

Kareela Public School

2019 Annual Report



4488

Introduction

The Annual Report for 2019 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.

School contact details

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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 2019 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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Staff observations and surveys show increasing confidence and use of visible learning strategies.

PDP's, programs and observations show increasing confidence and use of future focused learning, digital technologies and flexible student learning environments.

All students achieve targets and demonstrate progress at least equal to one years growth for each year at school.

Student work samples and evidence of learning shows increasing use of language, success criteria and feedback to monitor and improve learning.

100% of learning environments are resourced and organised to allow for flexible student organisation and seamless integration of ICTs.

Progress towards achieving improvement measures

Process 1: Visible Learning

Quality professional learning and a shift in pedagogy will be based upon the work of John Hattie, including common language, personal goals, consistent assessment and a school culture of feedback..

Evaluation	Funds Expended (Resources)
It was identified that exploring teacher-, student- and peer-feedback was an area that could be developed further across each the school to support student learning outcomes.	

Process 2: STEM and Digital Technologies Project

Support teachers and students to be proficient in the use of G-Suite, and the new Science and Technology syllabus. Including a STEM and Formative Assessment project.

Evaluation	Funds Expended (Resources)
80–100% of staff are Level One Google Certified All staff completed online Google for Education training. Additionally, school-based professional learning developed teacher capacity to apply the applications to undertake both administrative and classroom teaching activities. Teachers learned how to use innovative technologies including robotics and coding. All teaching programs reflect integration of technology in line with the SAMR Model. All educational programs and classroom environments reflected a significant	21 x casual relief days

Progress towards achieving improvement measures

increase in, or the maintenance of, the integration of information and communication technologies to facilitate student learning.

Process 3: Future Learning Spaces by Design Project

Develop and implement conceptual, inquiry-based STEM programs based upon a thorough understanding of future-focused teaching and learning.

Provide professional learning about designing flexible learning environments based upon the Hasso-Platter Institute Model from Stanford University (Futures Learning Unit)

Evaluation	Funds Expended (Resources)
A greater number of classroom teachers indicate willingness to incorporate flexible learning options within teaching practice and classroom physical environments.	

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.

Improvement Measures

Increased percentage of teachers are implementing research based pedagogy in their literacy and numeracy teaching and learning programs as evidenced through programs.

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.

Increased proportion of students show growth in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Research based pedagogy

Solid research will be drawn upon to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>In 2019 staff successfully implemented the whole school spelling scope and sequence. Staff are using teaching strategies related to the four spelling knowledges as a result of professional learning. Feedback from a survey indicated that staff have found the scope and sequence to be effective and thorough.</p> <p>All stages successfully implemented a Teaching Sprint. Staff members then shared their sprint with the other stages. Due to the various events that take place in Term 4 it was decided that a Term 4 Teaching Sprint would not be beneficial. Teaching Sprints will become a part of regular teacher practice in 2020.</p> <p>Resources were purchased to support teaching strategies– PAIR reading program and decodable texts.</p>	<p>10 x casual relief days</p> <p>\$2400 Pair Reading Program</p>

Process 2: Progression

Build all teachers capability to lead curriculum innovation and sustain excellence. PDP planning, mentoring/coaching skills development, leadership development, teacher professional standards and succession planning opportunities.

Evaluation	Funds Expended (Resources)
Supervisors completed PDP evaluations with staff. Offered feedback and reflection on the year.	

Process 3: Evaluative Practice

Data including Continuums/Learning Progressions is updated and monitored to inform teaching and plan for learning. High quality data will be extracted and used for driving whole school initiatives.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

A and R started but not complete.	
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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.

Improvement Measures

Positive increases in responses across a range of areas from parent, student and teacher Tell Them From Me Survey.

Regular collection, analysis and communication of school behaviour, attendance and LST data shows improved student, attendance and individualised support.

Progress towards achieving improvement measures

Process 1: Improve Staff Moral and Collegiality

Staff will undertake Professional Development of KidsMatter Component 4 with a focus on supporting positive Mental Health.

In 2019 this will include Professional development through the Flourish program.

Evaluation	Funds Expended (Resources)
All staff have completed 95% of the Flourish Program. They report that through completing the modules they are able to maintain a healthier, more positive work life balance which has seen increases in productivity at work and increased happiness at home. Staff were surveyed on their feelings around being valued, as part of the team. 94.1% of staff stated they felt valued as a team member at stage, team and school levels. 100% of staff reported a noticeable improvement in staff collegiality and team work.	Flourish program purchased for all staff to access. Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 2: Creating a culture of high expectations; Creation of a School Philosophy and welcome to Country.

