

Karuah Public School

Annual Report

Karuah Public School



WHOLE SCHOOL 2018

NEWCASTLE SCHOOL PORTRAITS - PH:(02) 4965 4114



2018



2263

Introduction

The Annual Report for **2018** 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

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School background

School vision statement

To empower students to become actively engaged citizens who demonstrate respect, responsibly and pride. We will work together to create a safe and engaging learning environment that promotes our students to become lifelong learners. We ensure our students become confident, happy and caring individuals.

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 2018, Karuah Public School has an enrolment of 130 students, with 30% of these students identifying as being of Aboriginal or Torres Strait Islander descent. This wide range of student abilities are supported in 6 classes. In 2018 classes were arranged as K, 1/2, 2/3, 3/4, 4/5 and 5/6.

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

The school has a P1 Principal, Instructional Leader, Assistant Principal, six classroom teachers and a Learning and Support teacher. Nine School Administrative Support staff are employed for office management 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 2018 initiatives include: Additional Fulltime teaching position created from RAM funding to enable the creation of 6 smaller classes' Instructional Leader appointed with the Early Action for Success Program; LaST and SLSO implementing Minilit; Implementation of the TEN and L3 programs; Brekkie Club; Homework centre; In school Paediatrician; All Kinders assessed by Speech Therapist.

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. 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.

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>

Throughout the year all staff worked in their strategic direction teams to reflect on the school plan and milestones. Links were made to the elements of the School Excellence Framework and evidence was collected to support the level at which we achieved.

Learning Domain: The results of this process indicated that in the School Excellence Framework domain of Learning we are sustaining and growing. In the welfare element, we are excelling. Our PBL systems strongly promote whole school wellbeing, and positive learning attitudes. Staff are confidently able to deliver high quality teaching and learning programs that improve and promote high expectations and attendance for students. Consistency in lesson delivery, learning intensions and vocabulary is embedded in all practise. Staff K-3 have received mentoring in L3 and TEN. Our school Learning Support Team plan and provide support for students who are identified for lack of growth, to ensure that students are given the greatest chance for success. Every student in the classroom is catered for through personalised

and differentiated curriculum. There is ongoing commitment to the systematic collection of student data using PLAN2 and SENA testing. Data is then used to inform and alter teaching and learning programs. Staff work collaboratively to ensure assessment and reporting procedures are consistent across grades, conducting pre and post assessment. One area of focus is on our NAPLAN growth and value add data for years 3 and 5.

Teaching Domain: The results of this process indicated that in the School Excellence Framework domain of Teaching: we are sustaining and growing. All teachers at Karuah Public School collaborate together, with expert guidance from the Instructional Leader and the Principal to provide quality programs for all students. The staff participated in weekly professional learning and development targeted at school priorities and individual learning needs. Our teachers implement the professional standards and curriculum requirements and have shown a strong commitment to working beyond their classrooms and contributing to broader school programs. These include Starstruck, Dance2bFit concerts, choir and Special Performances, public-speaking and debating, sports, PBL Rewards Presentation Nights, overnight excursions to Canberra and the Great Aussie Bush Camp. Data has been used efficiently and is regularly analysed for academic and wellbeing areas that are featured in our School Plan and strategically aligned with our milestones.

Leading Domain: The results of this process indicated that in the School Excellence Framework domain of Leading: we are sustaining and growing. The school is committed to the development of leadership skills in staff and students. During 2018 students attended the Aspire High leadership program., STAR leader training and joined the Children's university passport opportunities.. Three school executives attended the Inspire, Innovate professional learning and the once a term executive network meetings. Staff were offered further opportunities for leadership development through relieving executive positions. A variety of evidence supported our increased community engagement, with parents having the opportunity to engage in a wide range of school activities and provide feedback on future directions. Developing further ownership of the school plan through distributive leadership will continue to be a focus for next year.

Strategic Direction 1

Quality Learning

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations, best practice teaching and differentiated curriculum that is flexible and dynamic for diverse student needs.

Overall summary of progress

This year we have continued to make progress in creating a stimulating and engaging learning environment which is underpinned by high expectations, best practice teaching and differentiated curriculum.

We have continued to work across all stages to develop teachers understanding of the National Literacy and Numeracy Learning Progressions and PLAN2. Through extensive Professional Learning (PL) and regular data meetings, staff have developed consistency in teacher judgement, accurately tracking student progress every five weeks and utilising this data to drive improvements in teaching practice and student learning outcomes.

100% of students were accurately tracked against four sub-elements of the learning progressions, including Creating Texts, Understanding Texts, Quantifying Numbers and Additive Strategies. Through careful analysis of PLAN2 data and in-class observations, individual student goals for reading were identified, reviewed and updated throughout each term. Early Action for Success data from Term 4 of 2018 in reading demonstrated that 66% of students were achieving or exceeding benchmarks, whilst 100% of students achieved their individual reading goals for 2018.

