Kareela Public School

Annual Report

2018

KAREELA PUBLIC SCHOOL
PROMOTING EXCELLENCE AND LIFELONG LEARNING

4488

Introduction

The Annual Report for **2018** 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.

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Message from the Principal

It is with a great sense of pride that I present the Kareela Public School 2018 School Report. At Kareela PS we are committed to the Departments strategic plan of continual improvement for all and the pursuit of excellence with the unwavering determination to ensure that at Kareela PS every student is known, valued and cared for.

At Kareela PS we are proud of the wide range of quality educational programs we provide which ensure our students achieve their personal best, are active and involved citizens and become self–directed learners with sound positive values. Our students excel in their academic, cultural and sporting achievements. A consistent focus on improving literacy and numeracy outcomes for all students is supported by excellent classroom practice, a strong Learning and Support Team and an extensive professional learning program. We build on innovative initiatives such as our literacy and numeracy programs, future focussed learning and student wellbeing programs.

The dedicated and highly accomplished teachers are to be commended for their work throughout the year. They combine a strong sense of caring with high expectations for teaching and learning. They are well supported by an equally committed team of administrative and support staff. A strong partnership exists within the school between staff and the parent community. Teaching and learning has been enhanced through parental involvement in the P&C, a range of successful fundraising efforts and parent assistance within the classrooms and has seen the installation of air–conditioning throughout the school. We are extremely appreciative of this support and acknowledge the hard work and commitment of our P&C.

This annual report captures a snapshot of our achievements throughout the school year, highlights the strengths of our school community and identifies our future directions. It is a privilege to lead this wonderful school.

Nicole Arnold

Principal

School background

School vision statement

Our vision is to:

- foster a lifelong love of learning
- 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 Future Focused 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 2018 are 410 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 17 classes with strong Library, Creative Arts and Personal Development and Health 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 coding, gymnastics, swimming, dance, band, film making and robotics complement traditional 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 ongoing by 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 Peer Support Program where anti–bullying was the focus 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 mentoring for our beginning teachers and performance related to the Professional Teaching Standards.. The introduction of Learning Sprints has provided opportunities for staff to further develop skills using research based best practice along with professional learning around using data skills and use through the interpretation of data from both external and internal sources. This has led to strong collaborative practices

amongst year groups, stages and whole school to improve the explicit teaching of spelling through the development of a whole school spelling scope and sequence that sees the whole school using more consistent teaching of 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 Learning Sprints, 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. Students in Years 5 and 6 lead a Peer Support program during Term 2 following the completion of a 2 day workshop where they were able to develop their leadership skills and deliver weekly small group sessions to a mix of students from K–6 where the focus was anti–bullying. Kareela Public School actively seeks feedback from staff, students and the parent community through various surveys including Tell Them From Me surveys and through P&C meetings in Weeks 3 and 8 of each term. This feedback 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

Excellence in Learning

Purpose

Visible Learning

Establish a culture where students become drivers of their own learning as they develop an understanding about what and how they learn.

Future Focused Learning

Develop students who are engaged, self–motivated, life–long learners equipped with the capacity to engage safely and effectively with changing information and communication technologies in a future–ready learning environment.

Overall summary of progress

The purchase and installation of the first of our flexible learning spaces has been achieved in the Year 6 classrooms. The students report higher levels of engagement as they are thoroughly enjoying the flexibility of the new furniture.

