

Kareela Public School

Annual Report



2017

Introduction

The Annual Report for 2017 is provided to the community of **Kareela 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.

Nicole Arnold

Principal

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Message from the Principal

It is with immense pride as the newly appointed substantive Principal of Kareela Public School that I present the 2017 School Report. At Kareela PS we are committed to the Departments strategic plan of continual improvement for all and the pursuit of excellence.

At Kareela PS we are proud of the wide range of quality educational and extra curricular activities our students experience. Our dedicated and accomplished staff are to be commended for their efforts to provide our students with these opportunities. They combine a strong sense of caring with high expectations for teaching and learning. They are very well supported by the dedicated administrative and support staff.

During 2017 the staff participated in professional learning that embraced future focused learning to ensure that all our students are armed with the skills and knowledge to be critical, creative problem solvers, achieving their personal best, that will see them take their place in our society as productive, successful, happy citizens.

I am very thankful for the hardworking P&C who are tireless in their efforts to support the teaching, administrative and support staff. We are truly partners in the learning journey of all. I look forward with great enthusiasm to working with all the members of this partnership as we strive for excellence and the assurance that every student who attends our school is known, valued and cared for.

Nicole Arnold

Principal

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 2017 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, drama, debating, film making and robotics complement outstanding teaching programs.

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. 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

Positive relationships are evident between students and staff at Kareela PS with parent/teacher interviews conducted during Term 1 of each year. Staff and parents work together to support all students to ensure their social, academic and emotional needs are met. Staff work closely with the Learning Support Team to ensure that the students' educational needs are monitored and Personal Learning Plans (PLPs) and adjustments are made accordingly. Student progress is clearly communicated to parents upon commencing school with Best Start feedback letters, and in an ongoing way of semester reporting. Continuity of learning for students is ensured through weekly administration meetings, where staff discuss a range of issues including student welfare, student expectations and analyse both external and internal data. Involvement in high school orientation programs, as well as a weekly Circle Time programs for all students in K–6 alleviates anxiety and supports students in their emotional and social wellbeing. School attendance targets are on track and reflected in School Report data. Attendance improvement plans have been created to support 'at risk' students identified through HSLO monitoring.

Teaching – Sustaining and Growing

Our school's primary focus in the Teaching domain of the Excellence Framework has been to enhance our performance in the areas of collaborative practice and learning and development. The introduction of the Seven Steps to Writing project provided opportunities for staff to further develop skills in the domain of data skills and use through the interpretation of data from both external and internal sources. This clarification led to strong collaborative practices amongst year groups, stages and whole school to improve the explicit teaching of writing, with a plan to incorporate spelling. School funds were utilised to provide SLSO or classroom teacher support for students requiring additional support with Literacy and Numeracy. This enabled smaller differentiated groups to be formed to support student learning. School planning days, stage meetings and professional learning sessions have continued to provide opportunities for teachers to consolidate consistent teacher judgement practices, to workshop and collaboratively analyse student achievement data and jointly plan quality teaching and learning programs.

Leading – Sustaining and Growing

Our school has focused on the elements of educational leadership and school planning, implementation and reporting. Leadership development and management of practices and processes have been central to school capacity building. School staff have been provided with opportunities to develop leadership capabilities by leading initiatives such as the Seven Steps, formative assessment projects, kids matter and supervising stage teams. All staff set goals through the development of Performance Development Plans which are regularly reviewed as part of the Performance Development Framework. This ensures teachers are continually improving their practice and this contributes to a culture of high expectations. Parents and community members have the opportunity to engage in a wide range of school-related activities and share the school's vision. The Student Representative Council and Student Leaders were provided with opportunities to provide feedback about school programs and routines and to participate in leadership development programs such as the Leadership between the Rivers where they learn about leadership skills, group dynamics, being a role-model, working as a team and coping with the various responsibilities of being a leader. Kareela Public School actively seeks feedback from staff, students and the parent community through various surveys including Tell Them From Me and Satisfaction of School and through P&C meetings in Weeks 3 and 8 of each term. This feedback often contributes to future planning for continual improvement.