Data was continuously updated and modified for the additional three learning progression sub-elements, including Creating Texts, Quantifying Numbers and Additive Strategies. During Term 4, teachers analysed PLAN2 data and student work samples, devising writing and number goals for a small selection of students. This will continue to be a focus for 2019 so that every student has individual learning goals for both literacy and numeracy.

The collection and analysis of student data also informed teaching practice and assisted teachers to devise differentiated teaching and learning programs. Through regular program review meetings and whole school PL focused on programming, differentiation and assessment, teaching and learning programs were continuously modified throughout the year. Teachers shared their programs across stages, devised consistent programming documents for English and Mathematics K-6 and reviewed the whole school assessment schedule. 100% of teaching and learning programs demonstrate syllabus content and show an improvement in differentiation. The assessment schedule continues to be updated and a consistent and sequential program for phonics, spelling and mathematics needs to be devised. All teachers continue to build their expertise in differentiation and assessment and will need to focus on these areas in 2019.

Through the careful analysis of student data and in-class observations and assessment, a selection of students were identified as needing additional support with phonemic awareness and phonic knowledge. These students participated in the Getting Started program, which was implemented consistently in class. The knowledge and skills students learnt through the program were transferred into reading and writing tasks. The post assessment results were astounding. 100% of students had improved their phonemic awareness and phonic knowledge skills. All students met their individual reading goals. The Getting Started program will continue to be used in 2019.

The school has continued to ensure that high quality learning is evident in every classroom and has continued its commitment to the implementation of evidence based pedagogy. Teachers have participated in PL focused on best practice in literacy and numeracy, including L3K training, L3S1 OPL, Seven Steps, TEN and Number Talks. 100% of teaching and learning programs include research informed pedagogy for literacy and numeracy, however the consistent implementation of these pedagogies continues to be a focus. Evidence collected from Learning Walks was used to devise individual teacher goals focused on evidence based practice. These goals were monitored throughout the year and will continue to be a focus for teachers in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students reaching Early Action for Success (EAfS) benchmarks to 75% over three years.	<ul style="list-style-type: none">• Causals• L3 training• PL Sessions• IL• SLSOs/Interventionist	Teachers focusing on individual student writing goals, however not consistent. Needs to be a focus for 2019. Minilit implemented, review for 2019. In-class

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the proportion of students reaching the top two bands in Literacy (writing) and Numeracy by 10%. (2017 baseline data to be determined and attached).</p>	<ul style="list-style-type: none"> • PL sessions • IL <p>EAFS \$93,000</p>	<p>support preferred.</p> <p>PL session – Reflective Practice – Teachers identified there is little consistency in literacy K–6. Need to focus on writing, spelling and grammar K–6</p> <p>L3K training – has not taken place due to Kindergarten teacher on leave. In–class support for casual Kindergarten teacher focusing on L3 processes.</p> <p>Getting Started program was implemented Post assessment results are extremely positive</p> <p>Assessment schedule – has not been reviewed or updated. This is a focus for 2019.</p> <p>Reading results – Kindergarten (85% on track, 15% off track), Year 1 (40% on track, 33% just off track, 27% off track), Year 2 (73% on track, 27% off track).</p> <p>Teachers focusing on individual student Additive Strategies goals, however not consistent. Needs to be a focus for 2019.</p> <p>Data entry on all students – Quantifying Numbers, Additive Strategies. Teachers feeling more competent with data entry. Teachers encouraged to enter data on additional sub–elements.</p> <p>End of year handover – teachers for 2019 have been provided data and numeracy information, including SENA assessments, IEPs and additional information.</p> <p>PL session – TEN training (Zita and Chelsea), 14 hours face–to–face + 6 hours in–class support. Training has started and will continue throughout the term and into 2019.</p> <p>Additive Strategies results are inconsistent and have not been tracked accurately due to the implementation of the Learning Progressions. This is a focus for 2019.</p>

Next Steps

1. Continue to develop teacher capacity of the Literary and Numeracy Learning Progressions.
2. Continue to enter data every five weeks and track student progress.
3. Continue to analyse and use student data to devise individual student goals for both literacy and numeracy.
4. Continue to build teacher capacity of differentiation and authentic assessment.
5. Continue to review and update the whole school assessment schedule.
6. Devise a consistent phonics, spelling and mathematics teaching and learning program K–6.
7. Continue to implement the Getting Started program, ensuring that the skills are transferred into reading and writing within the classroom.
8. Continue to support staff in the implementation of evidence based pedagogy through PL and in–class support (L3, Seven Steps, TEN, Number Talks).
9. Continue to conduct Learning Walks, ensuring evidence based pedagogy is being implemented consistently within each classroom and that teachers are setting individual teacher goals.