Evidence of Learning Intentions and Success criteria can be
seen in the majority of classrooms throughout the school. Parents report their
support for Visible Learning following information received during P&C
Meetings where research based evidence was presented to give parents a greater
understanding of the project.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff observations and surveys show increasing confidence and use of visible learning strategies.	Mini whiteboards for all classroom (4 per room) from Kmart – $340 2 members of the VL team to attend Visible Learning PL 2x Casual Relief – $800 Cost of PL Course 2 x casual relief days	50% of staff use Learning Intentions/Success Criteria
PDP's, programs and observations show increasing confidence and use of future focused learning, digital technologies and flexible student learning environments.	2 members of VL team to attend PL on Visible Learning in Literacy. 2x Casual Relief $800 $860 Summit Registration fee for four staff. 4 x casual relief for G–Suite Planning Day	Baseline data regarding Year 6 student understanding of 'flexible' use of furniture in theory is limited with 15% of children being able to articulate accurately about innovative learning spaces. In practice, students are using classroom furniture and resources in a range of ways. Monitored by Year 6 CRT observations. Documentation of KPS Google Initiative indicates a comprehensive understanding of the G–Suite Applications in education and a clear plan for moving forward in supporting formalised staff professional learning. Four staff members have completed Level One Certified Training in G–Suite for Education.
All students achieve targets and demonstrate progress at least	Exec team analysis of NAPLAN Data	NAPLAN analysis show consistent growth in Literacy and Numeracy generally.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
equal to one years growth for each year at school.		NAPLAN analysis show consistent growth in Literacy and Numeracy generally.
Student work samples and evidence of learning shows increasing use of language, success criteria and feedback to monitor and improve learning.		Increased evidence of observations of classrooms using the language of and displays of Learning Intentions and Success Criteria.
100% of learning environments are resourced and organised to allow for flexible student organisation and seamless integration of ICTs.	Flexible student learning environments $20000	Stage 3 flexible student learning environment completed. Increased evidence of teachers using existing furniture more flexibly to create more future focussed learning spaces.

Next Steps

A focus on visible learning and future focused learning in the current School Plan will see an increase in flexible learning spaces, staff will continue to become more proficient with their skills and abilities to use G Suite for Education and students will use learning goals across a wider range of curriculum areas to engage and enhance their learning outcomes.

Strategic Direction 2

Excellence in Teaching

Purpose

To support staff in a stimulating and engaging professional environment which encourages collaboration to ensure all aspects of the Australian Professional Teacher Standards (APTS) are understood and being implemented. To provide development and professional learning opportunities which build efficacy at teacher directed requirements and are underpinned by student and school needs.

Overall summary of progress

A highly successful Spelling Sprint was completed which produced
data to guide the development of the whole school spelling scope and sequence.
Further Professional Learning was completed which reinforced what our data
showed.

The mentor/mentee program continued with a refinement of
roles. All stakeholders reported that this program was worthwhile and provided
appropriate levels of support for our beginning teachers.

The PAT Assessments were purchased by the school and were
trialled. Planned Professional learning in how to use the data gained from the
assessments is planned for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of teachers are implementing research based pedagogy in their literacy and numeracy teaching and learning programs as evidenced through programs.	TPL Meeting 2 x casual relief $800	The team has shown use of student progress and achievement data to inform key decisions such as resourcing and implementation of new programs and initiatives.
Increased percentage of teachers are working towards personalised performance and development goals, reflective of the Australian Professional teaching standards at the appropriate level and priorities as identified in the school plan.		Teachers are engaged with the professional teaching standards and use it to guide their practice. 2 teachers gained accreditation at the proficient level while the majority are working towards maintenance. Delays occurred due to the NESA site being down for maintenance but staff are confident in logging professional learning.
Increased proportion of students show growth in Literacy and Numeracy.	Learning Sprints Project 11 x Casual Relief $4400	Most stages are using Learning Sprints to improve literacy and numeracy practices. Targeted students, small groups and whole stages have been involved in the program. Next year all stages will present a sprint to colleagues.

Next Steps

The increase ability of staff to use and analyse data from a variety of sources to inform teaching. The development of a while school Spelling scope and sequence as a result of data gained through the Learning Sprints project will be a major focus for 2019. More extensive PL will be provided to all staff to more confidently analyse NAPLAN data.

Strategic Direction 3

Creating an Inclusive and Positive School Culture

Purpose

To create and maintain a positive school culture through high expectations for all staff and students.

To provide opportunities for all staff to lead whole school and Community of Schools initiatives leading to strengthened teaching and learning.

To provide opportunities for students to develop leadership skills across all years.

