 2017, students in years 4–6 participated in the ‘Tell Them From Me’ student survey which measures indicators on school and classroom effectiveness and student satisfaction.

The key findings include:

91% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

84% of students believe they try hard to succeed in their learning.

77% of students believe that they do not get in to trouble at school for disruptive or inappropriate behaviour.

76% of students believe their classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn.

75% of students believe they have someone at school that constantly provides encouragement.

Parents

Kindergarten transition parents were invited to provide feedback based on their experience of the KPS transition program.

The key findings include:

100% of parents found the parent information sessions informative.

100% of parents felt that they were well informed with regard to the "Best Start" process.

Staff

All staff were surveyed in regards to implementation of our Positive Behaviour for Learning strategies. Staff, students and parents continue to embrace the PBL processes and it will be carried forward into 2018.

Policy requirements

Aboriginal education

Karuah Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander (ATSI) students so they can excel and achieve in every aspect of their education and training. In 2017, 30 of our students identified as Aboriginal. Karuah Public School promotes respect for Aboriginal people and its culture in the following forms:

- Acknowledging the traditional custodians of the land, the Worimi people, in all school gatherings.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deeper knowledge and understanding.
- Collaboratively writing all Individual Learning Plans in Mgoals.
- Conducting a weekly homework centre.
- Conducting Bro and SisSpeak.
- Providing targeted explicit small group teaching to students based on individual leads.
- Four staff attending Connecting to Country professional development.
- All staff attending Professional Learning through the Karuah Land Council on local history.
- Principal and Aboriginal SLSO attending AECG meetings.
- Organising cultural recognition days, such as NAIDOC day and Harmony Day.

Multicultural and anti-racism education

In line with the School Plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded. Further to this, our programs foster students understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Karuah Public School has an Anti-Racism Contact Officer who is responsible for staff

awareness training and the promotion of culturally inclusive programs within the school.