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

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

All staff has participated in a range of targeted professional Learning across the 3 year planning cycle that supports the provision of differentiated learning. best start assessments in ES1 ensures the creation of ability based literacy and Numeracy groups that ensures each students individual learning needs are catered for. The continuation of pre-testing and the creation of mathematics groups in stage 3 where students are grouped according to the pre-knowledge and the establishment of this system in Stage 2 ensures all students have their individual learning needs catered for.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
English 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%	2 x casual relief days to support the staff leading the introduction of 7 steps. Release of executive staff to take on IL role and LS teacher role to support	All classroom teachers report the successful implementation of Seven steps and an overwhelming majority of teachers report an increase in the quality of student writing.
Mathematics Stage 2: 90% of students demonstrate growth/progress in achievement as measured using school based assessment data baseline established 2015 80% of students demonstrate expected growth in Year 3–5 NAPLAN smart data.	SLSO provided support to students requiring additional support. Casual teachers employed to support staff to finalise SENA testing and evaluation <ul style="list-style-type: none"> • Low level adjustment for disability (\$20000.00) • Quality Teaching, Successful Students (QTSS) (\$7200.00) 	All staff completed Mathematics Building Blocks to Numeracy and positive responses were received. All students completed appropriate SENA testing.
Supported Learners: Increase of targeted student achievement levels in all assessment measures. Increased differentiation and adjustment for G&T students	8 x casual relief days to support fund Executive team attending Formative Assessment workshop and the delivery of Formative Assessment PL to staff. <ul style="list-style-type: none"> • Quality Teaching, Successful Students 	KPS students achieving some outstanding results in Maths Olympiad competition – 2 students achieved scores in top bands. Evidence of implementation of formative assessment strategies can be seen in an increased number of classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Supported Learners: Increase of targeted student achievement levels in all assessment measures. Increased differentiation and adjustment for G&T students	(QTSS) (\$3600)	KPS students achieving some outstanding results in Maths Olympiad competition – 2 students achieved scores in top bands. Evidence of implementation of formative assessment strategies can be seen in an increased number of classrooms.

Next Steps

A focus on visible learning and future focused learning in the 2018–20 School Plan will see the pursuit of excellence in teaching ensures the continuation of differentiated learning in every classroom.

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

All new syllabus documents are now being used at Kareela Public School. K–6 scope and sequences are completed for English, Mathematics History and Geography.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers effectively implement, and assess student outcome achievement against, NSW syllabus content.	Casual relief x 14 days to support stage planning days. Literacy and Numeracy – \$6300	All staff report confidence implementing new syllabus content and use team meetings to ensure consistency across stages in assessment occurs and stage planning days to cooperatively plan the delivery of rich, authentic learning tasks.
Classroom learning experiences provide opportunities for students to think critically and creatively, utilise ICT, collaborate and communicate.	2 ICT team members attend specialist ICT days each term. Quality teaching successful students (QTSS) – \$2700	Formation of ICT team has meant that issues can be addressed quickly and efficiently. Staff have had the opportunity to Staff felt confident with their ability to implement new syllabus content effectively with a focus on 21st Century skills

Next Steps

A review of the English scope and sequence will take place during 2018. The staff will undertake PL with a view to implement the S&T syllabus with a focus on visible learning.