Staff, parents and students will engage in the creation of a School Philosophy which will support the schools vision statement. all decisions and directions will be guided by this jointly constructed philosophy.

In 2019, we will personalise our welcome to country in collaboration with Aboriginal liaison officers.

Evaluation	Funds Expended (Resources)
The new Welcome To Country has been embraced by all members of the Kareela Public School community. The School Philosophy received positive feedback when presented to the P&C and suggestions made by parents were incorporated. The writing of a new Philosophy was an excellent way to ensure that all members of the Kareela PS community had shared goals and understanding.	

Process 3: Creation of a Friendship Garden and Buddy Bench

Students will be trained in the purpose of the Friendship Garden and Buddy Benches and how to support their peers who use it.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>The student's use of the Buddy Bench and Friendship Garden has steadily grown throughout the year. The introduction of the Friendship Rocks inspired increased numbers of students accessing these areas. Teacher's on duty reported positive use of both the buddy bench and the Garden, an increase in creative play activities and a noticeable decrease in students reporting they had no one to play with.</p>	<p>Purchase of additional "Buddy Bench"</p> <p>Purchase of signage</p> <p>Purchase of Pirate Ship</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• (\$1050.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$983.00) 	<p>'One Mob Day" was an exceptional day for all who attended. Approximately 160 primary and 100 high school Aboriginal and Torres Strait Islander students made connections with each other from many different schools. They participated in a wide range of activities, which included Aboriginal dancing, a sing along led by Col Hardy and enjoyed a bbq lunch.</p> <p>Personalised Learning Plans ensured that our Aboriginal students learning was closely monitored to target success and achieve personal best.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$52 955.00) 	<p>Learning programs for EAL/D students are enhanced through the development of a range of support lessons. The EAL/D teacher made connections with families and teachers and enhanced the relationship the school enjoys with parents.</p>
Low level adjustment for disability	<p>LST Team</p> <p>SLSO's</p> <p>LaST</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$78 720.00) 	<p>Speech therapist pre and post results show 100% of students made gains in their ability to engage with language.</p> <p>Support provided for transition programs(primary to high school) ensured that successful transition to high school was achieved. 100% of students who attended reported having a more positive attitude and were less fearful about starting high school.</p> <p>Students receiving individual or small groups support (Mini Lit, Mulit Lit) achieved significant growth.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$72 887.00) 	<p>Development of PL programs to enhance learning outcomes.</p> <p>Support for the continued delivery of Learning Sprints.</p> <p>Release teachers to collaboratively develop and write learning programs.</p> <p>Staff observations to improve practice.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$42 390.00) 	<p>Release provided for beginning teachers to participate in classroom observation sessions, to attend PL, spend time with mentors to develop ability to deliver outstanding T&L. and to complete Accreditation.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	191	204	211	214
Girls	200	192	198	195

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.6	96.5	96.7	96.2
1	95.6	95.2	95.2	94.6
2	95.7	96.1	96	95.5
3	96.4	94.6	96	96.1
4	95.1	96.9	96.4	94.3
5	95	93.3	95.7	94.7
6	96.2	94.3	93.7	95.3
All Years	95.8	95.3	95.7	95.2
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)	3
Classroom Teacher(s)	15.06
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	3.07

*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	530,969
Revenue	3,708,737
Appropriation	3,250,841
Sale of Goods and Services	25,504
Grants and contributions	427,113
Investment income	5,179
Other revenue	100
Expenses	-3,688,068
Employee related	-3,106,819
Operating expenses	-581,248
Surplus / deficit for the year	20,669

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	116,856
Equity Total	137,935
Equity - Aboriginal	983
Equity - Socio-economic	5,276
Equity - Language	52,955
Equity - Disability	78,720
Base Total	2,739,778
Base - Per Capita	95,967
Base - Location	0
Base - Other	2,643,811
Other Total	181,277
Grand Total	3,175,845

