

Karanggi Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Karangi Public School
Coffs Harbour-Coramba Rd
Karangi, 2450
www.karangi-p.schools.nsw.edu.au
karangi-p.school@det.nsw.edu.au
6653 8284

Message from the principal

Well who would have thought at the start of 2019 that I would have the pleasure of leading Karangi Public School for the whole year but I am so glad I got the opportunity because it will be a hard one in my career to beat. It would also not have been possible without the amazing support from the staff and whole school community, so thank you.

A special thank you to Missy and Shaunagh. Their knowledge and dedication to Karangi Public School is outstanding and they were invaluable members of the executive team. The dedication of the teaching staff was exceptional. They went above and beyond everyday making sure the learning for our students was at the forefront of all our decision making. We were also supported by many office and GA staff members throughout the year making sure our school ran seamlessly. It takes a whole community and everyone worked together to provide quality education to our students.

Over the year we saw many upgrades take place. Some of these were Department initiatives and some school based. We had a new toilet block, ramp access and a refurbished classroom making for a wonderful learning environment for our students for years to come.

We saw a fantastic shift in the learning culture of the school. Students have become increasingly confident in voicing what they are learning and how they know when they are successful. My best days were spent teaching and learning with our students. When I took on this role I knew I wanted to be visible not only to the community and staff but more importantly the students. I spent many of my days in the classrooms or I was running small groups to assist students in reaching their goals. It was fantastic seeing them succeed and to help break down the barriers of finding learning too hard. This was evident in the growth in *NAPLAN* results.

All staff at Karangi Public School completed the *Seven Steps to Writing Success* early in 2019. They saw great achievements in the students writing since the implementation of this program. I especially loved hearing all the sizzling starts and descriptive writing coming from each and every classroom.

We spent a lot of time focussing on implementing balanced numeracy sessions and teaching our students the power of feedback. We learnt as much from them as they learnt from our wonderful teachers.

We aligned our *Positive Behaviour for Learning* school expectations with our behaviour policy. This saw the wonderful social skills program being implemented every lunch break. I would like to thank Miss Stacey for all her hard work and organisation of engaging activities targeted at our student's interests.

Every year the school participates in the *Tell Them From Me* survey. It was wonderful to hear that Karangi Public School ranked the highest in our area for student wellbeing. It has been a whole community effort over time to have such wonderful results for our students.

In 2019 we looked closely at the wellbeing and learning of our students. We looked at what our students needed. We devised and stuck to a plan that best suited our students and their learning. Most importantly we made sure that every child at Karangi Public school is known, valued and cared for.

I would like to make a special thank you to our Canteen coordinators and volunteers. You lit up the students faces every Friday. I would like to acknowledge all the hard work from our SLSO and P&C President Stacey. Stacey went above and beyond every day for our students and I can't thank her enough for all of the P&C accomplishments this year. I would have to say the Bunnings BBQ would have to have been a highlight for me.

Thank you again for all of your support. It was a wonderful year with many accomplishments that we can all be proud of.

Mel Mulrooney

Principal (Relieving) 2019



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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

100% of teaching staff are competent in assessing and using PLAN 2 data.

All students data entered into PLAN 2 for identified literacy and numeracy learning progressions.

38% of students at or above expected growth in NAPLAN writing.

35% of students at or above expected growth in NAPLAN numeracy.

Progress towards achieving improvement measures

Process 1: **Project 1: An integrated approach to quality teaching, curriculum provision, planning, delivery and assessment.**

To implement an integrated approach into the quality teaching of writing, reading and numeracy.

Evaluation	Funds Expended (Resources)
<p>In 2019 Karangi Public School staff participated in professional learning for reading, writing and numeracy. All staff took part in the Seven Steps for Writing Success program and implemented this in all classrooms K–6.</p> <p>Our LaST was employed for additional half day to build capacity of staff in providing differentiation and interventions working side by side with teachers. This resulted in enhanced performance of low and high achieving students in the areas of reading and writing.</p>	<p>Seven Steps for Writing Success Professional Learning \$2880</p> <p>Springboard Readers for 3–6 \$3680</p> <p>Storybox Library Subscription \$299</p> <p>Additional LaST hours</p> <p>Casuals to release teachers for professional learning.</p>

Process 2: **Project 2: Whole school maintaining data analysis of student learning including PLAN 2.**

Staff professional learning:

- syllabus
- data use and analysis
- formative assessment
- differentiation

Evaluation	Funds Expended (Resources)
<p>In Term 2, 2019 staff participated in weekly Mathematics Collaboration session with their stage partners. This enhanced staff knowledge of and engagement with syllabus, differentiation and implementation of <i>Balanced Numeracy</i> sessions in all classrooms</p>	<p>Casual Staff \$20 000</p>

Progress towards achieving improvement measures

In Term 3, 2019 staff participated in collegial observations around the *Balanced Numeracy* model and jointly discussed ways to improve teaching practices to best meet the needs of all students.