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

All staff now confident in their ability to write professional development plans that reflect the schools strategic directions and identified areas for personal growth. Systems have been put in place to support staff at all levels of their professional journeys from beginning teachers, aspiring leaders and those experienced teachers who are preparing to maintain accreditation in the new eTams system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will develop their own PLP's and develop goals to impact positively on student outcome achievement		All staff participate in the development of their PDP's and reflect the schools strategic directions along with identified areas for personal professional growth.
All staff will develop their knowledge and understandings of the Australian Teaching Standards		
An increased number of staff will be working towards attainment of highly accomplished and lead teacher accreditation.		
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

Formal mentoring teams and specialist teams will be established to support all staff on their professional learning journeys. Opportunities for aspiring leaders to work with colleagues from our HotSCoS are planned. Beginning teachers will each have a mentor and the Mentor group will meet to discuss ways in which our new teachers can be best supported.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1279	Funding was utilised to provide time for teaching staff to develop Personal Learning Plans for aboriginal students.
English language proficiency	\$33536	In 2017 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
Low level adjustment for disability	\$72620	The Learning Support Team plays a key role in allocating funding, providing adjustment 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.
Quality Teaching, Successful Students (QTSS)	\$29253	Release provided for teachers to participate in classroom observation sessions to support school strategic directions.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	173	179	191	204
Girls	201	196	200	192

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.3	94.9	96.6	96.5
1	96.4	95.5	95.6	95.2
2	94.6	95.6	95.7	96.1
3	96.8	94.6	96.4	94.6
4	96.2	95.7	95.1	96.9
5	94.8	94.8	95	93.3
6	94.6	92.8	96.2	94.3
All Years	95.7	94.9	95.8	95.3
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

Attendance registers at Kareela Public School are maintained through SENTRAL. The School's Learning and Support Team (LaST) monitors the wellbeing of students and works proactively and collaboratively with the Home School Liaison Officer (HSLO) to provide support for students with poor attendance as necessary in line with the Department's Attendance Policy.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.66
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.87
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The workplace at Kareela Public School did not have Aboriginal representation in 2017.

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

Two beginning teachers completed their accreditation in 2016. One teacher continued in the Leadership Development Initiative– LDI – to work towards Lead Accreditation. Staff at Kareela Public school completed extensive professional learning during 2017. Weekly Professional Learning meetings, team meetings, staff PL days and evenings, external courses, guest speakers and conferences 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 were all

completed by 100% of the Kareela Public school staff.

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	157,843
Revenue	3,344,879
Appropriation	2,831,378
Sale of Goods and Services	24,393
Grants and Contributions	485,411
Gain and Loss	0
Other Revenue	0
Investment Income	3,697
Expenses	-3,118,631
Recurrent Expenses	-3,118,605
Employee Related	-2,690,693
Operating Expenses	-427,912
Capital Expenses	-26
Employee Related	0
Operating Expenses	-26
SURPLUS / DEFICIT FOR THE YEAR	226,249
Balance Carried Forward	384,092

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	2,581,232
Base Per Capita	59,755
Base Location	0
Other Base	2,521,477
Equity Total	113,315
Equity Aboriginal	1,279
Equity Socio economic	5,859
Equity Language	33,556
Equity Disability	72,620
Targeted Total	51,366
Other Total	30,482
Grand Total	2,776,396

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.

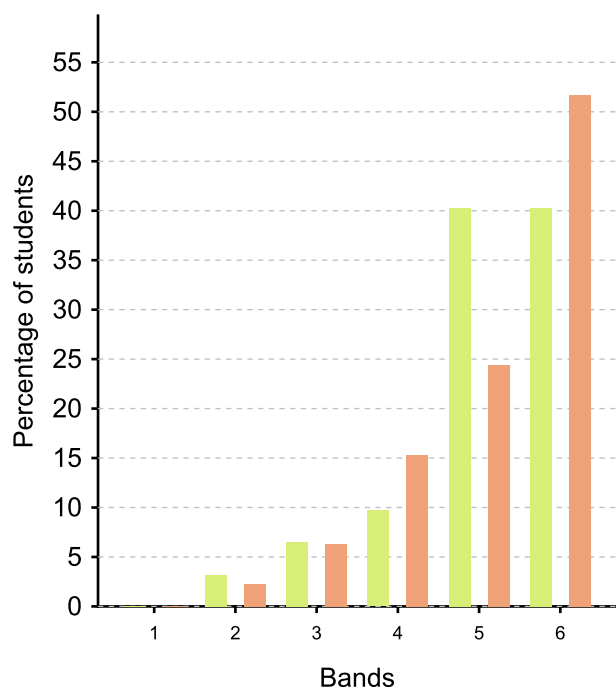
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