Overall summary of progress

The final component in the Kids Matter training module was completed by all staff. Procedures for referral of students to the learning Support team were reviewed and new processes shared with staff during professional Learning time. Staff felt new processes more streamlined and allowed for better communication.

The drafting of the whole school philosophy was completed and shared with the community at a P&C Meeting. Community members gave feedback and suggestions and these were discussed and incorporated into the completed Philosophy. Staff and community report the completed philosophy reflects our vision for a positive school culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive increases in responses across a range of areas from parent, student and teacher Tell Them From Me Survey.	Students from Years 4 – 6 complete TTFM	Student survey data reflects KPS higher than state average in area of emotional wellbeing.
Regular collection, analysis and communication of school behaviour, attendance and LST data shows improved student, attendance and individualised support.	SENTRAL Pirate Ship $748 Friendship Garden $2000	LST Procedures reviewed and updated – all staff are using the new documentation. The LST feels that these new processes are working effectively. The friendship garden is in regular use by students from all years and is spoken about in a positive way across the student and parent body. Parents have reported that they like the idea of a buddy bench and feel it is a good addition to the school playground. Students and staff will be surveyed early in 2019 and the results of the survey used to plan further directions for the friendship garden.

Next Steps

The adoption of the whole school philosophy to continue to guide our journey to create an inclusive and positive school culture. Using the Flourish Project to focus on staff wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1311	Funding was utilised to provide time for teaching staff to develop Personal Learning Plans for aboriginal students.
English language proficiency	$52622	In 2018 EAL/D students were supported in class, in small groups and 1–1 2 days per week. Learning programs have been enhanced and teachers report a high level of satisfaction in the support hey receive.
Low level adjustment for disability	$73865	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)	$69131	Development of PL programs to enhance learning outcomes, delivery of Learning Sprints and release teachers to collaboratively develop and write PLP's.
Support for beginning teachers	$31736	Release provided for beginning teachers to participate in classroom observation sessions, to attend PL and spend time with mentors to develop ability to deliver outstanding T&L.

Student information

Workforce information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	179	191	204	211
Girls	196	200	192	198

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	96.6	96.5	96.7
1	95.5	95.6	95.2	95.2
2	95.6	95.7	96.1	96
3	94.6	96.4	94.6	96
4	95.7	95.1	96.9	96.4
5	94.8	95	93.3	95.7
6	92.8	96.2	94.3	93.7
All Years	94.9	95.8	95.3	95.7
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

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 and in line with the Departments Attendance Policy.

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.08
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	3.07

*Full Time Equivalent

There are no staff members at Kareela Public School who identify as Aboriginal.

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	

Professional learning and teacher accreditation

Once again two beginning teachers completed their accreditation in 2018. Staff at Kareela Public school completed extensive professional learning during 2018. 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

Financial summary

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

	2018 **Actual** ($)
Opening Balance	384,092
Revenue	3,648,333
Appropriation	3,168,040
Sale of Goods and Services	20,956
Grants and Contributions	453,286
Gain and Loss	0
Other Revenue	0
Investment Income	6,051
Expenses	-3,501,456
Recurrent Expenses	-3,501,456
Employee Related	-2,977,943
Operating Expenses	-523,513
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	146,877
Balance Carried Forward	530,969

The Financial Management of Kareela Public School is managed by the Executive team and the Administrative Manager. All financial management decisions are made with reference to the schools Strategic Directions. Additional funds have been put aside to upgrade the school oval, including the irrigation system, purchasing additional flexible furniture and upgrading the administration block.