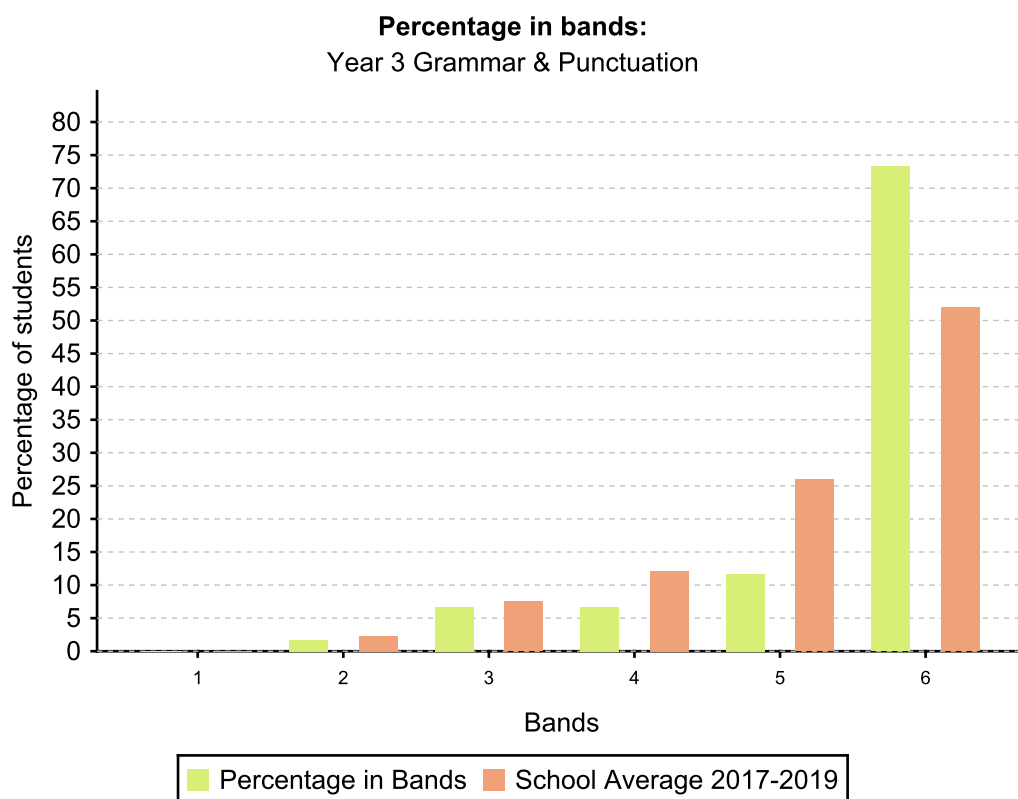
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

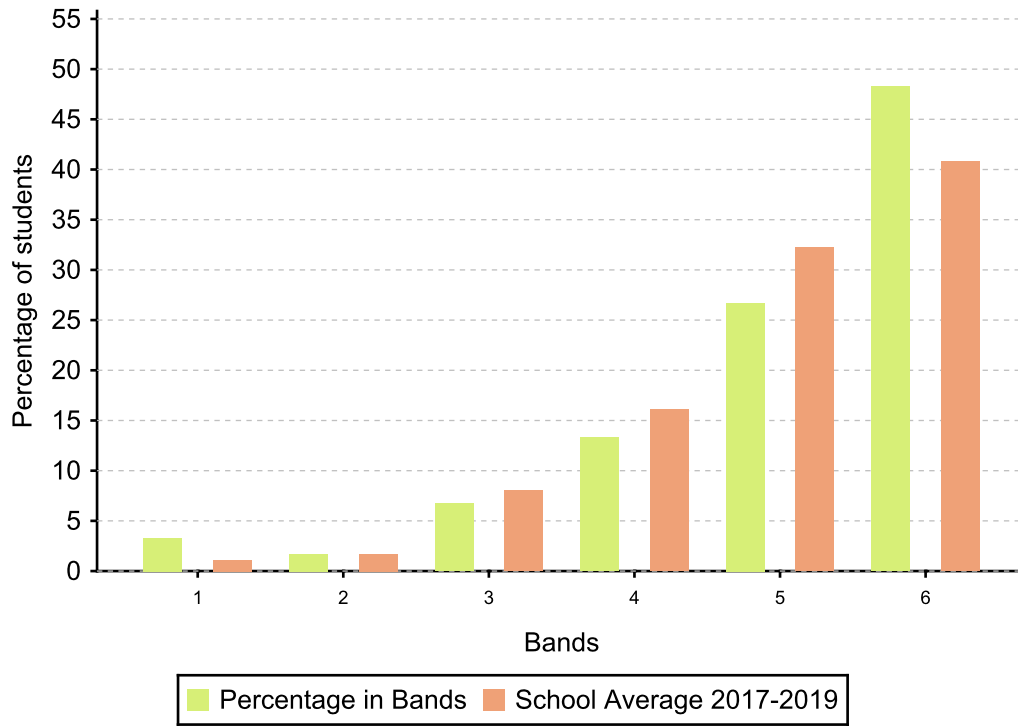
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	6.7	6.7	11.7	73.3
School avg 2017-2019	0	2.3	7.5	12.1	26	52