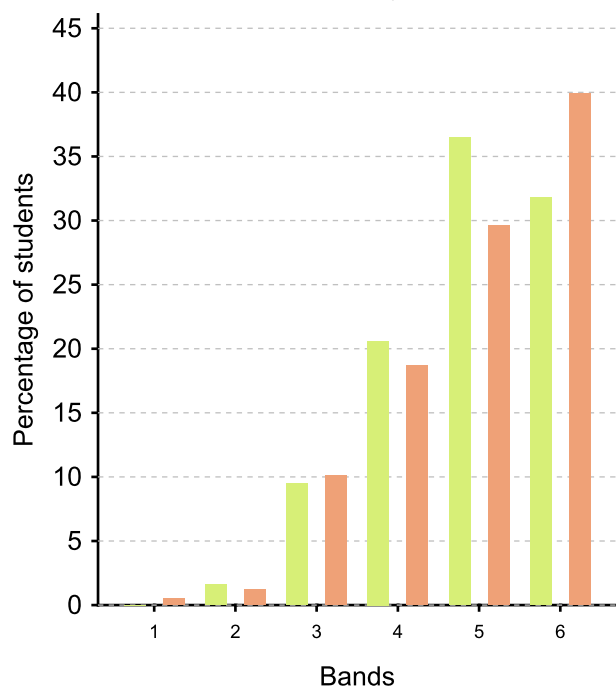
Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	3.2	6.5	9.7	40.3	40.3
School avg 2015-2017	0.0	2.3	6.3	15.3	24.4	51.7

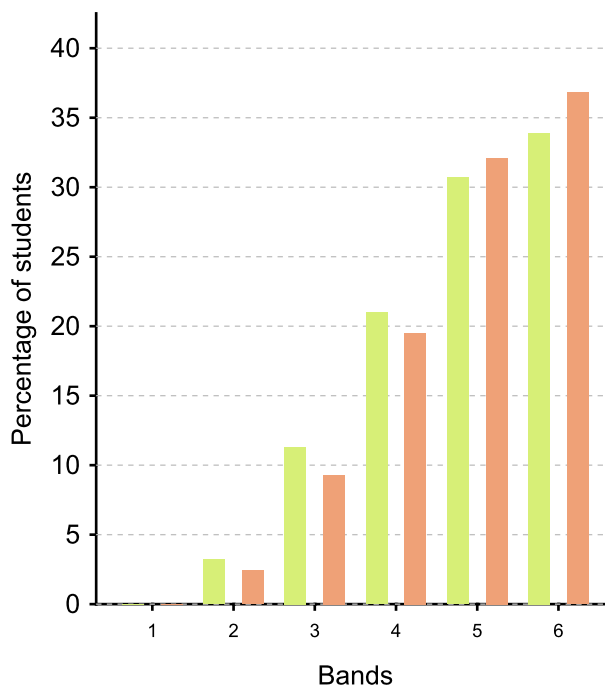
Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	9.5	20.6	36.5	31.8
School avg 2015-2017	0.5	1.2	10.1	18.7	29.6	39.9

