

Karanggi Public School

Annual Report



2018



2260

Introduction

The Annual Report for **2018** 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 and Miss Melanie Mulrooney (Rel.)

Principal

School contact details

Karangi Public School

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School background

School vision statement

The students, staff and community of Karangi Public School have a shared vision.

In Learning we aim to:

- Implement evidence-based change to whole school practices, resulting in measurable improvements that support learning.
- Provide explicit and collaborative feedback to address individual learning needs.
- Develop self-driven, resilient and engaged learners who display high expectations in a supportive and collaborative environment.

In Teaching we aim to:

- Ensure high quality teaching practices as measured against the Australian Professional Standards, in which capabilities are enhanced, ensuring every student experiences high quality teaching.
- Identify, understand and implement effective, innovative and explicit teaching methods with the highest priority given to evidence based teaching strategies.
- Educate confident and creative students who are successful learners and active and informed citizens.

In Leading we aim to:

- Support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.
- Sustain a culture of effective, evidence-based teaching and ongoing improvement to ensure every student makes measurable learning progress.
- Provide quality curriculum and teacher delivery monitored through professional judgement, self-assessment, peer assessment and purposeful testing.

School context

Karangi Public School is a rural school located northwest of Coffs Harbour. As of February 2018 we had a student population of 101. As of February 2019 we have a student population of 87. It has a Family and Occupational Education Index (FOEI) of 70, 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, with a recent increase in city families opting for a rural country lifestyle. Karangi Public School is a TP2 school with a non-teaching principal and four classroom teachers of which two are temporary engagements. There is an Assistant Principal, one day per week teacher librarian, one day per week RFF teacher focusing on IT, a one and a half day a week Learning and Support Teacher, one temporary part-time School Learning and Support Officer, 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 and fluid, and is driven by the school plan, Department of Education requirements and reforms. Karangi Public School receives a variety of equity funding encompassing funding for Location/Isolation, Socio-economic background, Aboriginal background and Low Level Adjustments for Disability. The school is supported by a proactive Parents & Citizens Association which works collaboratively and continuously to move the school forward by aligning their vision to the school plan to support student and school growth. 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. 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.

Against the domain of Learning, we have assessed ourselves as "Sustaining and Growing". Karangi Public School's culture is focused on learning and ongoing improvement for all students. Progress in student learning is identified and celebrated. The school collects and analyses information to inform and support students' successful transition to high

school. We work with Orara High School, Coffs Harbour High School and parents to ensure success. Our Kindergarten orientation program ensures that the new Kindergarten students are comfortable and ready to learn. The school collects, analyses and uses data to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. This year our focus and evaluation on Positive Behaviour for Learning has resulted in improved student behaviour. We offer a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Assessment is a tool that supports learning across the school. Formative and summative assessments create opportunities for students to receive feedback on their learning. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.

For the domain of Teaching, Karangi Public School is identified as "Sustaining and Growing". Teachers are committed to identifying, understanding and implementing the explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Professional Learning has been undertaken by all teaching staff on the effective use of data and the importance of summative assessments. Professional Standards are a reference point for whole school reflection and improvement. Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

Karangi Public School is operating at "Sustaining and Growing" for the domain on Leading. Professional learning in the school emphasises developing leadership and management skills, as well as leadership attributes to facilitate whole school improvement. The leadership team actively supports change that leads to improvement; creating opportunities where feedback about the impact of change can be shared and monitored. Resources are strategically used to achieve improved student outcomes and it is the priorities in the school plan drive financial decisions. The leadership team is responsive to school community satisfaction measures.

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

LEARNING

Purpose

Our purpose is:

1. To provide all students with a rich and meaningful education, provided to them through high level teaching and learning programs and practices, that are evidence based and data driven.
2. To foster a strong commitment to a school-wide culture of high expectations and creating student centred learning environments that nurture, challenge and inspire all students through an individualised learning journey.