Strategic Direction 2

Quality Teaching

Purpose

To provide and enhance high quality teaching in all Karuah Public School teaching staff. To ensure best practice teaching enhances student outcomes.

To enable teachers to develop future focused learning through the incorporation of engaging Information Communication Technology and Project Based Learning in the classroom.

Overall summary of progress

100% of teaching staff were successful in the implementation and maintenance of the performance and development plan (PDP). A PDP mentor was allocated to ensure that the framework aligned against the Australian Teaching Standards, as well as the 2018 – 2020 Karuah School Plan. Self-evaluation and reflection was used through the use of the PDP ensuring that all classroom pedagogy was high quality, meaningful and engaging. Teachers regularly provided and received effective feedback ensuring lessons were systematically planned as part of a coherent program.

Individual Education Plans were developed in consultation with staff, students and parents to ensure that individual student needs were catered for. Personalised student goals were identified and supported by the teacher and SLSOs.

100% of teachers planned for, assessed and reported on student progress aligned with the General Capabilities. All teaching staff plotted student data every five weeks to monitor student growth. This data was used as part of the teaching and learning cycle to guide future teaching.

100% of teachers engaged in high quality Professional Learning (PL) that aligned with 2018– 2020 Karuah Public School Plan. Teachers engaged in future focused training and identified ways to cater for students growing needs as 21st Century Learners.

Karuah Public School teachers incorporated and integrated Information Communication technology (ICT) thoroughly into their teaching pedagogy. Staff created and formed future focused learning units e.g. 'The Karuah River Project.' Aimed at engaging students in inclusive project based learning.

Whole school Science Technology Engineering and Mathematics (STEM) days were held at Karuah Public School to teach future focused learning. Students were invited to attend STEM days at the partner high school, Hunter River High. Many new technology devices were purchased, including Multi-Function laptops, Robotic coding tools, multi charge laptop bank and a touch screen tablet table.

Karuah Public School joined the STEM Share program, which enabled students to engage in future focused learning opportunities and coding experiences. Students were challenged to use inquiry based learning and problem solving skills through the use of ICT.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show growth in the general capabilities. (School developed tool)	Combined for all 3 Improvement measures \$100,005	Through the use of Data recording, 100% of teachers are aware of their student's abilities. Allowing greater ability to catering for student diverse needs. Through the use of Future Focused programs, students are beginning to demonstrate The General Capabilities.
100% staff accredited as proficient or higher.		Staff have been allocated an Accreditation mentor. Examples of past accreditation documentation have been handed on to all teaching staff. 80% of teaching staff are at proficient level or higher.
Teachers utilise effective		100% of School staff produced a Personal

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
feedback and Future Focused Learning to improve their performance which is tracked through their PDP.		Development Plan (PDP) aligned with the 2018 – 2020 School Plan and Australian teaching standards. Staff PDP included personal goal to improve effective teaching.

Next Steps

1. Continue the mentoring to complete PDP's that align with the Karuah Public School Strategic Directions. Mentors will support school staff to ensure PDP's are completed as well as providing resources for indicated TPL.
2. Continue the mentoring programs to support teachers in their accreditation pathways. Ensuring that 100% of teachers are at a proficient or higher level at the end of the three year period.
3. Continue to enable teachers to develop and integrate Future Focused Learning through the incorporation of engaging Information Communication Technology and Project Based Learning.
4. Continue to upskill staff members and School Support staff with STEM pedagogy. Including continued upgrading of school resources and formation of Flexible learning space.

Strategic Direction 3

Quality Relationships

Purpose

To enhance communication and promote wider school community engagement and collaboration with Karuah Public School.

To build stronger partnerships and relationships with local community to enhance student outcomes.

Overall summary of progress

Survey Parents, Carers and Community members by using TTFM survey 2019

Invite parents, Carers and Community members to Parent Forums and Parent Workshops, presenting Literacy, Numeracy and other Key Learning Areas.

Continue respectful communication amongst the school and wider community via newsletter, website and Facebook.

