

2020 Annual Report

Karuah Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

Karuah Public School 2020 school year was a year like no other and saw world-wide learning communities significantly disrupted by the COVID-19 pandemic. Proudly, however, the year also saw the spirit of the Karuah Public School community more than ever as we worked together and continued to grow. The learning experiences and projects that have taken place this year could not have happened without a great deal of commitment and support from the staff, parents and students.



School vision

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 2020, Karuah Public School has an enrolment of 134 students, with 41% 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, 3/4, 4/5 and 5/6.

Our Family Occupation and Education Index (FOEI) currently sits at a value of 146.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

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>Reading data across K-2 indicates our rigorous whole school shift to prioritising reading, has had a significant positive impact on students' outcomes.</p> <p>Data as follows -</p> <p>Kindergarten - 70% achieving at or above expected outcomes (indicating 44% improvement growth)</p> <p>Year 1 - 51% achieving at or above expected outcomes (indicating 39% improvement growth)</p> <p>Year 2 - 85% achieving at or above expected outcomes (indicating 5% improvement growth)</p> <p>Year 3 - 71% achieving at or above expected outcomes (indicating 24% improvement growth)</p> <p>Year 4 - 63% achieving at or above expected outcomes (indicating 20% improvement growth)</p> <p>Year 5 - 72% achieving at or above expected outcomes (indicating 72% improvement growth)</p> <p>Year 6 - 95% achieving at or above expected outcomes (indicating 73% improvement growth)</p> <p>Year 3 and Year 5 Check in assessment data indicates very pleasing growth with our results sitting above SSSG in all areas and very close to state in most areas. Deep analysis of Scout data indicated a deficit in understanding texts.</p> <p>Learning sprints were implemented across Stage 2 and 3 due to Scout data indicating a deficit in understanding texts, across the stage 2-3 cohort. The effectiveness of the learning sprint process for uplifting outcomes across the cohort was analysed and it was decided that maximum impact had not been maintained due to the various disruptions that come with end of year events and activities. Reflecting on this, Term 1 2021, will see the implementation of</p>	<p>Instructional Leader</p> <p>Intervention Teacher</p> <p>SLSOs in every classroom</p> <p>Continuous Assessment Tracker</p> <p>Standardised assessments K-6 (reading, spelling, writing)</p>

Progress towards achieving improvement measures

explicit learning intentions and effective use of Understanding Texts data (PLAN 2) across K-6 to determine Tier 1, Tier 2 and Tier 3 teaching and learning needs.

Significant growth continues in most grades, however, Year 1 has plateaued. Commencing beginning 2021, intervention focus will shift heavily to Year 1 Tier 2 and Tier 3 students.

Tier 3 students across 3-6 will commence intensive learning and support which will be delivered by our expert Learning and Support Teacher, initial focus will be on phonics.

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>Our K-2 Additive Strategies data revealed significant positive results for Additive Strategies, highlighting that our intensive intervention and consistent rigorous approach to teaching early arithmetical strategies is extremely effective. Data revealed that 100% of kindergarten students achieved at or above expected outcomes (this result stayed consistent with our end of term 2 results). 86% of Year 1 students achieved at or above expected outcomes (9% improvement growth from mid year data). 80% of Year 2 students achieved at or above expected outcomes (65% growth from mid year data). Check-in assessment data indicated significant growth in numeracy across the Year 3 and Year 5 cohorts with students sitting above SSSG in all areas.</p> <p>On reflection of numeracy practices this year, it has been decided that from Term 1 2021, there will be a greater focus on using the language from the numeracy progressions and all classroom data walls will be reflective of this from day 1 Term 1 2021.</p>	<p>Instructional Leader</p> <p>SLSO in every classroom</p> <p>Numeracy tracking booklet</p> <p>SENA assessments</p> <p>Continuous assessment tracker</p> <p>Numeracy data walls in every classroom</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.

Overall summary of progress

2020 was an unprecedented and difficult year. Many planned programs and initiatives were deemed too difficult to run with current COVID-19 restrictions, so therefore were not attempted. Some of the initiatives we embarked on in 2020 included:

Collaborative practice through regular data conversations with stage and whole school teams around student achievement. Data walls (Numeracy Ninjas, formative assessment strategies and explicit feedback) instill collective efficacy among KPS teams.