Overall summary of progress

We have begun our journey by implementing evidence-based change to whole school practices, resulting in measurable improvements that support learning. We have begun by focusing on developing self-driven, resilient and engaged learners who understand and display expected behaviours. This will continue over our planning cycle as we move to provide explicit and collaborative feedback to address individual learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff are competent in assessing and using PLAN 2 data.	Casual Release – 5 days (\$2500) Clipboards – \$120 Letterboxes – \$60 PBL Signage – \$6000 Stephanie Alexander Cookbook – \$500 <ul style="list-style-type: none">• Socio-economic background (\$9180.00)	PBL has had a positive impact on student well-being as evidenced by: <ol style="list-style-type: none">1. Staff aligning KPS implementation of PB4L with the Wellbeing Framework for Schools2. Staff survey at Term 4 Week 3 indicating strengths of 3 positively stated student expectation, problems clearly defined & the LST.3. Positive parent and carer comments re: PBL Pop Up day
All students data entered into PLAN 2 for identified literacy and numeracy learning progressions.	Syllabus Documents = \$552 Casual Relief – 4 days (\$2000) <ul style="list-style-type: none">• Socio-economic background (\$2552.00)	Naplan analysis completed as part of the Term 4 Twilight Session. Reading results, Year 3 & 5, are in line with (or exceeding) state. Writing results indicate support needed in Year 3 & 5, with negative growth reported.
38% of students at or above expected growth in NAPLAN writing.	Literacy Resources: Reading quality texts. <ul style="list-style-type: none">• RAM Equity (\$4000)	Professional Learning – Progressions and LISC
35% of students at or above expected growth in NAPLAN numeracy.	Teaching Resources <ul style="list-style-type: none">• RAM Equity (\$600)	Ongoing professional learning.

Next Steps

Wellbeing

1. Continue to implement playground PBL before introducing into classroom in 2019
2. Improve identification and support for high behaviour students and families in 2019.

3. Booster training to be developed for identified students in 2019
4. Focus on student movement and transitions within the school in 2019.
5. Ensure KPS completes TTFM in 2019.

Literacy

Writing to continue to be a focus in 2019, including staff generated suggestions for strategies to improve.

TEACHING

Purpose

Our purpose is:

1. To support and develop positive, enthusiastic and innovative teachers modelling lifelong learning.
2. To ensure the delivery of quality lessons in-line with current policy documents.
3. To enable parents/carers to effectively engage in supporting their child's educational development.
4. To ensure teachers are knowledgeable of current and evolving pedagogical practices and explicit teaching.

Overall summary of progress

We have begun to use the Australian Professional Teaching Standards to ensure high quality teaching practices are undertaken. Collaboratively, we have begun to identify, understand and implement effective, innovative and explicit teaching methods with the highest priority given to evidence based teaching strategies. Ultimately, the aim of our planning cycle is to educate confident and creative students who are successful learners and active and informed citizens.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Pre- and post- surveys indicate strong growth of syllabus understanding and implementation of STEM (Science, Technology, Engineering and Mathematics), ICT (Information and Communication Technologies) and the 4Cs (Critical and Creative thinking, Collaboration, Communication).	8 casual days. • Socio-economic background (\$4000.00)	Evaluation Question – Are teachers confidently using Learning Intentions, Success Criteria, data and feedback to inform their teaching & learning cycles? Evidence for: 1. All teachers participated in PL with Jess Myers/Bella Jessop on LI & Success Criteria. Pre Task teacher questionnaire indicated confidence with assessment and providing feedback (Std 5.2.1 & 5.2.2), with further focus required on designing assessments with worked examples to support students & teacher judgement (Std 5.3.2). PL then focused largely on the impact of success criteria with teachers indicating greater confidence. 2. Teachers have indicated that they have had limited time to analyse data due to competing priorities.
By the end of 2019, 100% of teaching and learning programs include evidence of STEM, ICT and the 4Cs integrated across all KLAS.	STEM Resources – \$500 STEM Digital programs – \$300 iPads and accessories – \$7000 PBL Units – \$300	Naplan analysis completed as part of the Term 4 Twilight Session. Reading results, Year 3 & 5, are in line with (or exceeding) state. Writing results indicate support needed in Year 3 & 5 with negative growth reported.
By the end of 2019, all teaching staff participating in learning sprints to increase student writing outcomes.	Teacher release (two days) • Socio-economic background (\$1000) Computer Software • Socio-economic background (\$289)	100% of teaching staff feel confident to teach new syllabus in 2019. All teaching staff felt PL contributed both very good or excellent knowledge and skills.