Change assembly times to weekly

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase in parent satisfaction in school led interactions through survey responses. Sustained high levels of engagement with community in extra curricula activities. 10% increase in the number of students achieving positive recognition.	Surveys Meetings Community consultation. Tell them from me survey. \$20,000	Overall Karuah PS processes are working, especially with Karuah PS Facebook pages by regularly updating events, important information when needed. The School news letter prepared and distributed fortnightly. Karuah PS Annual Presentation Day with more than 100 parents, carers and community members in attendance. The School Education Director praised the students, teachers and Karuah PS Staff for the excellent presentation. An area for improvement would be to ensure all parents and carers receive notes, bulletins and necessary information, particularly with students living in more than one household. No reduction in PBL, if somewhat behaviours have increased. Reasons have included many programs operating, disruptions to normal class routines and casuals on classes. Aboriginal community members are coming more readily to events. P&C is more active with new members, including 3 Aboriginal members as well. Karuah PS Teachers trained in 8 Ways of Learning

Next Steps

1. Develop the 2018 –2020 School Plan with a focus on productive relationships
2. To invite Parents, Carers and Community members to regular Parent Forums and Literacy, Numeracy and other Key Learning Areas for 'Parent Workshops' explaining and presenting new initiatives via DoE guidelines.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Rural & Remote – 4 days per week/Ram equity one day per week \$32,000 to employ a part time SLSO	Review was not conducted as Mgoals was not used in its current format. New format to be explored in 2019. Ongoing review of funding and intervention programs maintained via Tell Them From Me survey, student data, reporting, Annual School Report and School Plan. Aboriginal students bench marked and improvement in student engagement noted.. Improvement in Literacy and Numeracy results available via Scout. Increased participation of students and community members at whole school events.
Low level adjustment for disability	\$86,576. All classes have extra SLSO support TPL training for SLSOs in school and out.	Intervention teacher and Instructional Leader has provided additional learning support. Professional Development completed. Specialised staff have visited the school to work with SLSO's and particular students.
Quality Teaching, Successful Students (QTSS)	\$20,927	Effective mentoring and coaching practices provided feedback to individual teachers on programming, lesson delivery, assessment and classroom management. Teachers received support with accreditation processes and the new Performance and Development Framework.
Socio–economic background	\$147,074 to employ SLSOs and temporary teacher	Evidence of increased Leadership capacity in teachers and students. Teachers engaged in TPL Clearly linked expenditure on school initiatives. All Kinder students were screened by Speech Therapists Aboriginal liaison officer connecting with community and has engaged many elders and community members in school activities such as NAIDOC day and the school garden project.
Support for beginning teachers	\$26,000 to release 2 beginning teachers for mentoring	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. Beginning teachers were supported with Accreditation procedures.
Early Action for Success	\$ 95,563 to employ an Instructional leader at Deputy Principal level 0.6. \$20,000 at CT level 0.2 \$32,000 School RAM 0.2	2018 was the fifth year of the Early Action for Success program at KPS. Our K–2 teachers received an IL mentor, TPL, L3 and TEN training. New resources were purchased throughout the year to assist in supporting this EAfS initiative. Student data continued to be used to gauge the impact on student learning. Re

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	59	66	61	67
Girls	57	64	50	61

Student attendance profile

School				
Year	2015	2016	2017	2018
K	88.3	91	91.7	91
1	88.3	92.5	92	89.9
2	84.8	91.5	90.3	92.6
3	90.7	89.8	91	89.7
4	92.9	93.1	90.2	87.8
5	92.7	92.4	93.9	88.7
6	88.8	91.8	88	92
All Years	89.5	91.7	91	90.1
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

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(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.71
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

Karuah Public School has 2 Aboriginal 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	10

Professional learning and teacher accreditation

Staff from Karuah Public School participated in:

Child Protection update 2018

Code of Conduct update 2018

CPR and Anaphylaxis training

Emergency care

L3 (language, Learning and Literacy)

TEN (Targeting Early Numeracy)

Susan Burke – Story box

PBL (Positive behaviour for Learning)

PEN (Primary Executive Network)

Connected to Country (3 day course)

Aboriginal Culture from Local Worimi Council

Wellbeing training

Online NAPLAN

STEM (Science, Technology, Engineering and Mathematics)

PLAN (Planning Literacy and Numeracy)

Karuah Public School had 1 newly accredited teacher in 2018. Ms Cherie Edwards

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	166,380
Revenue	1,937,890
Appropriation	1,887,881
Sale of Goods and Services	-1,063
Grants and Contributions	50,390
Gain and Loss	0
Other Revenue	0
Investment Income	682
Expenses	-1,816,406
Recurrent Expenses	-1,816,406
Employee Related	-1,610,861
Operating Expenses	-205,545
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	121,484
Balance Carried Forward	287,864

Karuah PS continues to implement the DoE standardised finance system (SAP) and new financial processes for all NSW Public Schools. The school's financial management processes and governance structures meet financial policy requirements. The Finance Committee meets fortnightly and includes the principal and school administration manager.