Percentage in bands:

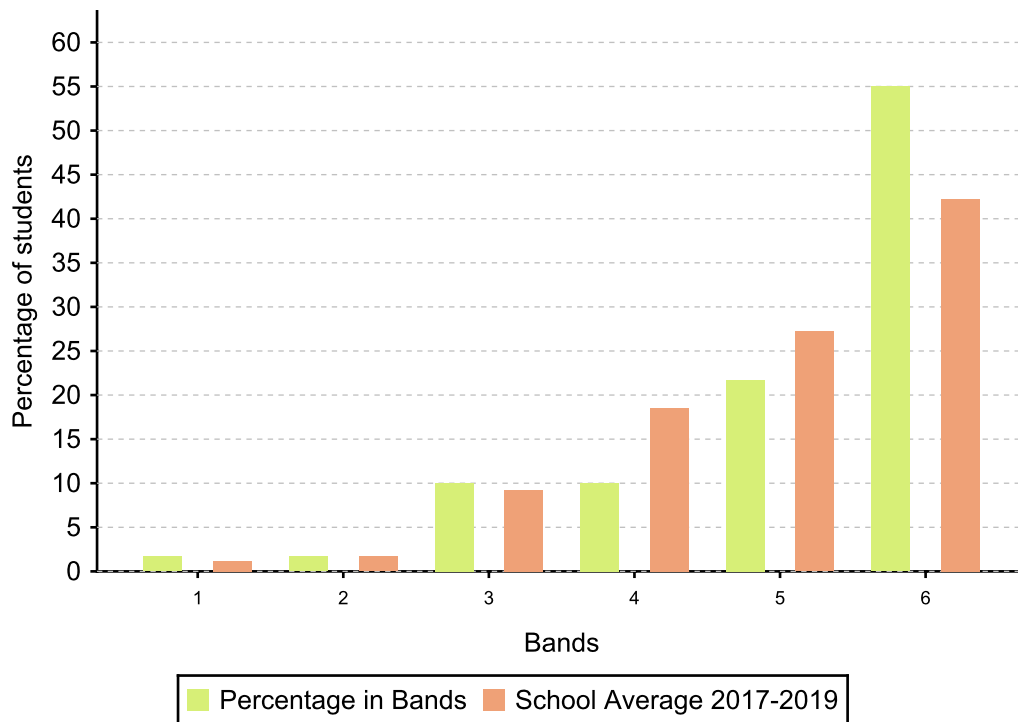
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	3.3	1.7	6.7	13.3	26.7	48.3
School avg 2017-2019	1.1	1.7	8	16.1	32.2	40.8

Percentage in bands:

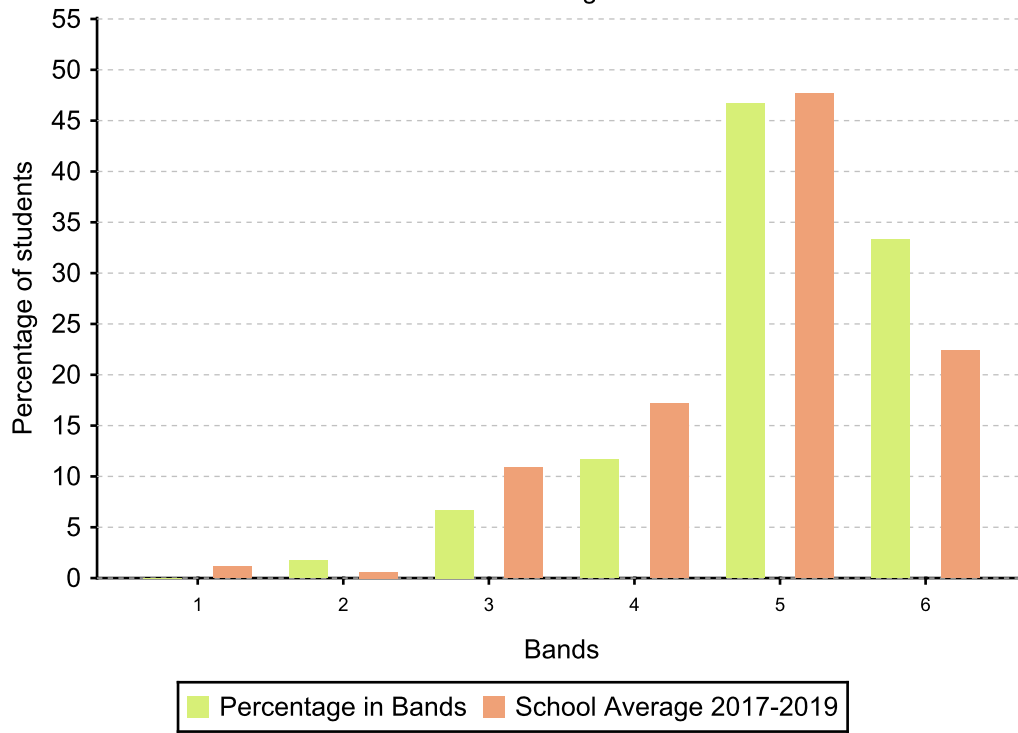
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	1.7	1.7	10.0	10.0	21.7	55.0
School avg 2017-2019	1.2	1.7	9.2	18.5	27.2	42.2