Research and investigation surrounding whole staff training in literacy and numeracy was delivered through weekly PL sessions and implemented into classes utilising examination of external data to support decisions. This was lead mainly by the EAfS Instructional Leader and School Principal. Whole staff training in literacy and numeracy being delivered in Wednesday PL sessions and led by Instructional Leader. Instructional Leader leads data discussions on a five week turn around.

The creation of designated professional learning sessions every Wednesday afternoon, ensured timely alignment to school priorities. Due to Covid 19 this was ran mainly through Microsoft Teams and Zoom.

Teacher Librarian/ RFF teacher was trained and up skilled to establish an intervention program for Tied 2 and Tied 3 students.

Increased investment in SLSO time and funding, to provide greater support for teachers and students. Additional training time was allocated to up-skill SLSOs to ensure concise, consistent and best practice support is given to students. SLSOs roles have been transformed to student focus interventionist role with an allocated schedule and time table. Synthetic phonics and the Got It Program was embedded into school practice by LaST. The school LaST now focuses 100% on student support as administration tasks are now completed by non teaching AP.

Additional funding has been allocated to support the improvements in the LST processes, wellbeing recording and consistent wellbeing data monitoring. A non teaching AP role has been created to support teaching staff with behaviour intervention.

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)
PDPs were successfully completed by all staff members. Personal goals	Draft PDP for 2021

Progress towards achieving improvement measures

were assessed by the school leadership team which helped drive future decision making. PDPs successfully reflect school wide initiatives and priorities. Staff are successfully recording their professional learning on NESA website to gain and maintain accreditation. In 2020 one staff member reached the proficient level of NESA Accreditation.

Teachers engage in professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals. Professional learning was difficult to complete during 2020, due to Covid 19 restrictions, so therefore many staff members completed PL via online methods. Completed PL was then communicated and shared with staff this includes, additive strategies, wellbeing, Smiling Mind, 8 Ways and more.

Significant time was spent investigating various literacy and numeracy strategies. The teaching strategies selected for implementation were demonstrative of best practice. In literacy, we embarked on new initiatives such as the reciprocal reading and writing wizards and associated PL.

A commitment to providing high quality learning experiences in English and mathematics. The school continued to review and refine all mathematics programming altering the scope and sequence to fortnightly lessons rather than weekly. A review and alteration of the PDHPE scope and sequence and current teaching and learning programs was also undertaken.

Assessment methods have been revised and staff have been up-skilled in using data to drive future teaching.

Tell them from Me Surveys indicated an improvement in collaborative practices at Karuah Public School. Learning from home and whole school plans during online learning were evidence that teachers were working collaboratively on and off site.

Microsoft Teams for collaboration

Funding for PL

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

All staff have shared responsibility and accountability in knowing every learner, where the learner is, and where they need to go. Staff have developed collective capacity to improve student learning and achieve student success. Through effective leadership, staff have a improved ability to communicate to students the next step in the learning to ensure positive growth.

Many of our future focused learning goals were not completed in 2020. Staff trialed the use of flexible seating in their classroom. Through the purchase of technology, staff have indicated greater confidence and competence to use technology as a tool for learning. In particular, staff are more regularly utilising, Microsoft Teams, Google Classroom, Beebots, Spheros, and iPads for learning.

School funding was used to purchase approximately thirty student laptops, six teacher laptops, two charging stations. This was deemed a necessary investment to boost technology access for all students. The KPS IT Coordinator and District IT support worked together to improve internet connection across the school WiFi routers and boosters were installed to increase internet access.

Funds Expended (Resources)

Learning progressions & PLAN2
Feedback documentation

Staff attending data conversations

Whole school professional learning on effective use of data

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.

Overall summary of progress

Due to Covid 19 many initiatives made redundant, and as a result staff filmed and published events via social media, where possible, to ensure home school partnerships and promotions remained authentic. Check-ins during home learning were conducted daily and ensured positive relationships were maintained.

