

# Karuah Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

2019 was another memorable year for Karuah Public School. The school continued to focus on supporting all students with rich and engaging curriculum and demonstrated further outstanding commitment to providing exceptional wellbeing incentives and Learning Support Team systems and processes. As we continued on with our Early Action for Success program journey, we enhanced our learning environments with extra SLSO's to ensure that all classrooms were supported and equip for success. Our Instructional Leader worked shoulder to shoulder with all teachers and students to ensure Karuah Public School children K–6 received the best possible learning opportunities using evidence based pedagogies with high quality differentiated learning programs.

Mrs Julianne Hubbard

## 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– 2020 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. We have hired 2 Aboriginal SLSOs to enhance community engagement and authentic cultural education.

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

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

## 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.

#### Improvement Measures

Increase the proportion of students reaching Early Action for Success (EAFS) benchmarks to 75% over three years.

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).

#### Progress towards achieving improvement measures

##### Process 1: Literacy Pedagogy

Research informed pedagogy for literacy– Teachers implement high quality professional understandings in literacy teaching practices and assessment.

| Evaluation   | Funds Expended (Resources)   |
|--|--|
| <p><b>Scout data</b></p> <p>2019 NAPLAN data shows significant improvements across all areas, results as follows –</p> <p>Year 5</p> <p>Reading – 64% achieved above national minimum standard 23% achieved top two bands</p> <p>Writing – 74% achieved above national minimum standard 10% achieved top two bands.</p> <p>Spelling – 73% achieved above national minimum standard 18% achieved top two bands.</p> <p>Grammar and punctuation – 64% achieved above national minimum standard 23% achieved top two bands</p> <p>Year 3</p> <p>Reading – 63% achieved above national minimum standard 19% achieved top two bands</p> <p>Writing – 88% achieved above national minimum standard 38% achieved top two bands</p> <p>Spelling – 76% achieved above national minimum standard 19% achieved top two bands</p> <p>Grammar and punctuation – 76% achieved national minimum standard 19% achieved top two bands</p> <p>Average Value Added (VA) scores:</p> <p>Years K–3 10.48 (sustaining and growing)</p> <p>Years 3–5 77.41 (delivering)</p> | <p>Scout data</p> <p>L3 data</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul> |

## Progress towards achieving improvement measures

Years 5–7 52.53 (sustaining and growing)

### L3 data

76% of students K–2 achieved at or above expected EAfS reading benchmark

### 2020 Targets

Reading 35% of students achieving top two bands

Numeracy 31% of students achieving top two bands

## Process 2: Numeracy Pedagogy

Research informed pedagogy for numeracy– Teachers implement high quality professional understandings in numeracy teaching practices and assessment.

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| Evaluation   | Funds Expended (Resources)          |
|--|-------------------------------------|
| <p><b>Scout data</b></p> <p>2019 NAPLAN results indicate steady growth in numeracy achievements. Results as follows –</p> <p>Year 5</p> <p>82% achieved above national minimum standard. 14% achieved in top two bands</p> <p>Year 3</p> <p>94% achieved above national minimum standard. 19% achieved in top two bands</p> <p>Overall – 30% of students achieved top two bands</p> <p>Average Value Added (VA) scores:</p> <p>Years K–3 10.48 (sustaining and growing)</p> <p>Years 3–5 77.41 (delivering)</p> <p>Years 5–7 52.53 (sustaining and growing)</p> <p><b>PLAN2 data</b></p> <p>PLAN2 data and classroom assessments indicate the following –</p> <p>Kindergarten – 95% achieved EAfS targets in additive strategies</p> <p>Year 1 – 84% achieved EAfS targets in additive strategies</p> <p>Year 2 – 75% achieved EAfS targets in additive strategies</p> <p><b>2020 Targets</b></p> <p>31% of students achieve top two bands in numeracy</p> | <p>Scout data</p> <p>PLAN2 data</p> |

## 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.

#### Improvement Measures

All students show growth in the general capabilities. (School developed tool)

100% staff accredited as proficient or higher.

Teachers utilise effective feedback and Future Focused Learning to improve their performance which is tracked through their PDP.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice

Promote, build and sustain the professional learning of all staff members by creating systems for teachers and leaders to co-plan, co-design, co-analyse and co-evaluate.

| Evaluation   | Funds Expended (Resources)                  |
|--|---|
| All PDPs were completed with consultation with the school Principal. | PDP examples<br>School plan<br>PDP template |

##### Process 2: Professional Learning

Build teacher capacity to successfully plan and implement future focused learning activities including research based pedagogy, 8 Ways of learning, collaborative practice, future focused learning and authentic use of technology.

| Evaluation   | Funds Expended (Resources)                                      |
|--|---|
| Learning intentions are clear and concise. They are successfully being used in the classroom.<br><br>All classroom have a learning intention poster (WALT, WILF). Attached to their whiteboard.<br><br>4c's learning will continue for 2020. Heath will look into TPL for all staff. | 4c's framework.<br>Learning intensions displayed in classroom.. |



## 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.

#### Improvement Measures

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.