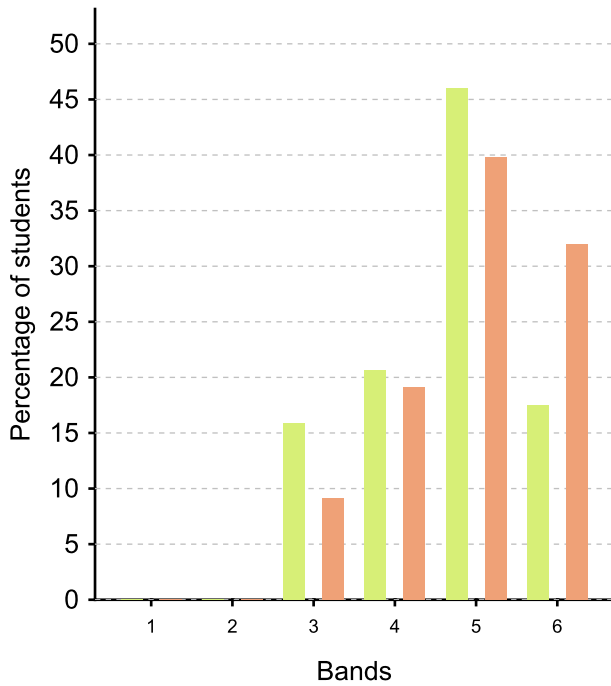
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	3.2	6.5	9.7	40.3	40.3
School avg 2015-2017	0.0	2.3	6.3	15.3	24.4	51.7

Percentage in bands:
Year 3 Writing

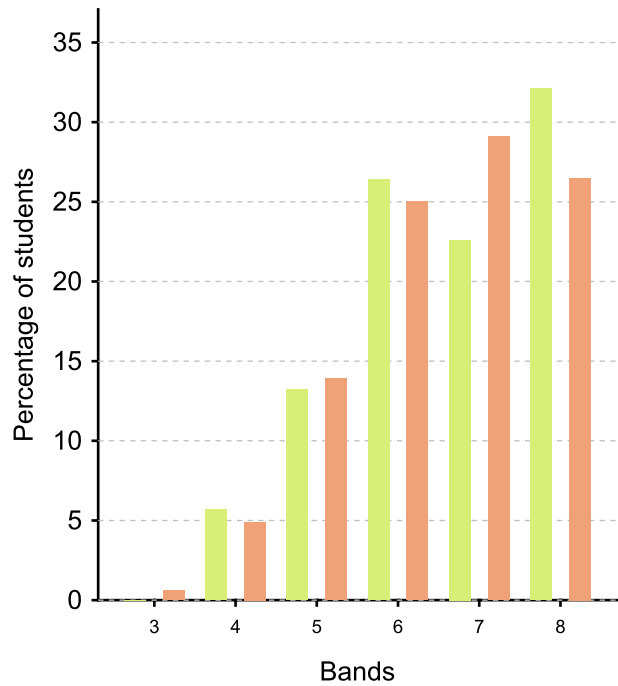


Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	15.9	20.6	46.0	17.5
School avg 2015-2017	0.0	0.0	9.1	19.1	39.8	32.0

Band	3	4	5	6	7	8
Percentage of students	0.0	11.3	11.3	30.2	9.4	37.7
School avg 2015-2017	0.0	7.4	18.1	28.3	17.4	28.8

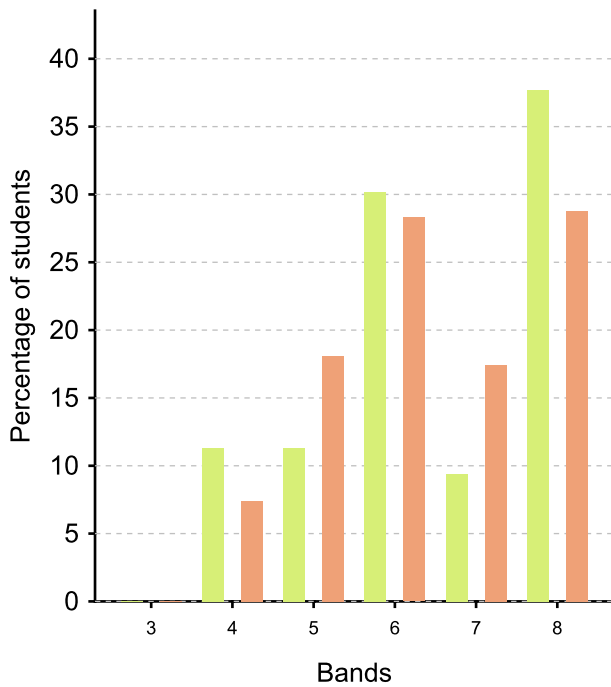
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