Strategic Direction 2

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.

Improvement Measures

By the end of 2019, all teaching staff participating in learning sprints to increase student writing outcomes.

Evidence of regular formative assessment and differentiated lessons.

Evidence of the provision of quality information to parents about their child's learning each term.

Progress towards achieving improvement measures

Process 1: Project 1 – Explicit data driven differentiated teaching.

Implementation of learning sprints k–6.

Evaluation	Funds Expended (Resources)
<p>Literacy and Numeracy curriculum advisors were engaged to upskill staff in the use of the learning progressions through delivery of quality professional learning and targeted support.</p> <p>Literacy and Numeracy Advisors also assist in the successful implementation of learning sprints through delivering quality Professional learning and ongoing support.</p> <p>Work samples and formative data was utilised by staff and aligned to syllabus and progressions focusing on creating texts, grammar and punctuation, construction of paragraphs and quantifying number.</p> <p>Differentiation became a focus in Professional Learning and collegial discussions.</p>	<p>Learning Sprints Professional Learning \$500</p> <p>Casual teachers to release staff \$500</p>

Process 2: Project 2 – STEM (Science, Technology, Engineering and Mathematics)

Using evidence based teaching strategies and the 4Cs to extend students' ability to work mathematically, scientifically and technologically utilising 21st Century skill sets.

Evaluation	Funds Expended (Resources)
<p>STEMShare robotics were implemented across K–6 with students participating in lessons utilising the Blue-Bot robots, Dash (Wonder) robots and Lego WeDo 2.0.</p> <p>Students demonstrated increased engagement with learning and developed coding and problem solving skills in designing and making a variety of different STEM projects.</p> <p>Throughout the year teacher and student capacity was improved through the development of success criteria and rubrics being introduced to all stages during STEM lessons.</p>	<p>STEM resources \$500</p>

Progress towards achieving improvement measures

Process 3: Project 3: Provision of quality information to parents about how to assist their children at home.

Evaluation	Funds Expended (Resources)
<p>2019 saw open lines of communication between all staff and parents. There was increased positive feedback and satisfaction of the school community which supported the learning culture for all students.</p> <p>Parents have become more involved in the literacy and numeracy programs set up by the Principal and LaST to assist their child at home and school.</p>	<p>Literacy and Numeracy Programs \$350</p>



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.

Improvement Measures

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.

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.

SENTRAL data reflects decreases in negative behaviour and suspensions by 80% by the end of 2019.

Progress towards achieving improvement measures

Process 1: Project 1: Instructional Leadership

Provision of training and support to ensure effective instructional leadership.

Evaluation	Funds Expended (Resources)
<p>The feedback from students has been very beneficial in driving professional learning for staff and informing the teaching and learning occurring in all classrooms.</p> <p>Learning intentions and success criteria are being used more frequently and all classes have seen growth in students knowing what they are learning and how to be successful.</p>	

Process 2: Project 2: Wellbeing/PBL

School planning and systems are effectively implemented.

Evaluation	Funds Expended (Resources)
<p>Feedback and surveys throughout the year showed that there was a positive school culture around student wellbeing.</p> <p>Positive <i>Behaviour for Learning</i> was aligned with the updated school discipline policy. There were no suspensions in 2019 and 100% of students attending all reward days throughout the year.</p> <p>The highly successful implementation of a social skills program being run at lunch break allowed for students to actively engage in conversation and team building skills with the Principal and SLSO. This program led to less behaviour issues on the playground and fostered inclusivity.</p> <p>Staff completed professional learning which allowed them to be better equipped to deal with student related welfare issues.</p>	<p>PBL Pop Up Days \$450</p> <p>PBL resources \$220</p>

Progress towards achieving improvement measures

Process 3: Project 3: Effective implementation of staff PDPs.