Next Steps

Teaching

1. Continue to focus on providing success criteria as part of teaching and learning cycle in 2019.
2. Provide teachers with time to analyse data as part of teaching and learning cycle in 2019.

Science & Technology

1. Whole school PL in 2019.
2. Additional planning time required (100% identified).

Strategic Direction 3

LEADING

Purpose

Our purpose is:

1. To identify resources to provide support for all staff, students and families.
2. To implement policies and procedures which will ensure the wellbeing of all staff and students.
3. To ensure staff are knowledgeable of current and evolving pedagogical practices.
4. Strengthen accountability and transparency within the school setting.
5. To create and foster a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

2018 has seen a large turnover in staffing. Despite this, staff have worked together to support a culture of high expectations and community engagement. There is a commitment to evidence-based teaching and ongoing improvement to ensure every student makes measureable learning progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff to have two identified PDP goals linked directly to school strategic directions, progress is regularly reflected upon and improvements in teaching and leadership practice reported.	8 Casual Days • Socio-economic background (\$4000)	Achieved
The leadership team maintains a focus on distributed leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.	4 Casual Days • Socio-economic background (\$2000)	Some instructional rounds feedback undertaken in Semester 1 prior to change of staff.
Sentral data reflects decreases in negative behaviour and suspensions by 80% by the end of 2019.	15 Casual Days • Socio-economic background (\$7500.00)	All staff have undertaken identified leadership roles.

Next Steps

Identified staff to participate in personal learning and development conference for APs and Principals in the Coffs Harbour network area.

Presenters will present a large and varied range of topics to assist with Personal Development. Topics may include:

- Schools finance
- Learning and wellbeing
- School performance
- NAPLAN online
- WH&S
- Incident reporting

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>Whole School participation in a visit to Bongil Bongli National Park.</p>	<p>Aboriginal Languages program running K–6. NAIDOC Day organised in conjunction with Indigenous staff and students from Orara High School. Three staff members completed Connecting to Country PL. Indigenous students respectfully delivered the Karangi Public School Acknowledgement of Country.</p> <p>Whole School participation in visit to Bongil Bongli National Park with Indigenous Rangers. Uncle Mark educated all students on "bushtucker" and medicinal uses of certain plants.</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 and 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 day per week.</p>	<p>QTSS funding was utilised for collaborative planning and programming. It was also used to lead the Positive Behaviour for Learning initiative across the whole school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	69	74	68	57
Girls	69	56	46	41

Changes to out of zone enrolment procedures has seen a reduction in the students enrolled at Karangi Public School.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.3	95.4	94.6	90.8
1	93.6	94	92.7	93.6
2	92.2	95.2	94.4	87.8
3	91.3	92.9	94.3	89
4	91.4	92.1	93.1	93
5	90.8	95.6	90.7	86.2
6	92.7	91.8	95	91.1
All Years	91.8	93.7	93.7	90.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

- Our school works closely with parents to assist students to regularly attend school in accordance with the NSW Department of Education and Training 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 Home School Liaison Officer (HSLO) where necessary.

- Non-attendance reporting procedures were changed during 2018 at Karangi Public School. We moved to an SMS notification system. Once our online rolls are marked and submitted an SMS is sent notifying parents/caregivers of any child that is absent for the day. This system allows parents/caregivers to respond with an SMS to the school to give an explanation for their child's absence. Parents/caregivers also have the option to call or send a note in to explain any absences.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.53
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.71

*Full Time Equivalent

Once a week, Karangi Public School has a member of the Gumbaynggirr Language and Cultural Nest teach Gumbaynggirr to all students 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	14

Professional learning and teacher accreditation

All staff engage in ongoing professional learning and practices that support their professional growth. All staff, teaching and administrative, engage in the performance and development practices with a focus on developing their performance in the workplace.