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	2,805,784
Base Per Capita	76,574
Base Location	0
Other Base	2,729,210
Equity Total	133,487
Equity Aboriginal	1,311
Equity Socio economic	5,689
Equity Language	52,622
Equity Disability	73,865
Targeted Total	70,483
Other Total	71,275
Grand Total	3,081,029

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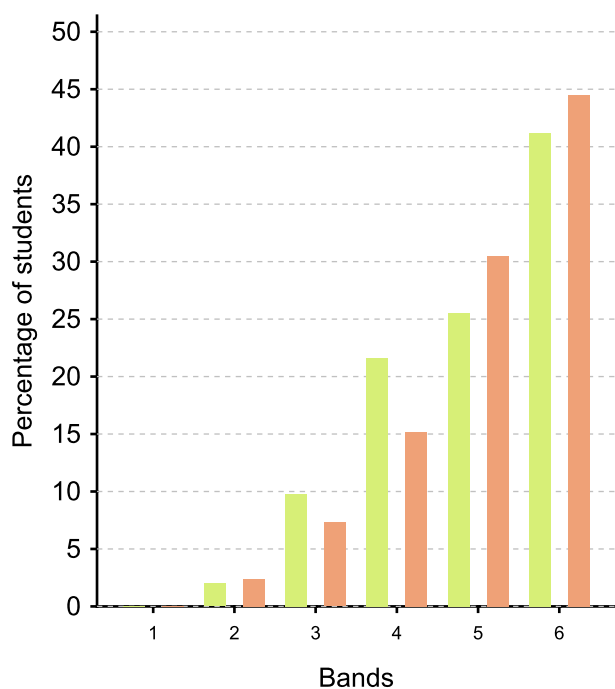
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Kareela Public School NAPLAN assessment data of Writing shows that in Year 3 65% of students are achieving in the top 2 bands whilst in Year 5 80% of students are achieving in the top 2 bands.

Year 3 Reading Data shows 43% of students are achieving in the top 2 bands, whilst 50% of Year 5 students are achieving in the top 2 bands.
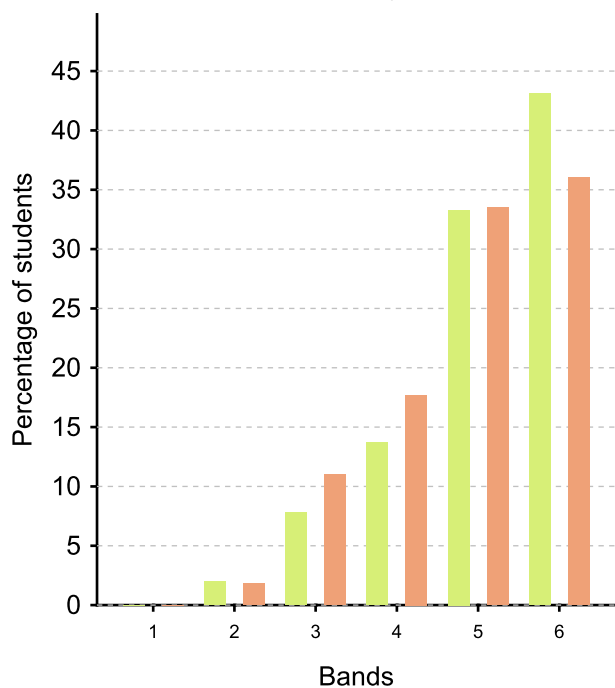
Percentage in bands:
Year 3 Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	9.8	21.6	25.5	41.2
School avg 2016-2018	0	2.4	7.3	15.2	30.5	44.5

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	7.8	13.7	33.3	43.1
School avg 2016-2018	0	1.8	11	17.7	33.5	36

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	2.0	0.0	5.9	25.5	29.4	37.3
School avg 2016-2018	0.6	2.4	7.3	22.6	31.7	35.4