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	1,026,699
Base Per Capita	21,464
Base Location	5,229
Other Base	1,000,005
Equity Total	267,636
Equity Aboriginal	33,986
Equity Socio economic	147,074
Equity Language	0
Equity Disability	86,576
Targeted Total	169,766
Other Total	165,381
Grand Total	1,629,481

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

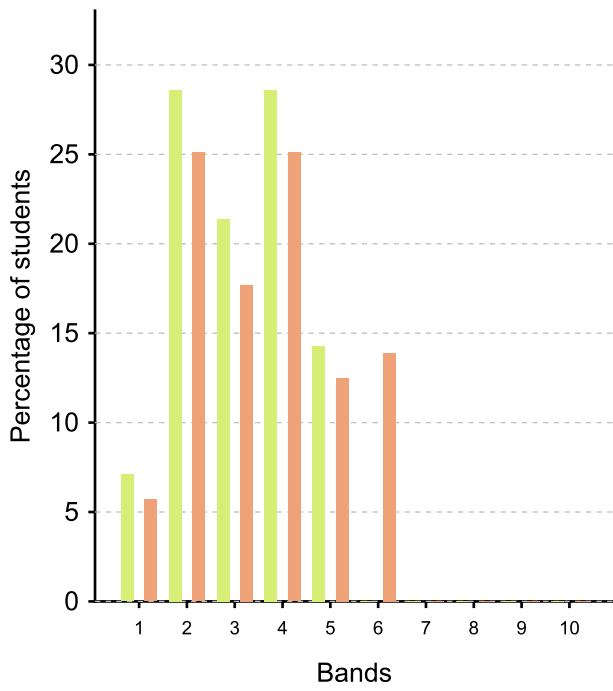
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 year 5 Reading, 6% of students are in band 3, 31% of student are in band 4, 25% of students are in band 5, 18% of students are in band 6, 12% of student's are in band 7 and 6% of students are in Band 8

Percentage in bands:
Year 3 Grammar & Punctuation

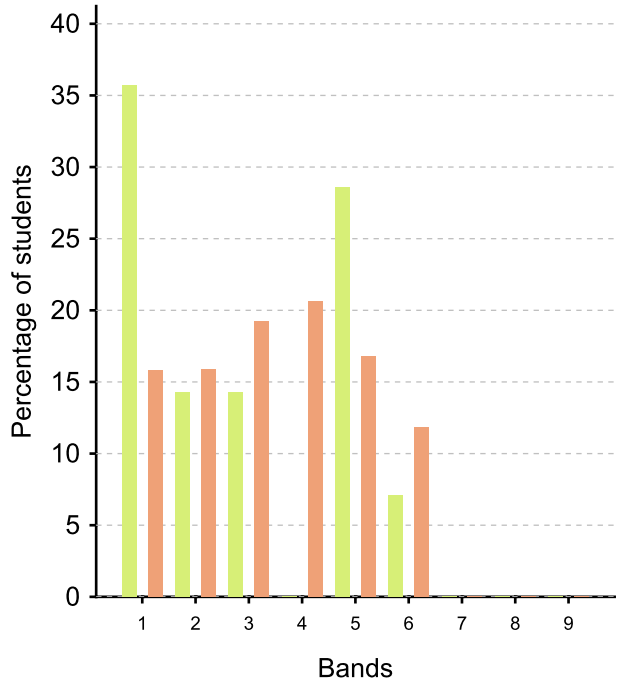


Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	7.1	28.6	21.4	28.6	14.3	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	5.7	25.1	17.7	25.1	12.5	13.9	0.0	0.0	0.0	0.0

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	13.3	33.3	6.7	26.7	20.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	6.7	23.0	21.2	20.8	12.9	15.4	0.0	0.0	0.0	0.0

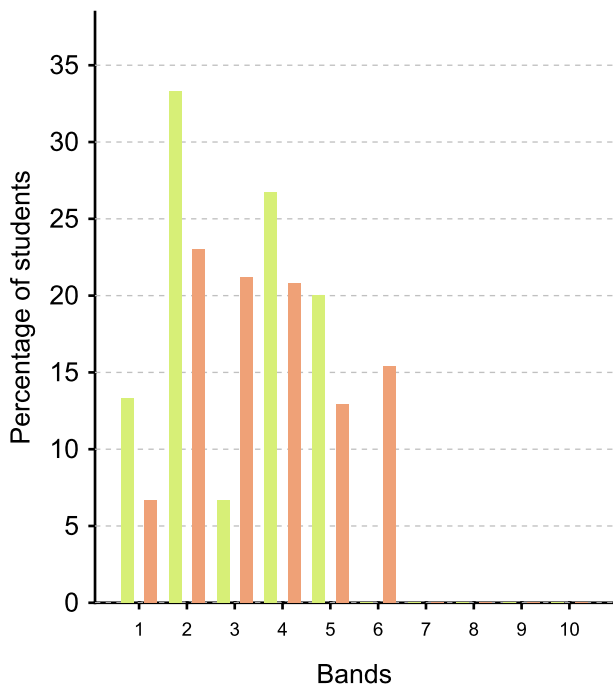
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