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)
Data Source: TTFM surveys Community consultation events Community attendance at school events 100% of staff now communicating to the community through online social media platforms, e.g. Class Dojo and Seesaw. This allows frequent and fluid communication and updating for school events. All important information published on school website and Facebook. Newsletter sent out as digital copy. 100% of teachers contacting parents weekly to express positive feedback.	Casuals Funding Sources: • (\$0.00)

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)

Progress towards achieving improvement measures

A non teaching assistant principal appointed to assist and manage student wellbeing. This ensures effective and highly accountable organisation of behaviour strategies and systems. As a direct result, regular communication with parents was established and disruptions to daily learning have been significantly minimalised. AP continuously analysed student behaviour and attendance and implemented appropriate supports.

100% of staff familiar with the Wellbeing Framework. Successful introduction to the RESET Room.

Attendance Policy has been created and uploaded onto school website.

All staff members are familiar with the weekly PBL focus. Teachers regularly update lessons on a roster system. Fortnightly TPL includes current data on student behaviour.

Non teaching AP

Process 3: Aboriginal Education

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

Evaluation	Funds Expended (Resources)
<p>It is important to consider the performance of our Aboriginal and Torres Strait Islander students as a group.</p> <p>Strong relationships have been established with the Local Land Council, Marrook, the Clontarf Academy and specialised teachers and community members to support Aboriginal education.</p> <p>Staff attended AECG meetings and Connecting to Country training.</p> <p>Aboriginal lessons were timetable for Thursdays. An elder was employed by the school to implement this program. Lessons involved Aboriginal Dreamtime stories, traditional dancing and singing. All students engaged in these lessons. Brospeak was reintroduced with male students from Years 4-6. A dance group established to perform on special occasions. The dances were traditional and related to the Worimi peoples. A videographer filmed the dance group with a successful and beautiful piece of art to showcase our amazing students.</p>	<p>Community members as Guests, resources for activities and craft, catering.</p> <p>Aboriginal designed fabric purchased for Aboriginal Dance Groups</p> <p>Marrook visitors Video lessons</p> <p>Connecting to Country training costs - Casual Teachers employed</p>

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Rural & Remote - 4 days per week ASLO + Ram equity one day per week \$68,111</p> <p>Employment of 2nd ASLO 3 days per week \$35,957</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$49,587.00) 	<p>Aboriginal Education</p> <p>With an aim to develop explicit systems and programs to promote Aboriginal education across all aspects of school, an Aboriginal Education Officer was employed to provide whole school education in culture every Thursday. This program was a combination of local knowledge and stories as well as dance and music. All students have been engaging in these lessons. Thursday afternoon's saw the BROSPEAK program taking place with a group of 10 Aboriginal boys, from years 3 - 6.</p> <p>COVID-19 again had a significant impact on accessing our community for engagement in cultural events and activities.</p> <p>Over the past 2 years, 8 Ways of Learning and individualised learning programs have been incorporated into every classroom teaching program to address all teaching and learning styles for all students, particularly our Aboriginal students. In terms of data, our Aboriginal student outcomes data demonstrates the outstanding positive impact that our teaching and learning programs are having on our Aboriginal children with in our current co-horts. Term 3 Department of Education Check-in Assessments results recently released on SCOUT indicate:</p> <p>Year 3 Reading Correct:</p> <p>All Children, All States: 58.6%</p> <p>All Karuah : 57.8%</p> <p>Karuah Aboriginal: 60%</p> <p>Year 3 Numeracy Correct:</p> <p>All Children, All States: 62.8%</p> <p>All Karuah : 62.3%</p> <p>Karuah Aboriginal: 64.3%</p> <p>Year 5 Reading Correct:</p> <p>All Children, All States: 60.7%</p> <p>All Karuah : 54.3%</p> <p>Karuah Aboriginal: 58.3%</p> <p>Year 5 Numeracy Correct:</p> <p>All Children, All States: 60.0%</p> <p>All Karuah : 50.3%</p> <p>Karuah Aboriginal: 56.7%</p>
<p>Low level adjustment for disability</p>	<p>Instructional Leader extra 2</p>	<p>Literacy</p>