All teaching staff are accredited against the teaching standards.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	82,595
Revenue	1,080,180
Appropriation	1,045,730
Sale of Goods and Services	-93
Grants and Contributions	34,008
Gain and Loss	0
Other Revenue	0
Investment Income	535
Expenses	-1,049,056
Recurrent Expenses	-1,049,056
Employee Related	-938,637
Operating Expenses	-110,419
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	31,123
Balance Carried Forward	113,718

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	899,030
Base Per Capita	22,044
Base Location	2,300
Other Base	874,686
Equity Total	77,127
Equity Aboriginal	18,974
Equity Socio economic	12,211
Equity Language	0
Equity Disability	45,941
Targeted Total	40,029
Other Total	20,759
Grand Total	1,036,945

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

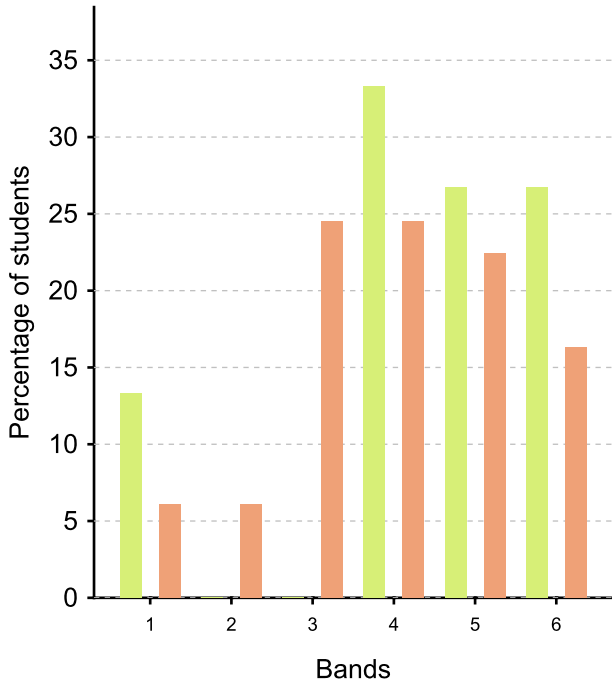
In 2018, NAPLAN student growth data in Literacy indicated that the percentage of students who exceeded or equalled expected growth was: 67% in Reading; 33% in Writing; 78% in Grammar and Punctuation and 67% in Spelling.

The percentage of students in the top band in Year 3 increased from 22% to 33% in Reading; 11% to 13% in Spelling, 0% to 7% in Writing, and 17% to 27% in

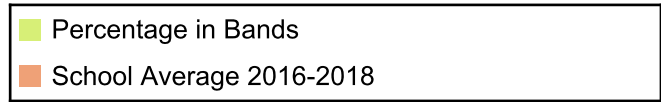
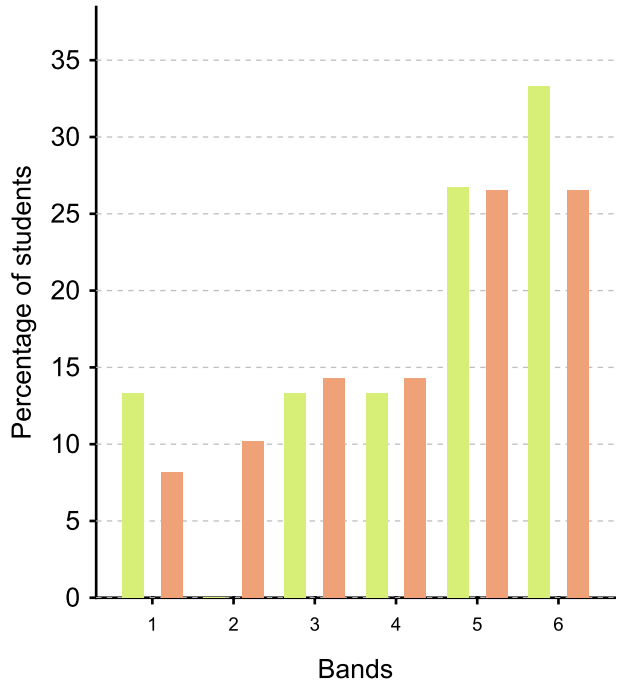
Grammar and Punctuation.