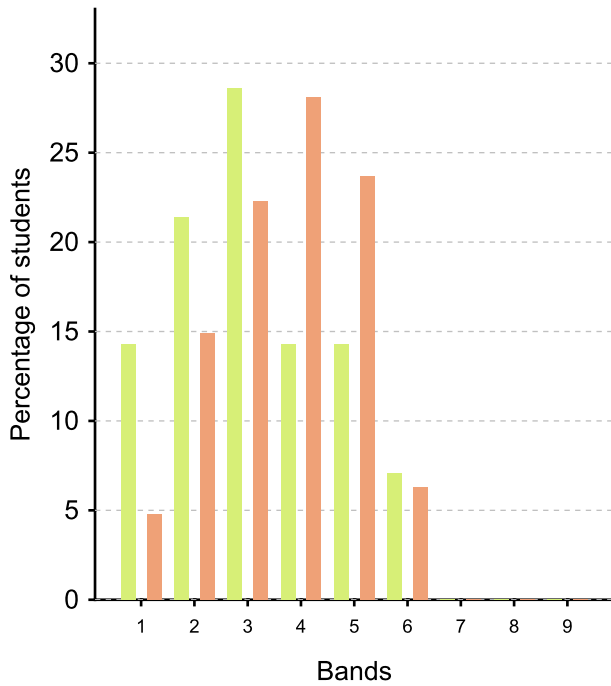
Band	1	2	3	4	5	6	7	8	9
Percentage of students	35.7	14.3	14.3	0.0	28.6	7.1	0.0	0.0	0.0
School avg 2016-2018	15.8	15.9	19.2	20.6	16.8	11.8	0.0	0.0	0.0

Percentage in bands:
Year 3 Reading



Percentage in Bands
School Average 2016-2018

**Percentage in bands:
Year 3 Writing**

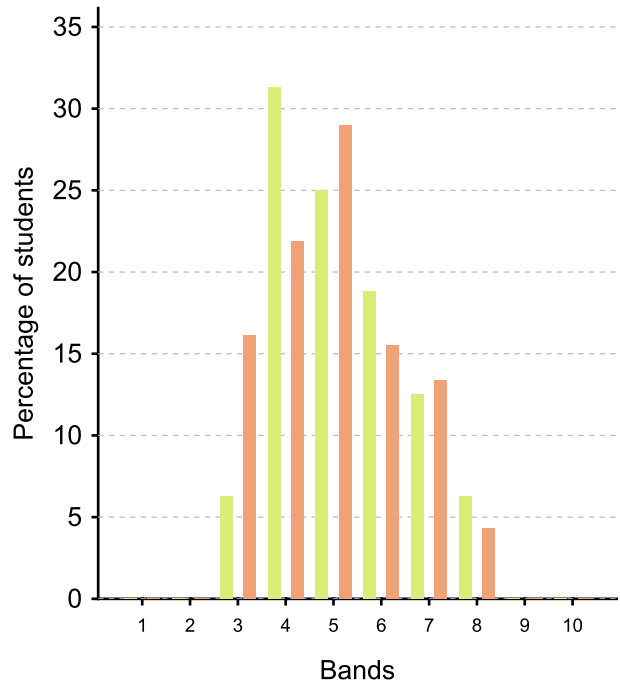


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6	7	8	9
Percentage of students	14.3	21.4	28.6	14.3	14.3	7.1	0.0	0.0	0.0
School avg 2016-2018	4.8	14.9	22.3	28.1	23.7	6.3	0.0	0.0	0.0

Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	6.7	6.7	13.3	53.3	20.0	0.0	0.0	0.0
School avg 2016-2018	0.0	0.0	13.8	18.3	20.6	29.0	18.2	0.0	0.0	0.0