<p>Low level adjustment for disability</p> <p>days: \$68,605</p> <p>Intervention Teacher LaST 2 days: \$44,847</p> <p>Intervention Teacher extra day: \$22,500</p> <p>Extra SLSOs in every classroom: \$121,492</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$94 520.00) • Integration funding support (\$119 857.00) 	<p>days: \$68,605</p> <p>Intervention Teacher LaST 2 days: \$44,847</p> <p>Intervention Teacher extra day: \$22,500</p> <p>Extra SLSOs in every classroom: \$121,492</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$94 520.00) • Integration funding support (\$119 857.00) 	<p>Reading data across K-2 indicates our rigorous whole school shift to prioritising reading, has had a significant positive impact on students' outcomes.</p> <p>Data as follows -</p> <p>Kindergarten - 70% achieving at or above expected outcomes (indicating 44% improvement growth)</p> <p>Year 1 - 51% achieving at or above expected outcomes (indicating 39% improvement growth)</p> <p>Year 2 - 85% achieving at or above expected outcomes (indicating 5% improvement growth)</p> <p>Year 3 - 71% achieving at or above expected outcomes (indicating 24% improvement growth)</p> <p>Year 4 - 63% achieving at or above expected outcomes (indicating 20% improvement growth)</p> <p>Year 5 - 72% achieving at or above expected outcomes (indicating 72% improvement growth)</p> <p>Year 6 - 95% achieving at or above expected outcomes (indicating 73% improvement growth)</p> <p>Year 3 and Year 5 Check in assessment data indicates very pleasing growth with our results sitting above SSSG in all areas and very close to state in most areas. Deep analysis of Scout data indicated a deficit in understanding texts.</p> <p>Learning sprints were implemented across Stage 2 and 3 due to Scout data indicating a deficit in understanding texts, across the stage 2-3 cohort. The effectiveness of the learning sprint process for uplifting outcomes across the cohort was analysed and it was decided that maximum impact had not been maintained due to tCOVID-19. Reflecting on this, Term 1 2021, will see the implementation of explicit learning intentions and effective use of Understanding Texts data (PLAN 2) across K-6 to determine Tier 1, Tier 2 and Tier 3 teaching and learning needs.</p> <p>Significant growth continues in most grades however, Year 1 has plateaued. Commencing beginning 2021, intervention focus will shift heavily to Year 1 Tier 2 and Tier 3 students.</p> <p>Tier 3 students across 3-6 will commence intensive learning and support which will be delivered by our expert Learning and Support Teacher. Initial focus will be on phonics.</p> <p>Numeracy</p>
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<p>Low level adjustment for disability</p>	<p>Instructional Leader extra 2 days: \$68,605</p> <p>Intervention Teacher LaST 2 days: \$44,847</p> <p>Intervention Teacher extra day: \$22,500</p> <p>Extra SLSOs in every classroom: \$121,492</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$94 520.00) • Integration funding support (\$119 857.00) 	<p>Our K-2 Additive Strategies data revealed significant positive results for Additive Strategies, highlighting that our intensive intervention and consistent rigorous approach to teaching early arithmetical strategies is extremely effective. Data revealed that 100% of kindergarten students achieved at or above expected outcomes (this result stayed consistent with our end of term 2 results). 86% of Year 1 students achieved at or above expected outcomes (9% improvement growth from mid year data). 80% of Year 2 students achieved at or above expected outcomes (65% growth from mid year data). Check in assessment data indicated significant growth in numeracy across the Year 3 and Year 5 cohorts with students sitting above SSSG in all areas.</p> <p>On reflection of numeracy practices this year, it has been decided that from Term 1 2021, there will be a greater focus on using the language from the numeracy progressions and all classroom data walls will be reflective of this from day 1 term 1 2021.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Whole school professional learning on effective use of data: \$13,832</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$13 832.00) • Quality Teaching, Successful Students (QTSS) (\$23 881.00) 	<p>Teachers engaged in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. Professional learning was difficult to complete during 2020, due to Covid19 restrictions. Many staff members completed PL via online methods. Completed PL was then communicated and shared with staff this includes, additive strategies, Wellbeing, Smiling mind, 8 Ways and more.</p> <p>Significant time was spent investigating various Literacy and Numeracy Programs. The programs selected for implementation were demonstrative of best practice. In Literacy, we embarked on new initiatives such as the TEN and TOWN ignition activities, reciprocal reading and associated PL.</p> <p>A commitment to providing high quality learning experiences in English and Mathematics. The school continued to review and refine all Maths programming altering the Scope and Sequence to a fortnightly lessons rather than weekly. A review and alteration of the PDHPE Scope and Sequence and current teaching and learning programs was also undertaken.</p> <p>Assessment methods have been revised and staff have been upskilled in using data to drive future teaching. PAT testing investigated and implemented into all Stages to improve use of data to inform teaching.</p> <p>Tell them from Me surveys indicated an improvement in collaborative practices at Karuah Public School. Learning from and home and wholes school plans during online learning were evidence that teachers were working collaboratively on and off site.</p>