Parents, Carers and community members attending frequently events at Karuah PS has increased significantly. The number of adults has increased at weekly assemblies on a Monday afternoon, between twenty to thirty people, which is a 20% increase. Grandparent's Day had approximately eighty adults in attendance, which was outstanding.

Promotion of school events is documented in the Karuah PS fortnightly Newsletter, which can be accessed online or a paper copy if needs be.

Up and coming events are always announced at the morning assembly, as well as at fortnightly assemblies.

#### Progress towards achieving improvement measures

##### Process 1: Community Engagement

Provide opportunities for regular engagement and ensure effective two way communication. Develop community links to enhance public relations using technologies and face-to-face communication..

| Evaluation  | Funds Expended (Resources)  |
|---|---|
| 10% increase In community attendance at events.<br><br>Karuah PS had one of the biggest groups of people attending the Youyoong Awards Night. | Food catered for the Karuah Inter-agency meeting.<br><br><b>Funding Sources:</b><br>• RAM-522908 (\$100.00) |

##### Process 2: Wellbeing

Explicitly embed wellbeing framework into whole school wellbeing programs to support PBL. Using the school values to enhance students understanding of life-long strategies.

| Evaluation  | Funds Expended (Resources)   |
|---|--|
| Promoting Karuah PS staff well-being and building positive relationships amongst staff members. | PBL lessons prepared by teachers.<br><br>Costs of party and luncheon organised by staff members-no cost to the school. |

##### Process 3: Aboriginal Education

Develop explicit systems and programs to promote Aboriginal education across all aspects of school.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
|            |                            |



## Progress towards achieving improvement measures

Karuah Public School has improved its general aesthetics, the school appearance is now reflective of the rich and history and culture. All installed artwork is authentic and significant due to the local artists and community members used for the installation.

Carved cultural pole

Painted Aboriginal Cultural poles created during Friday cultural activities.

| Key Initiatives                                     | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <b>Aboriginal background loading</b>                | Rural & Remote – 4 days per week/Ram equity one day per week \$32,000 to employ a part time SLSO                          | 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. |
| <b>English language proficiency</b>                 | SLSO support  | EALD students were effectively supported in the classroom by SLSO during key learning sessions with a particular focus on literacy and numeracy.  |
| <b>Low level adjustment for disability</b>          | \$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.  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$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.   |
| <b>Socio–economic background</b>                    | \$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.           |
| <b>Support for beginning teachers</b>               | \$26,000 to release 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.  |
| <b>Early Action for Success</b>                     | \$ 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 | 2019 was the sixth 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.   |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2016       | 2017 | 2018 | 2019 |
| Boys     | 66         | 61   | 67   | 71   |
| Girls    | 64         | 50   | 61   | 56   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2016 | 2017 | 2018 | 2019 |
| K         | 91   | 91.7 | 91   | 87.2 |
| 1         | 92.5 | 92   | 89.9 | 91   |
| 2         | 91.5 | 90.3 | 92.6 | 90.7 |
| 3         | 89.8 | 91   | 89.7 | 88.2 |
| 4         | 93.1 | 90.2 | 87.8 | 90.8 |
| 5         | 92.4 | 93.9 | 88.7 | 87.7 |
| 6         | 91.8 | 88   | 92   | 87.2 |
| All Years | 91.7 | 91   | 90.1 | 88.9 |
| 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)                    | 4.72 |
| Learning and Support Teacher(s)         | 0.6  |
| Teacher Librarian                       | 0.2  |
| School Administration and Support Staff | 1.61 |

\*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 <sup>1</sup> | 2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 287,864          |
| <b>Revenue</b>                        | 1,960,598        |
| Appropriation                         | 1,926,280        |
| Sale of Goods and Services            | 545              |
| Grants and contributions              | 33,315           |
| Investment income                     | 458              |
| <b>Expenses</b>                       | -2,002,464       |
| Employee related                      | -1,774,138       |
| Operating expenses                    | -228,326         |
| <b>Surplus / deficit for the year</b> | -41,866          |

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 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 273,921                       |
| <b>Equity Total</b>     | 314,357                       |
| Equity - Aboriginal     | 40,536                        |
| Equity - Socio-economic | 184,828                       |
| Equity - Language       | 0                             |
| Equity - Disability     | 88,992                        |
| <b>Base Total</b>       | 1,052,441                     |
| Base - Per Capita       | 30,034                        |
| Base - Location         | 5,579                         |
| Base - Other            | 1,016,829                     |
| <b>Other Total</b>      | 203,643                       |
| <b>Grand Total</b>      | 1,844,362                     |

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](https://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

Parent forums have been used in the planning of the 2018–2020 School Plan and delivered through social media platforms such as Facebook, as well as our school website and emails. TTFM survey results were not correlated and used as informative data due to only a 5% response from our community, despite significant time allocation and promotion of the importance of the process. This will be a heavy focus in 2020.

Teacher satisfaction was gauged through TTFM surveys with results indicating that a strong and positive collaborative culture was in place.

Students undertook the TTFM surveys and indicated that they felt a positive sense of belonging and valued positive student/teacher relationships.

# 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.