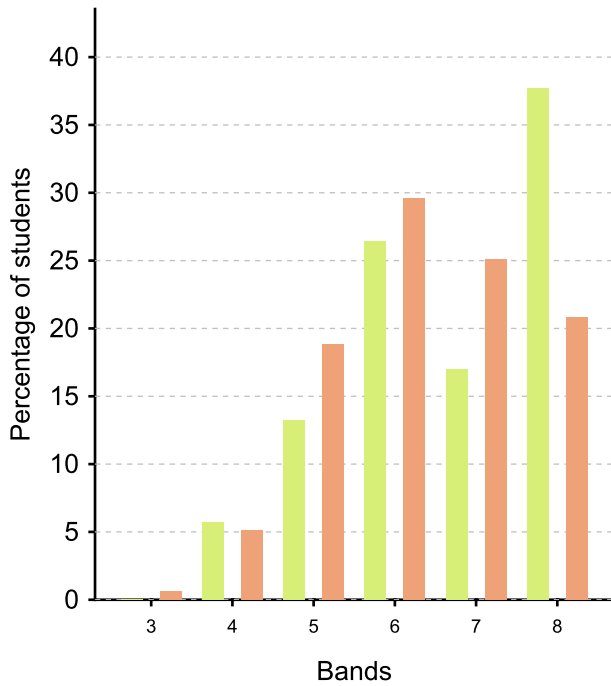
Band	3	4	5	6	7	8
Percentage of students	0.0	5.7	13.2	26.4	22.6	32.1
School avg 2015-2017	0.6	4.9	13.9	25.0	29.1	26.5

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

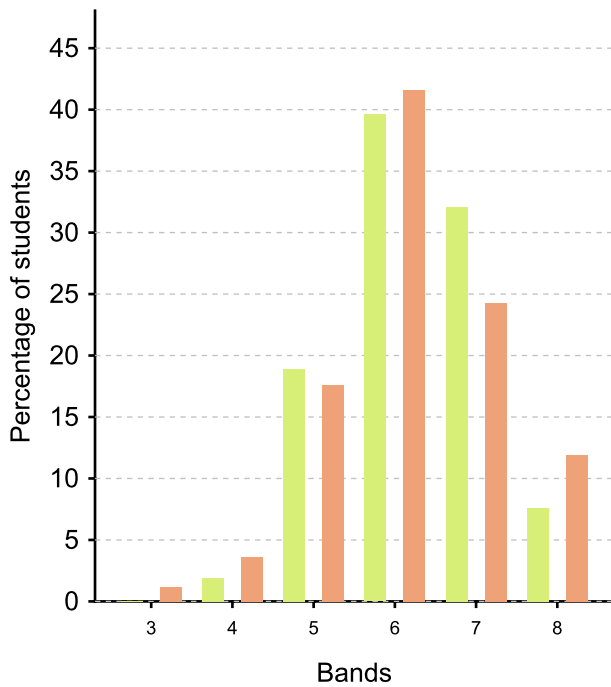
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	5.7	13.2	26.4	17.0	37.7
School avg 2015-2017	0.6	5.1	18.8	29.6	25.1	20.8