The percentage of students in the top band in Year 5 decreased from 8% to 0% in Reading, 15% to 0% in Spelling, 8% to 0% in Grammar and Punctuation, and remained at 0% for Writing.

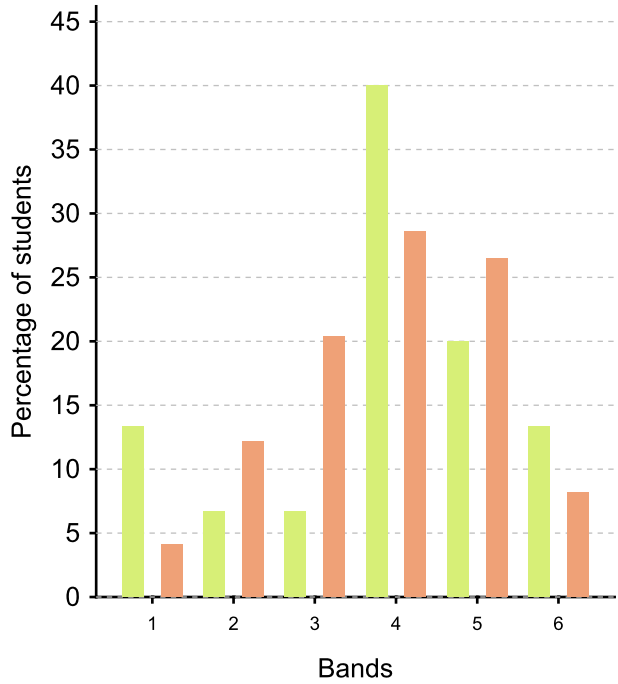
Percentage in bands:
Year 3 Grammar & Punctuation