<p>Socio-economic background</p>	<p>Off class Wellbeing Assistant Principal: \$58,759</p> <p>SLSO extra hours: \$121,492</p>	<p>A non teaching Assistant Principal appointed to assist and manage student wellbeing, though organisation of behaviour strategies and systems. As a direct result, regular communication with parents was established. AP continuously analysed student behaviour and attendance and implemented appropriate supports.</p> <p>100% of staff familiar with the Wellbeing framework. Successful introduction to the RESET Room.</p> <p>Attendance Policy is been created and uploaded onto school website.</p> <p>All staff members are familiar with the weekly PBL focus. Teachers regularly update lessons on a roster system. Fortnightly TPL includes current data on student behaviour.</p> <p>Many of our future focused learning goals were not completed in 2020. Staff trialed the use of Flexible setting in their classroom. Through the purchase of technology, staff have indicated greater confidence and competence to use technology as a tool for learning. In particular, staff are more regularly utilising, Microsoft teams, Google Classroom, Beebots, Spheros, and ipads for learning</p> <p>School funding was used to purchase approximately 30 student laptops, 6 teacher laptops, 2 charging trollies. This was a necessary investment to boost technology access for all students.</p> <p>The KPS IT Coordinator and District IT support worked together to improve internet connection across the school WIFI routers and boosters were installed across the school to increase internet access.</p>
<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$15 000.00) 	<p>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.</p>
<p>Early Action for Success</p>	<p>EaFS Instructional Leader funding 3 days \$102,908</p> <p>Extra 2 days Instructional Leader - school based funding \$68,605</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$102 908.00) 	<p>L3 data</p> <p>76% of students achieved at or above expected EAfS reading benchmarks</p> <p>PLAN2 data</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</p>

<p>Early Action for Success</p>	<p>EaFS Instructional Leader funding 3 days \$102,908</p> <p>Extra 2 days Instructional Leader - school based funding \$68,605</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$102 908.00) 	<p>additive strategies</p> <p>The impact of this has been outstanding with average growth of reading levels for intention student's improver over 7 reading levels in 2 terms. Some children as many as 12 levels. We are very proud of these results and the impact of this significant change and hard work.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	61	67	71	76
Girls	50	61	56	62

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.7	91	87.2	91.9
1	92	89.9	91	92.8
2	90.3	92.6	90.7	92.9
3	91	89.7	88.2	91.5
4	90.2	87.8	90.8	93.5
5	93.9	88.7	87.7	91.9
6	88	92	87.2	90.5
All Years	91	90.1	88.9	92.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

All staff have shared responsibility and accountability in knowing every learner, where the learner is, and where they need to go. Staff have developed collective capacity to improve student learning and achieve student success. Through effective leadership, staff have a improved ability to communicate to students the next step in the learning to ensure positive growth.