Percentage in bands:
Year 3 Writing
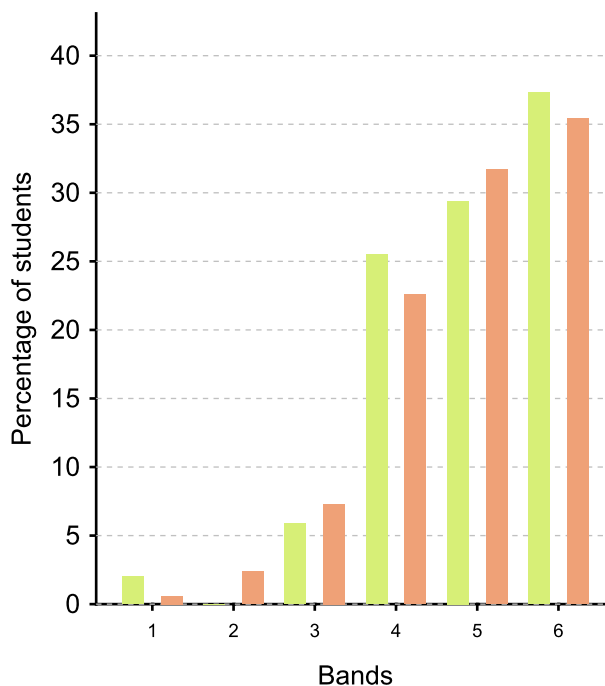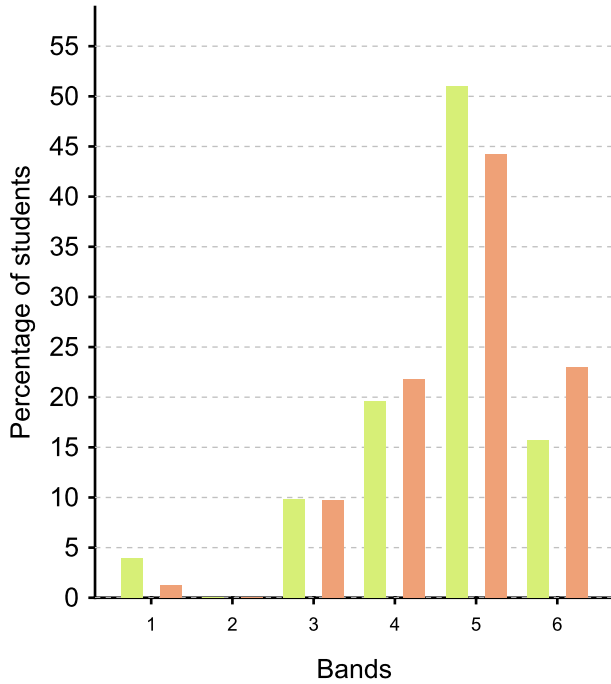
	Percentage in Bands
	School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	3.9	0.0	9.8	19.6	51.0	15.7
School avg 2016-2018	1.2	0	9.7	21.8	44.2	23

Percentage in bands:
Year 5 Grammar & Punctuation

	Percentage in Bands
	School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	12.8	34.0	27.7	21.3
School avg 2016-2018	0	8.3	14	32.5	18.5	26.8