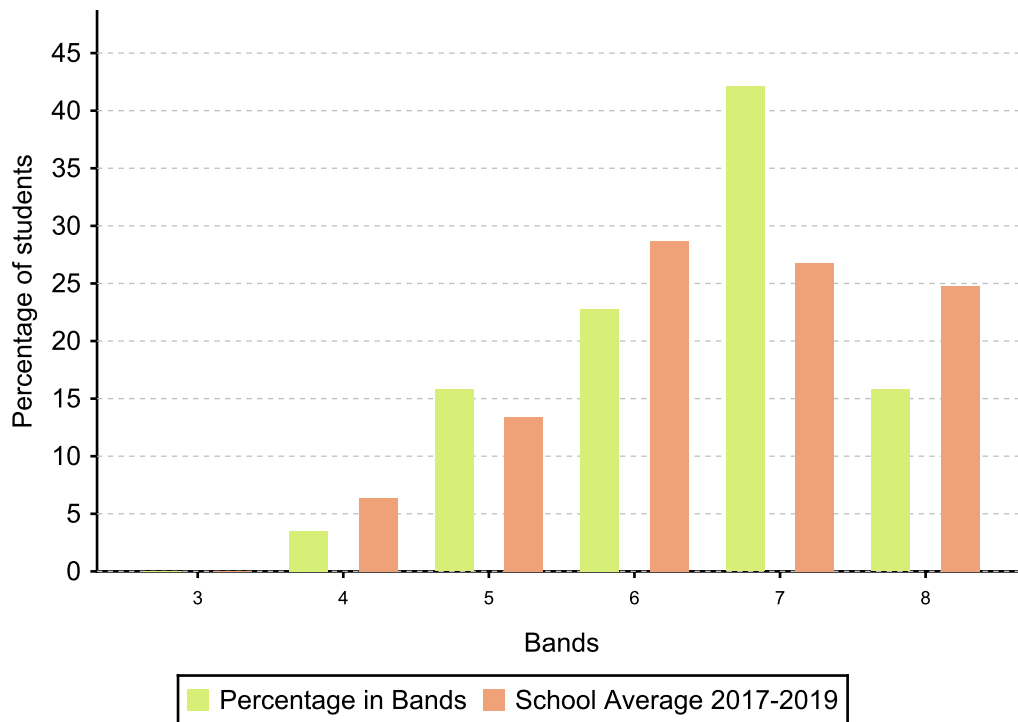
Percentage in bands:

Year 3 Writing



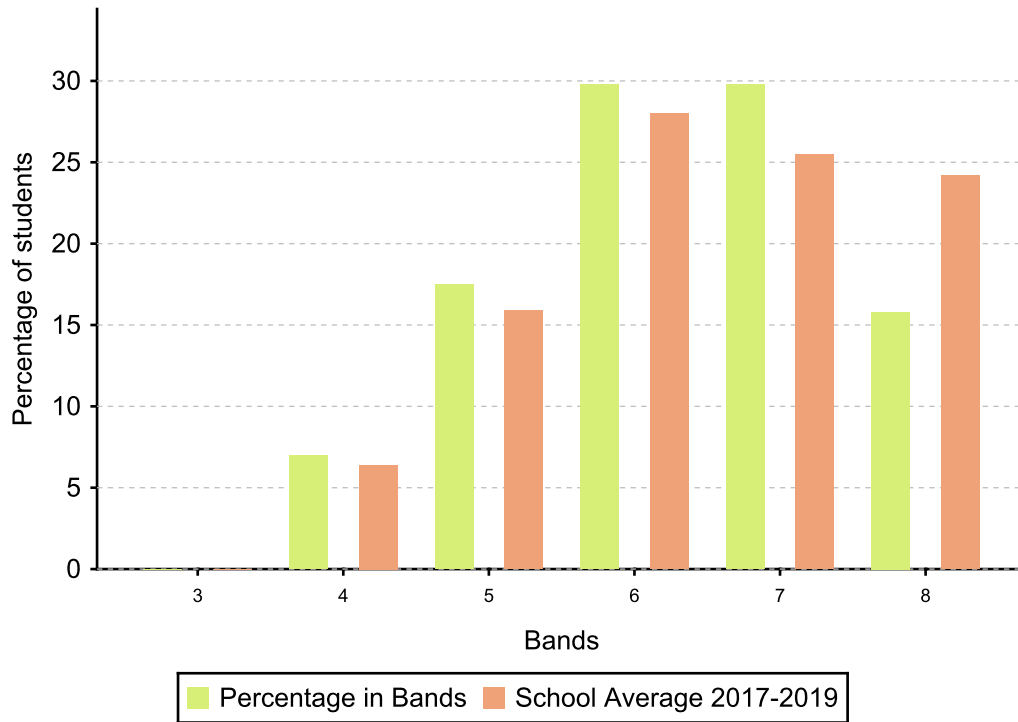
Band	1	2	3	4	5	6
Percentage of students	0.0	1.7	6.7	11.7	46.7	33.3
School avg 2017-2019	1.1	0.6	10.9	17.2	47.7	22.4

Percentage in bands: Year 5 Grammar & Punctuation



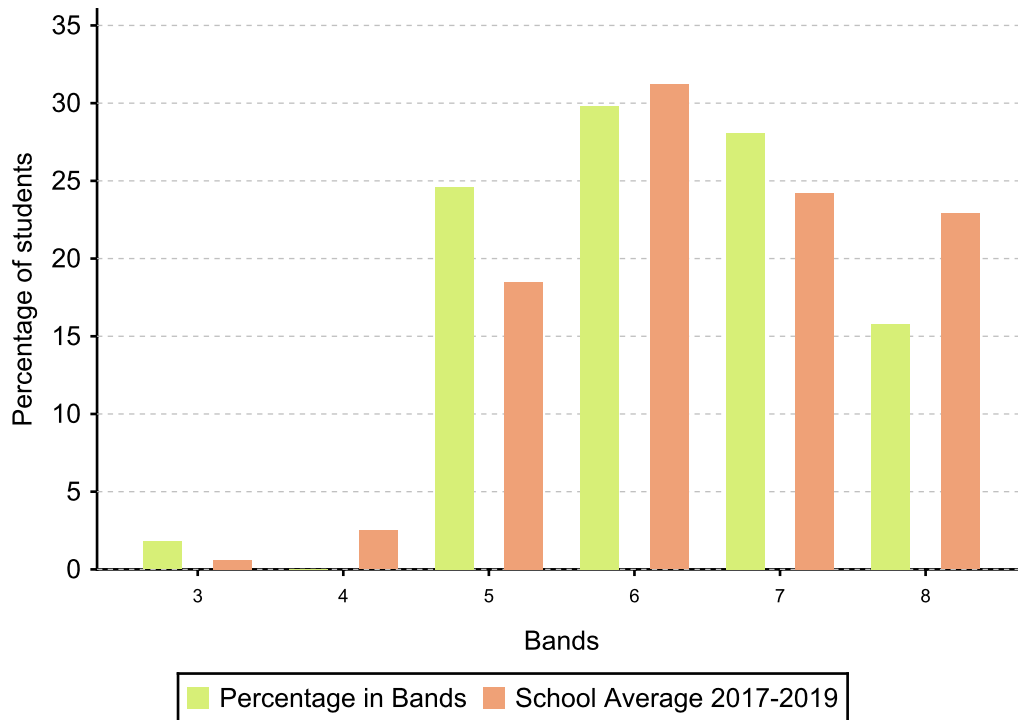
Band	3	4	5	6	7	8
Percentage of students	0.0	3.5	15.8	22.8	42.1	15.8
School avg 2017-2019	0	6.4	13.4	28.7	26.8	24.8

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	0.0	7.0	17.5	29.8	29.8	15.8
School avg 2017-2019	0	6.4	15.9	28	25.5	24.2