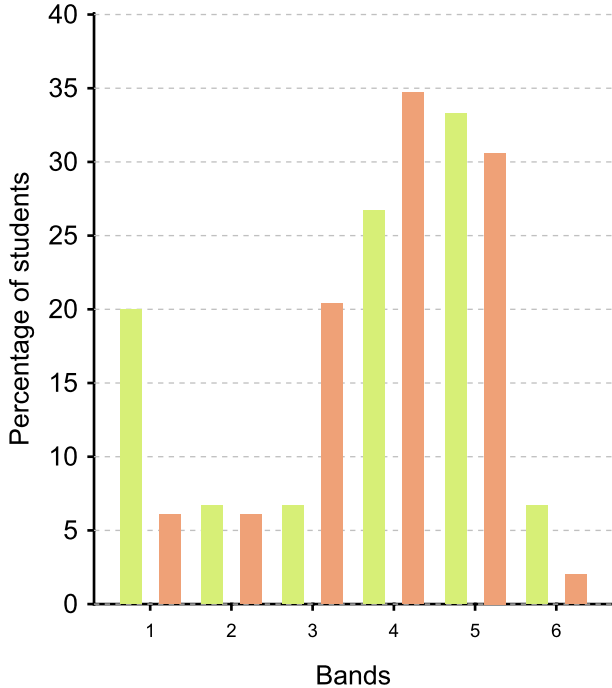
Percentage in bands:
Year 3 Reading



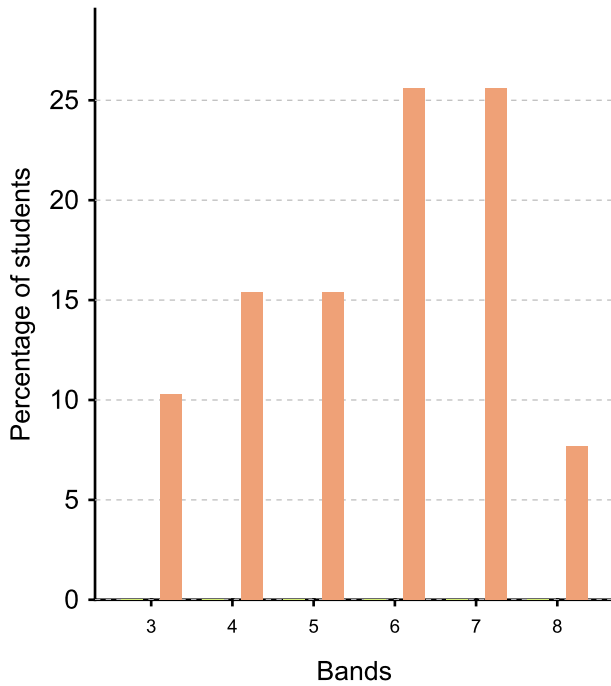
Percentage in bands:
Year 3 Spelling



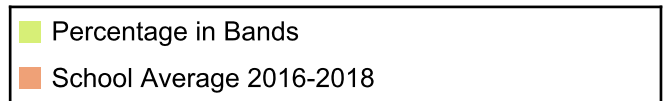
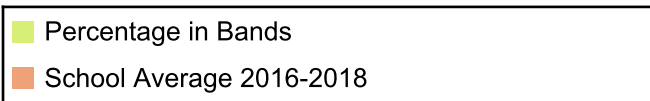
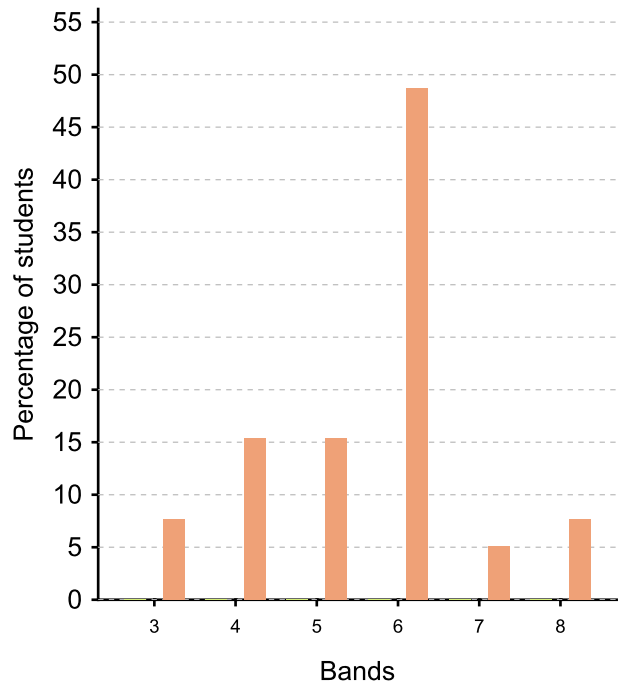
Percentage in bands:
Year 3 Writing