Evaluation	Funds Expended (Resources)
Staff successfully completed Professional Development Programs throughout 2019 to meet school and individualised teaching goals. Staff engaged with professional learning aligned to goals and fostered a culture of reflective practice.	Professional Learning \$1500



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Connecting to Country Professional Learning</p> <p>Casual Costs \$3000</p> <p>Aboriginal tucker Cooking day</p> <p>NAIDOC Celebrations</p> <p>Whole school cultural Excursion</p> <p>Additional SLSO hours supporting students learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$17 354.00) 	<p>Throughout the year Karangi Public School have been immersed in our local Aboriginal Culture. Gumbaynggirr language lessons were taught weekly in all classes delivered by an our Aboriginal Languages Educator. We celebrated a cultural day where students were involved in cooking, traditional Aboriginal games, weaving and storytelling. All ATSI students and their families were provided with the opportunity to engage with classroom teachers in forming PLPs. Our NAIDOC celebrations were celebrated in the local community. Uncle Mark ran an educational program showcasing our beautiful coastal Aboriginal landmarks, all students engaged in this cultural excursion. Contribution towards essential upgrades to classrooms. Three staff attended Connecting to Country Professional Learning gaining a deeper understanding of culture.</p>
Low level adjustment for disability	<p>Learning and Support Teacher</p> <p>Casual teachers</p> <p>SLSO additional hours</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$14 707.00) 	<p>This year saw the completion of new toilet blocks with ramp and disability access installed at Karangi Public School. This has allowed for all of our students to access the appropriate toileting facilities and learning environments. Additional hours have been spent on ILP's and transitions to High School. Learning and Support teacher and SLSO employed additional hours to work with students focused on in-class support of Writing.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teaching Staff \$15 000</p>	<p>Feedback from 100% of staff say that the <i>Seven Steps to Writing Success</i> PL has been extremely valuable in improving the way they teach writing in their classes. This feedback was from new scheme and very experienced teachers alike.</p> <p>The collaboration between staff to upskill Mathematics programs across the school have seen greater differentiation for individual students increasing learning outcomes.</p>
Socio-economic background	<p>Casual teachers to release teachers to engage in quality Professional Learning</p> <p>Student Assistance (Uniforms, excursions)</p> <p>SLSO to provide additional in-class support.</p> <p>Professional Learning on attendance, wellbeing, Writing and Numeracy.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Socio-economic background (\$14 793.00) 	<p>Additional SLSO time allowed increased engagement of students with additional learning needs. Students requiring assistance and support for break times were supported by SLSO in engaging in alternate activities and in the general playground. This resulted in a more positive self esteem in identified students and an increased sense of belonging.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	74	68	57	49
Girls	56	46	41	37

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	94.6	90.8	92.6
1	94	92.7	93.6	91.4
2	95.2	94.4	87.8	92.4
3	92.9	94.3	89	90.7
4	92.1	93.1	93	91.2
5	95.6	90.7	86.2	92.3
6	91.8	95	91.1	86.4
All Years	93.7	93.7	90.4	91.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.5
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	113,718
Revenue	1,113,171
Appropriation	1,085,637
Sale of Goods and Services	155
Grants and contributions	26,853
Investment income	526
Expenses	-1,140,390
Employee related	-984,605
Operating expenses	-155,785
Surplus / deficit for the year	-27,220

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	58,234
Equity Total	78,869
Equity - Aboriginal	17,354
Equity - Socio-economic	14,793
Equity - Language	0
Equity - Disability	46,722
Base Total	898,698
Base - Per Capita	22,995
Base - Location	2,070
Base - Other	873,633
Other Total	45,017
Grand Total	1,080,819

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year Karangi Public School participates in the *Tell Them from Me* surveys which are designed to provide insight to guide school planning and assist in identifying school improvement initiatives. The survey explores the domains of Social–Emotional Outcomes and Drivers of Student Outcomes.

In 2019 the students of Karangi Public School participated in the *Tell Them from Me* Surveys. These surveys measured student outcomes and school climate through the eyes of our years 4 – 6 students. Within *Advocacy at School*: 93% of our students responded positively as compared to 69% across the state, *Expectations for Success*: 97% of our students responded positively as compared to 85% across the state and *Sense of Belonging*: 79% of our students responded positively as compared to 69% across the state.

Next steps will include looking deeper into the area of *Sense of Belonging* in particular – what this looks like for our students and families in our school context, and incorporating this in to our PBL.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