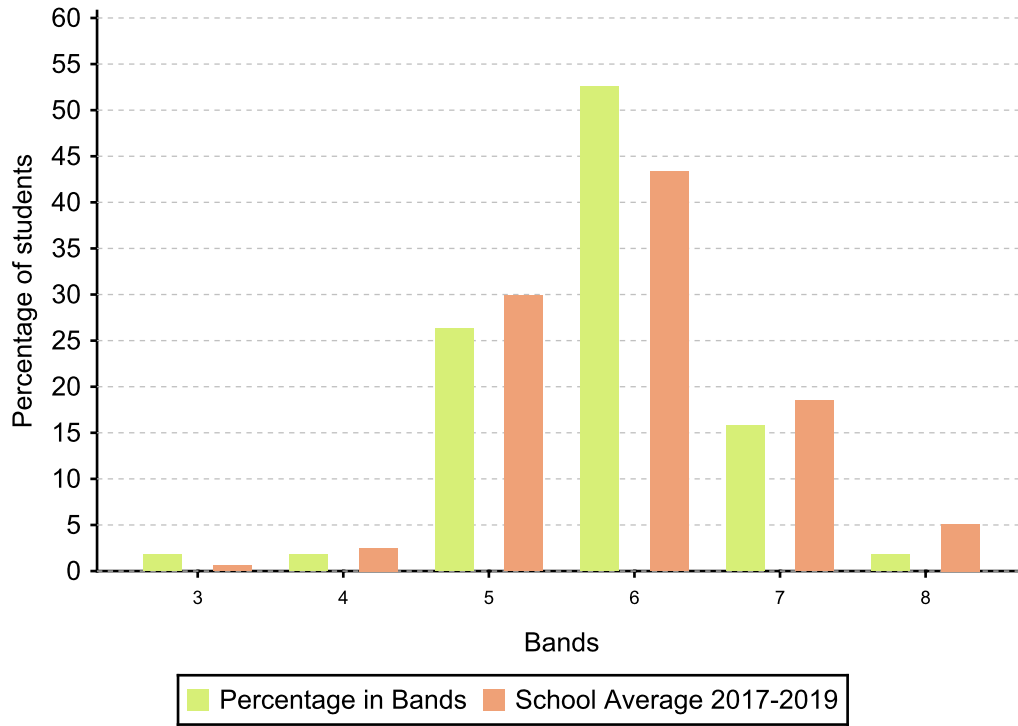
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	1.8	0.0	24.6	29.8	28.1	15.8
School avg 2017-2019	0.6	2.5	18.5	31.2	24.2	22.9

Percentage in bands:

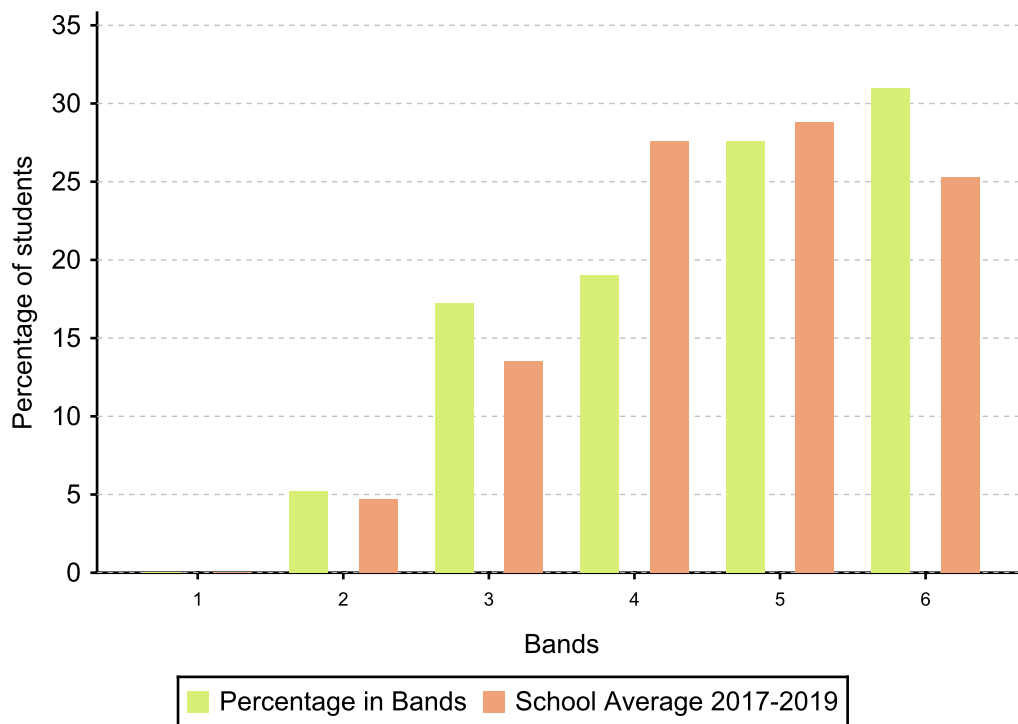
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	1.8	1.8	26.3	52.6	15.8	1.8
School avg 2017-2019	0.6	2.5	29.9	43.3	18.5	5.1