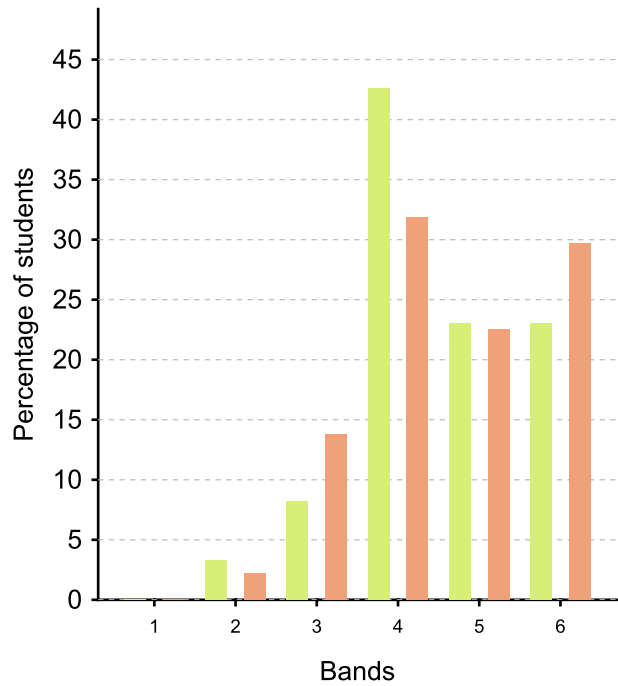
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	18.9	39.6	32.1	7.6
School avg 2015-2017	1.2	3.6	17.6	41.6	24.3	11.9

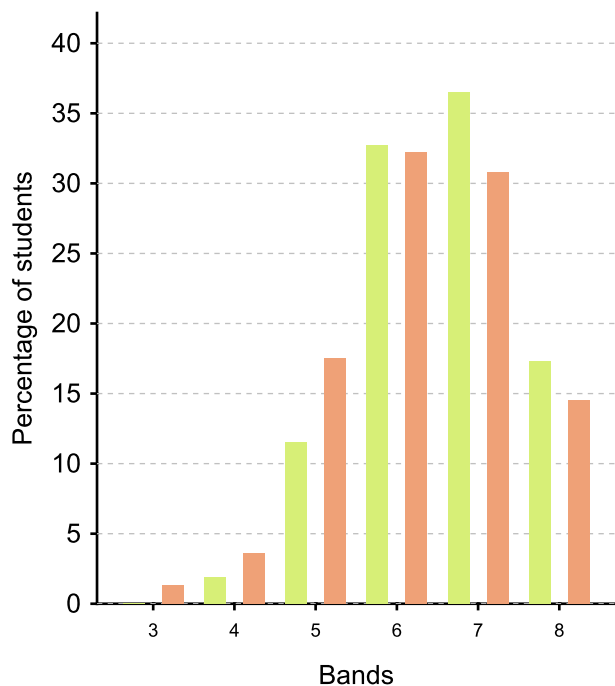
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	8.2	42.6	23.0	23.0
School avg 2015-2017	0.0	2.2	13.8	31.9	22.5	29.7

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	1.9	11.5	32.7	36.5	17.3
School avg 2015-2017	1.3	3.6	17.5	32.2	30.8	14.5

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.>

Kareela Public School continues to focus professional learning and resources to support the Premier's Priorities: Improving education results and State Priorities: Better services –Improving Aboriginal education outcomes to increase the number of students achieving in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school. In 2017 surveys were completed by samples of parents, students and teachers to gauge community opinion about school priority areas identified in the 2015–2017 School Plan and school life in general.

110 students from Kareela PS in Years 4, 5 and 6 participated in the Tell Them from Me (TTFM) surveys. The TTFM responses highlight our results on survey measures that are based on the most recent research on school and classroom effectiveness.

Student participation in school sports – 90% of our

students compared to the NSW Government Norm of 83% participate in sport with an instructor at school.

Student participation in extracurricular activities – 62% of our students compared to the NSW Government Norm of 55% participate in art, drama, or music groups; extracurricular school activities; or a school committee.