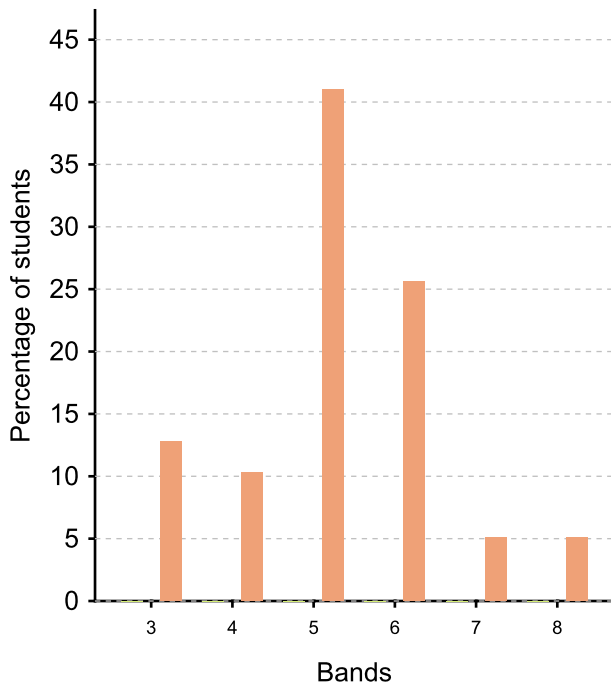
Percentage in bands:
Year 5 Reading



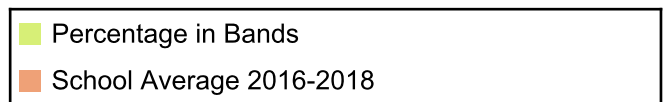
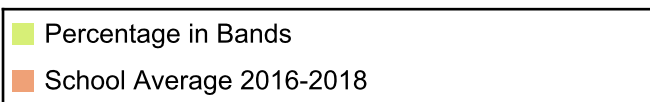
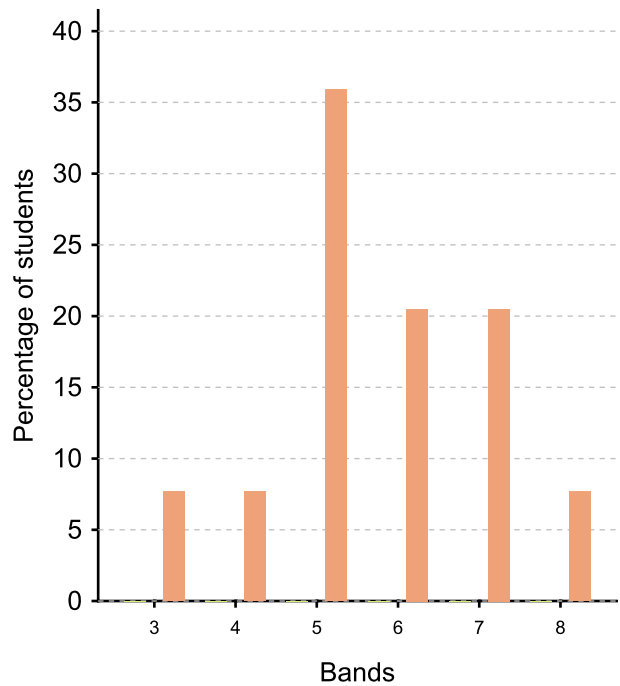
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



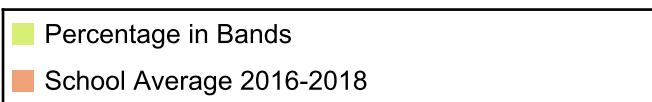
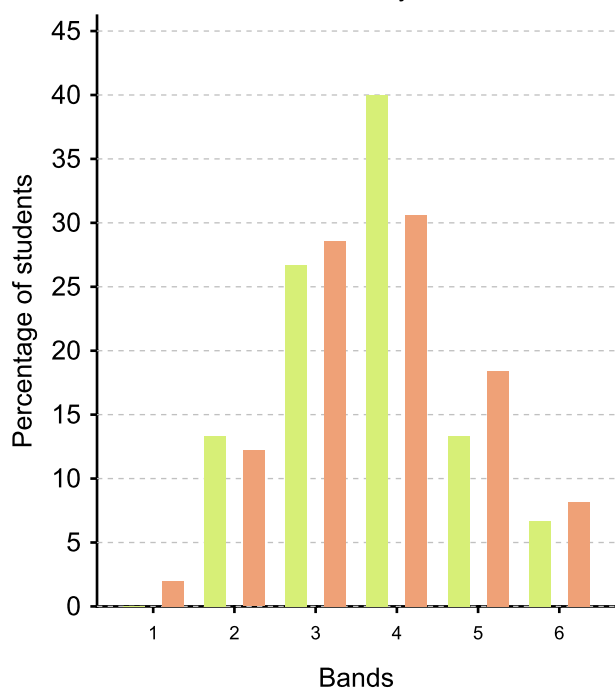
Percentage in bands:
Year 5 Spelling