Percentage in bands:

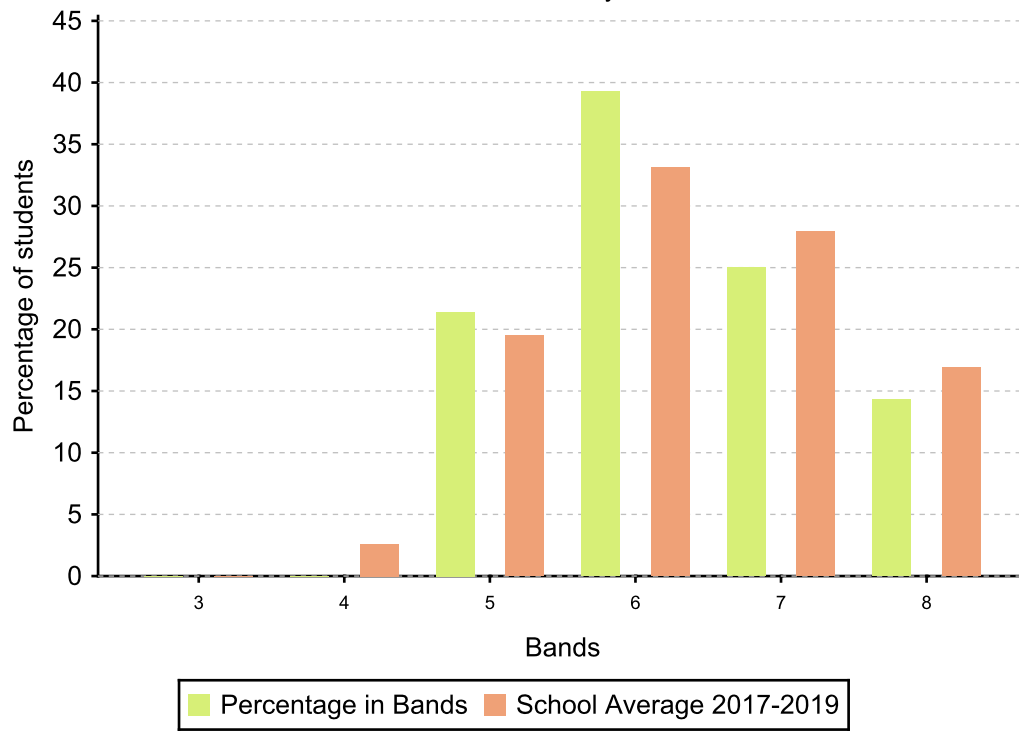
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	5.2	17.2	19.0	27.6	31.0
School avg 2017-2019	0	4.7	13.5	27.6	28.8	25.3

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	21.4	39.3	25.0	14.3
School avg 2017-2019	0	2.6	19.5	33.1	27.9	16.9

Parent/caregiver, student, teacher satisfaction

Schools are required to seek the opinions of parents, students and teachers about the school. Surveys and meetings were used to obtain information regarding school performance and satisfaction. Feedback from the school community showed that parents and carers felt welcome and happy about the school and the programs it offered and find that the administrative staff are helpful when dealing with questions and concerns. Areas where the school could improve were in communication and community involvement in school activities. Only 12% of parents/carers reported that they were involved in school committees and a large proportion of respondents stated they were involved in school activities only once or twice per year.

Students from Years 4, 5 and 6 were surveyed on a range of student outcomes and school climate questions. 92% of students participate in school sport and 56% of students participate in extracurricular activities. Students in Year 5 feel a more positive sense of belonging than the students in Years 4 and 6. 82% of students report having positive relationships and 93% value schooling outcomes. 95% of students report positive behaviour at school.

As part of the 2018–2020 School Plan's Strategic Direction 3 – Developing a Positive School Culture – staff were surveyed on their feelings around being valued, as part of the team. 94.1% of staff stated they felt valued as a team member at stage, team and school levels. 100% of staff reported a noticeable improvement in staff collegiality and team work.

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.