Social and Emotional Outcomes

Students with a positive sense of belonging – 82% of our students feel accepted and valued by their peers and by others at their school as compared to the NSW Government Norm of 81%.

Students that value schooling outcomes – 93% of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future compared to the NSW Government Norm of 96%

Students with positive relationships – 91% of our students have friends at school they can trust and who encourage them to make positive choices as compared to the NSW Government Norm of 85%.

Students with positive behaviour at school – 93% of our students do not get in trouble at school for disruptive or inappropriate behaviour compared to the NSW Government Norm of 83%.

Effort – 92% of our students try hard to succeed in their learning compared to the NSW Government Norm of 88%.

The skills challenge responses reflected that our students were confident that they had high level skills but were not being challenged.

DRIVERS of Student Outcomes (Measured on a 10 point scale)

Effective learning time – the school mean of 8.0 of students believe important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives compared to the NSW Government Norm of 8.2.

Relevance – the school mean of 8.1 students find classroom instruction relevant to their everyday lives compared to the NSW Government Norm of 7.9.

Rigour – the school mean of 8.1 of students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn compared to the NSW Government Norm of 8.2.

Students who are victims of bullying – 27% of our students are subjected to physical, social, or verbal bullying, or are bullied over the internet compared to the NSW Government Norm of 36%.

Advocacy at school – the school mean of 7.5 students feel they have someone at school who consistently provides encouragement and can be turned to for advice compared to the NSW Government Norm of 7.7.

Positive teacher–student relations – the school mean

of 8.2 students feel teachers are responsive to their needs, and encourage independence with a democratic approach compared to the NSW Government Norm of 8.4.

Positive learning climate – the school mean of 7.2 students understand there are clear rules and expectations for classroom behaviour compared to the NSW Government Norm of 7.2.

Expectations for success – the school mean of 8.8 of the school staff emphasises academic skills and hold high expectations for all students to succeed compared to the NSW Government Norm of 8.7.

Other Measures

60% of students strongly agreed that "I feel good about my culture when I am at school."

50% of students strongly agree "when I finish high school, I expect to go to University."

The Partners in Learning Parent Survey

18 parents participated in the TTFM Partners in Learning Parent survey which collected responses on topics such as communication, feeling welcomed, safety and behaviour support.

The school mean of 7.0 of parents feel welcome 'when I visit the school' as compared to last years response of 6.5 reflects a positive increase. The report highlighted areas such as parents felt listened to, school activities schedules, meeting with teachers and principal that need to be addressed. There is an increase in parents who feel 'reports on my child's progress are written in terms I understand'. which reflects the changes to the reporting format.

Policy requirements

Aboriginal education

Throughout the year the school has emphasised the importance of our rich indigenous culture by ensuring Aboriginal education has been integrated across all Learning Areas. Students have been instructed in the knowledge of past and present Aboriginal perspectives through providing quality Aboriginal literature and programs. Students' recognised Sorry Day, NAIDOC week and Harmony Day, and participated in various associated activities. Our program at Kareela Public School fosters understanding, awareness and respect for Aboriginal people. Students are taught to be tolerant of other people's beliefs, while gaining a greater knowledge and understanding of Australia's rich, indigenous culture.

Multicultural and anti-racism education

Multicultural education programs at Kareela Public School respond to the diverse cultural, linguistic and religious backgrounds of our student population and community context. To foster harmony and inclusion,

multicultural education is embedded in all curriculum areas, particularly literacy, history and geography and PDHPE, and school activities. Our EAL/D teacher has worked with small groups and with classroom teachers to assist students in learning English as an additional language. The EAL/D program aims to develop students' academic language proficiency and educational outcomes through the explicit teaching of oral and written language skills required to meet the language demands of the curriculum and to enhance self-esteem. Culturally inclusive practices and anti-racist values are an inherent part of classroom learning programs. Our school's Harmony Day celebration was designed to value and celebrate