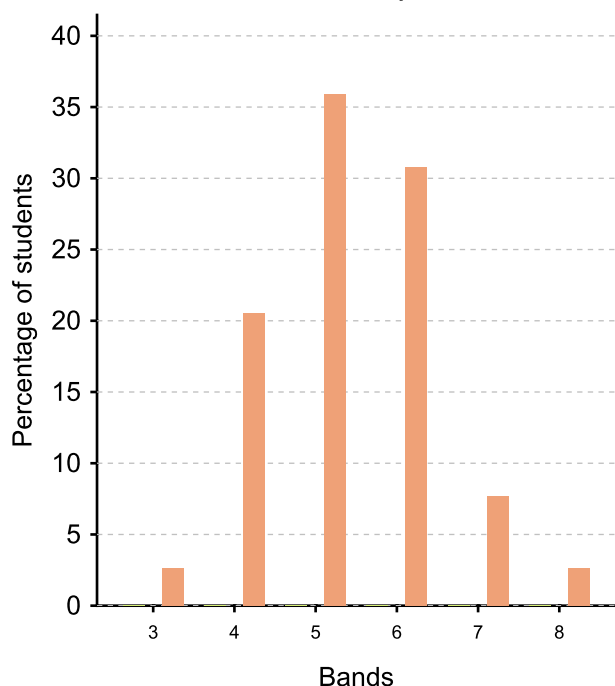
In 2018, NAPLAN student growth data in Numeracy indicated that the percentage of students who exceeded or equalled expected growth was 33.3% in Numeracy.

The percentage of students in the top band in Year 3 increased from 6% to 7% in Numeracy; and remained at 0% for year 5.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 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.

In Year 3, the percentage of Aboriginal students in the top two bands increased from 33% to 100% in

Grammar and Punctuation and 33% to 100% in Spelling.

In Year 5, the percentage of Aboriginal students in the top two bands increased from 0% to 50% in Reading, 0% to 50% in Spelling, 0% to 50% in Numeracy; and remained at 100% for Grammar and Punctuation.

Whilst Aboriginal student performance has made a pleasing increase, Writing, Reading and Numeracy continue to be targets for 2019.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. As the school was re-introducing Positive Behaviour for Learning (PB4L) in 2018, surveys were conducted. The results showed that after the launch in Term 3, students and parents were more aware of what PB4L within Karangi Public School meant. Parents were thankful for the new and clear behaviour guidelines. Students responded extremely well to the weekly focus and thoroughly enjoyed the pop up reward days. Staff embraced PB4L and saw the number of negative incidents decrease with positive incidents on the rise.

Policy requirements

Aboriginal education

Karangi Public School is committed to Aboriginal Education and in 2018 this was demonstrated by:

- * Acknowledging the traditional custodians of the land at all assemblies and meetings including having our ATSI students rewrite Karangi 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.
- * All Aboriginal students had PLPs established to support their goals.
- * Perspectives in classroom lesson delivery and discussions.
- * Indigenous games were a part of our Years 3–6 Fitness Program.
- * Regular interaction and discussions with local Elders.
- * Aboriginal Languages for students in Year K –6 on a weekly basis with teacher – Lorissa Saville.
- * Endeavouring to make links for our Indigenous students to the local High School.
- * Whole school travelling to Bongil Bongil National Park

to work with Indigenous Ranger, Uncle Mark Flanders. Staff and students joined the Aboriginal Discovery rangers for an stroll along the forested banks of Bonville Creek to investigate the rich diversity of plants and animals in the park and to learn about "bush tucker"..

Multicultural and anti-racism education

Multicultural and anti-racism education is demonstrated through:

- * Participation in Harmony Day supported by class discussions.
- * A trained Anti-Racism Contact Officers (ARCO) – Amber Callagher
- * Ongoing education through various teaching programs including, but not limited to, units of work taught across KLAs.