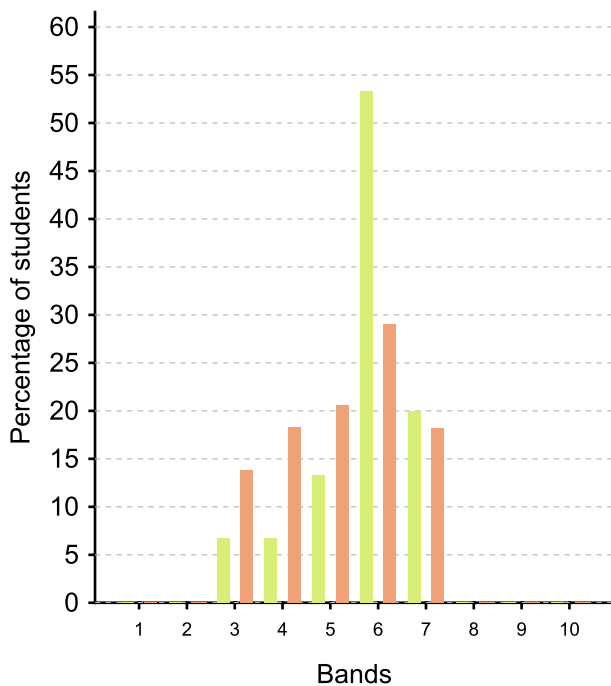
**Percentage in bands:
Year 5 Reading**



■ Percentage in Bands
■ School Average 2016-2018

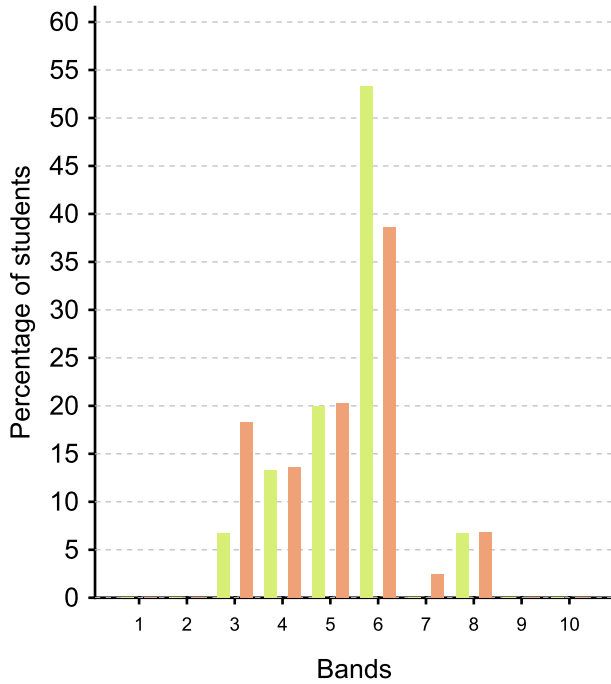
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	6.3	31.3	25.0	18.8	12.5	6.3	0.0	0.0
School avg 2016-2018	0.0	0.0	16.1	21.9	29.0	15.5	13.4	4.3	0.0	0.0

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



■ Percentage in Bands
■ School Average 2016-2018

Percentage in bands:
Year 5 Spelling

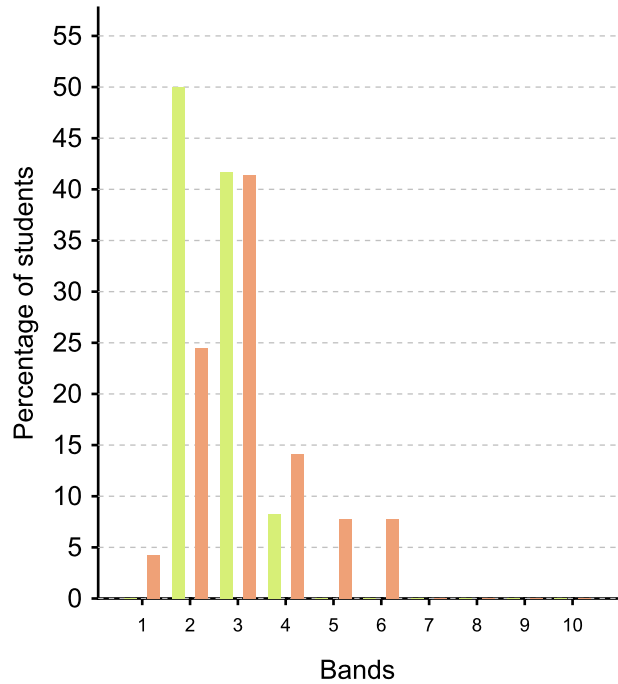


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	7.1	7.1	50.0	35.7	0.0	0.0	0.0	0.0
School avg 2016-2018	0.0	0.0	16.3	13.9	39.5	30.1	0.0	0.0	0.0	0.0