Percentage in bands:
Year 5 Reading
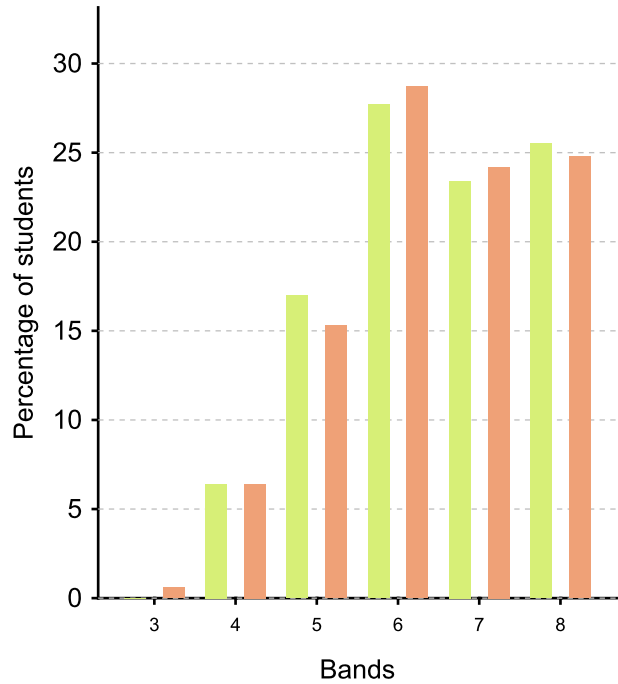
	Percentage in Bands
	School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	6.4	17.0	27.7	23.4	25.5
School avg 2016-2018	0.6	6.4	15.3	28.7	24.2	24.8
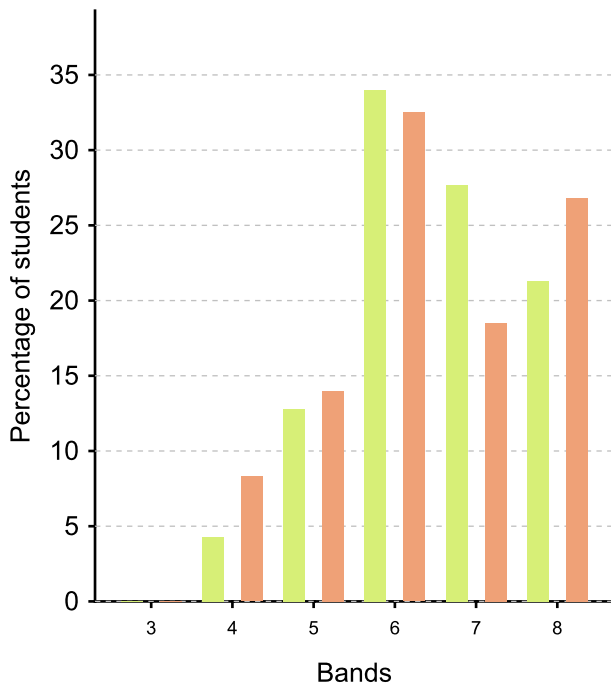
Percentage in bands: Year 5 Spelling
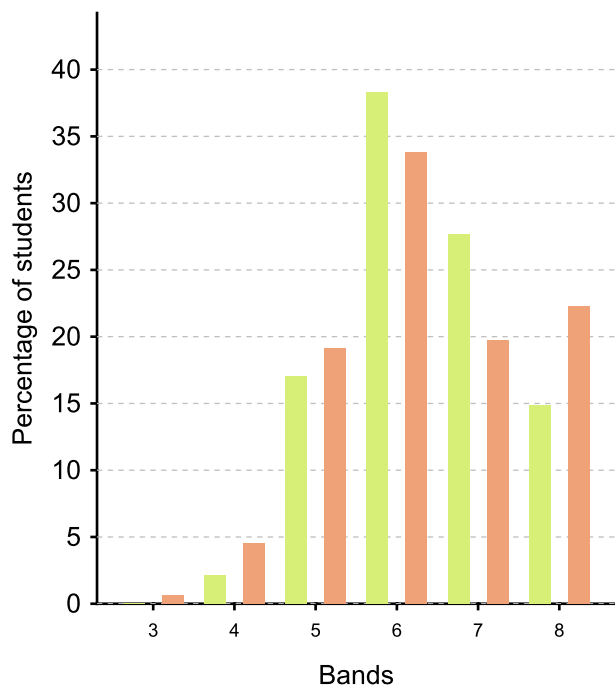
Band	3	4	5	6	7	8
Percentage of students	0.0	2.1	17.0	38.3	27.7	14.9
School avg 2016-2018	0.6	4.5	19.1	33.8	19.7	22.3

Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	46.8	36.2	6.4	6.4
School avg 2016-2018	1.3	5.1	28	38.9	19.1	7.6

Year 3 Numeracy data shows 56% of Year 3 students are achieving in the top 2 bands, whilst 40% of Year 5 students are achieving in the top 2 bands.
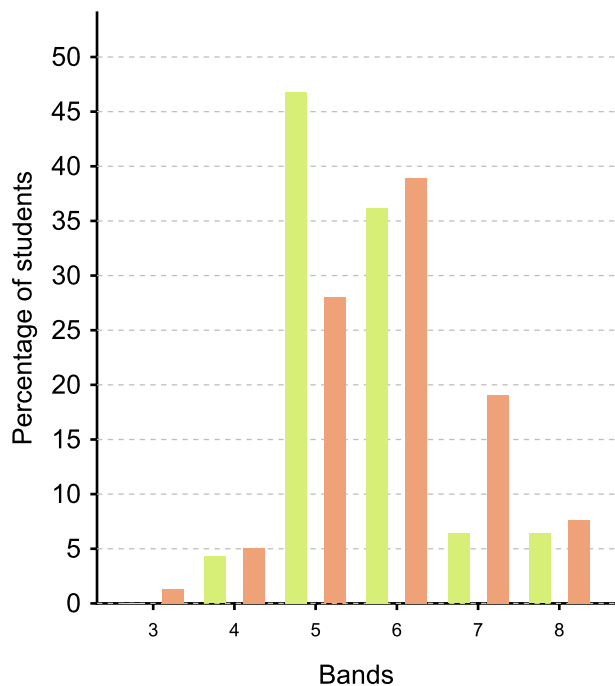
Percentage in bands: Year 3 Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	5.9	15.7	19.6	37.3	21.6
School avg 2016-2018	0	3.1	14.8	32.7	25.3	24.1

Percentage in bands: Year 5 Writing

Percentage in bands:
Year 5 Numeracy

Percentage of students (y-axis) vs Bands (x-axis)

	Percentage in Bands
	School Average 2016-2018
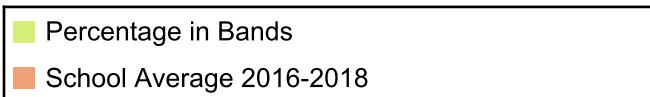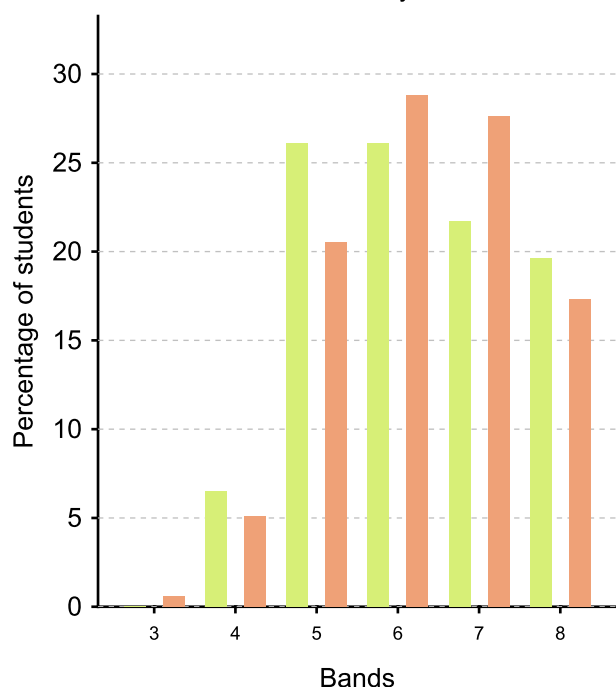
Band	3	4	5	6	7	8
Percentage of students	0.0	6.5	26.1	26.1	21.7	19.6
School avg 2016-2018	0.6	5.1	20.5	28.8	27.6	17.3

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 2018 surveys were completed by samples of parents, students and teachers to gauge community opinion about school priority areas identified in the 2018–2020 School Plan and school life in general.

103 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 – 92% of our students compared to the NSW Government Norm of 81% participate in sport with an instructor at school.

Student participation in extracurricular activities – 64% 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 – 84% of our students feel accepted and valued by their peers and by others at their school as compared to the NSW Government Norm of 82%.

Students that value schooling outcomes – 98% 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 – 92% 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 – 97% of our students do not get in trouble at school for disruptive or inappropriate behaviour compared to the NSW Government Norm of 83%.

Effort – 96% of our students try hard to succeed in their learning compared to the NSW Government Norm of 87%.

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 8.3 students find classroom instruction relevant to their everyday lives compared to the NSW Government Norm of 8.0

Rigour – the school mean of 8.3 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 8.0.

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 37%.

Advocacy at school – the school mean of 7.7 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

Expectations for success – the school mean of 8.8 students feel school staff emphasise 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. 56% of students strongly agree "when I finish high school, I expect to go to University.

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 our communities diversity.