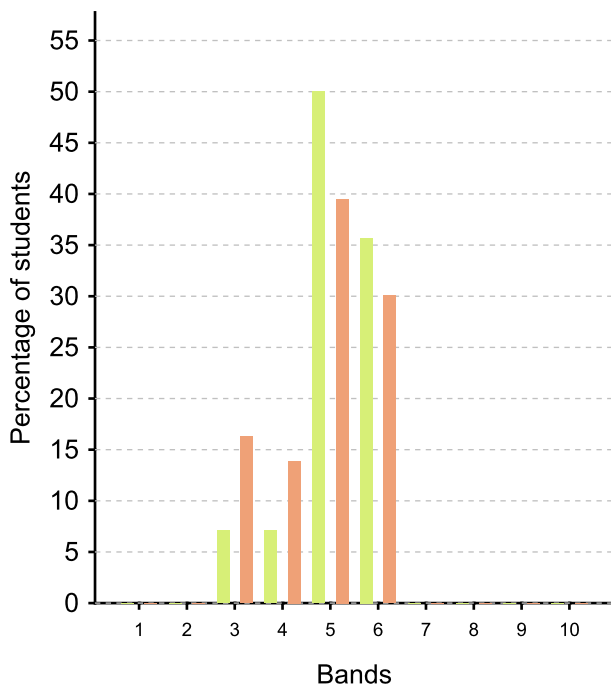
Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	6.7	13.3	20.0	53.3	0.0	6.7	0.0	0.0
School avg 2016-2018	0.0	0.0	18.3	13.6	20.3	38.6	2.4	6.8	0.0	0.0

Percentage in bands:
Year 3 Numeracy

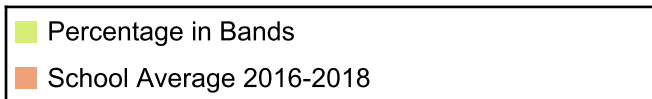
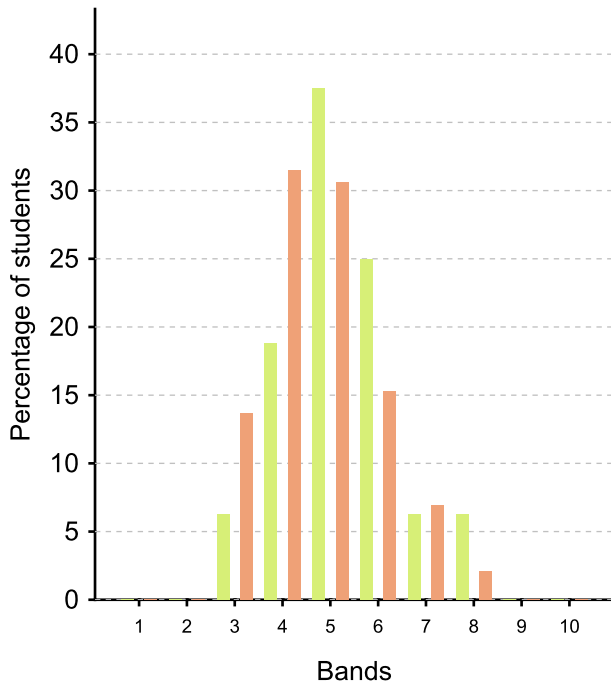


Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	50.0	41.7	8.3	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2016-2018	4.3	24.5	41.4	14.1	7.8	7.8	0.0	0.0	0.0	0.0

Percentage in bands:
Year 5 Writing



**Percentage in bands:
Year 5 Numeracy**



Band	1	2	3	4	5	6	7	8	9	10
Percentage of students	0.0	0.0	6.3	18.8	37.5	25.0	6.3	6.3	0.0	0.0
School avg 2016-2018	0.0	0.0	13.7	31.5	30.6	15.3	6.9	2.1	0.0	0.0

In Year 5 Reading , 18.75% of students reached the top 2 bands

In year 5 Numeracy, 12.50% of students reached the top 2 bands.

In year 3 Reading, 20.00% of students reached the top 2 bands.

In year 3 Numeracy, 20.00% of students reached the top 2 bands.

Parent/caregiver, student, teacher satisfaction

Several interact polls through the school website and Facebook were undertaken by parents during 2018. Parent forums have been used in the planning of the 2018–2020 school plan.

TTFM was not undertaken with parents this year as only 5% of parents responded the previous year, despite significant promotion and time allocated to the process.

Teacher satisfaction was gauged though TTFM

surveys. Results indicate a strong collaborative culture in place.

Students undertook the TTFM survey showing KPS students had a higher than the government norm in: a positive sense of belonging, positive relationships, valuing school and positive teacher –student relationships

Policy requirements

Aboriginal education

Karuah Public School have approximately 32% of the school population who identify as Aboriginal or Torres Strait Islander (ATSI) background. The school employs 1 fulltime and 1 part time Aboriginal SLSO. In 2018 attendance rate for Aboriginal students was 90%.Our school continues to ensure Aboriginal Education is a priority and is incorporated into all KLAs. In 2018 the school continued the successful Sistaspeak program. The introduction of the teaching of the local Ganthang language was well received by the students and school community..

Multicultural and anti-racism education

In 2018 the school had 2 students with a non–English–speaking background. Staff of KPS ensure that their teaching practices are culturally inclusive. Awareness and understanding of other cultures is incorporated into all KLA's. There is currently one trained Anti–Racism Contact Officer(ARCO's).