Many of our future focused learning goals were not completed in 2020. Staff trialled the use of flexible settings in their classroom. Through the purchase of technology, staff have indicated greater confidence and competence to use technology as a tool for learning. In particular, staff are more regularly utilising, Microsoft teams, Google Classroom, Beebots, Spheros, and ipads for learning

School funding was used to purchase approximately 30 student laptops, 6 teacher laptops, 2 charging trollies. This was a necessary investment to boost technology access for all students. The KPS IT Coordinator and District IT support worked together to improve internet connection across the school WIFI routers and boosters were installed across the school to increase internet access.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	245,998
Revenue	2,009,932
Appropriation	1,971,510
Sale of Goods and Services	940
Grants and contributions	37,338
Investment income	145
Expenses	-2,106,949
Employee related	-1,945,128
Operating expenses	-161,821
Surplus / deficit for the year	-97,017
Closing Balance	148,982

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.

This year saw the completion in installation of our new additions to the existing playground equipment that was funded by our wonderful P&C. They co-ordinated a community work group over the long weekend and relocated 2 truckloads of the compulsory certified soft-fall. The students were extremely excited and so very grateful to final see the project finish and begin to play on this wonderful playground addition! The kids were really grateful for this - and so were the staff!



Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	222,773
Equity Total	358,115
Equity - Aboriginal	48,579
Equity - Socio-economic	216,257
Equity - Language	400
Equity - Disability	92,879
Base Total	1,090,164
Base - Per Capita	30,544
Base - Location	5,463
Base - Other	1,054,158
Other Total	204,808
Grand Total	1,875,860

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

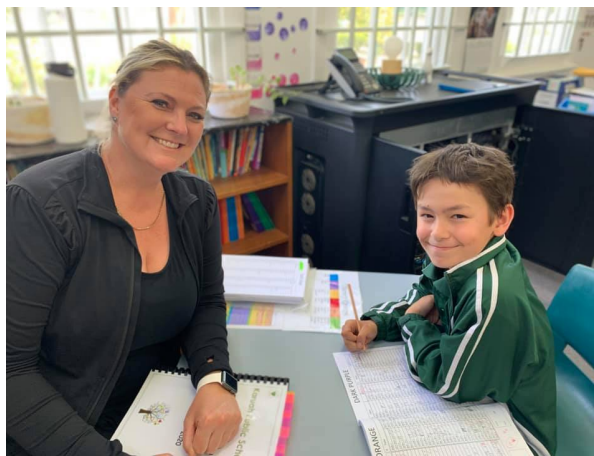
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were completed in the first few weeks of Term 2, 2020. Results clearly indicated the low engagement from students due to the interruptions to learning and the introduction of home learning just prior due to the COVID-19 world-wide pandemic. It is hoped that strategic improvement measures for wellbeing that have been implemented into our 2021-2024 Strategic Improvement Plan will see our school lift significantly in this area in 2021.

Karuah Public School has a history of low TTFM parent and student participation. We aim to improve this in 2020 and beyond. TTFM data 2019/20 represents that we are well below the agreed targets for wellbeing (upper bound 100% /lower bound 97.2%) with Karuah PS sitting at 74% of students reporting positive wellbeing across all three measures in the Tell Them From Me survey:

Students

Advocacy at School - higher.

81% of our students have a positive sense of advocacy, which is higher than the state average of 74% - though lower than our SSSG of 89%. Our Aboriginal students indicated 78% advocacy in comparison to state (67%) and SSSG (82%).

Expectations for Success -lower

In terms of students experiencing high expectations for success at school, 79% provided positive responses to this, which is lower than state average of 79% and lower than SSSG at 92%. Our Aboriginal students indicated 89% advocacy in comparison to state (79%) and SSSG (92%).

Sense of Belonging - lower

Concerningly, only 62% of students feel that they have a positive sense of belonging at Karuah Public School in comparison to state average 81% and SSSP 70%. For our Aboriginal students, the results indicated even more concerningly that only 52% of students feel that they have a positive sense of belonging at Karuah Public School in comparison to state average 60% and SSSP 72%. Also concerning is only 63% of all students feel as though they have positive relationships with others at school, compared to state average of 85%.

School Engagement:

Key figures: 69% students demonstrate positive behaviour at school compared to state average 83% and generally have a lower value of schooling outcomes and homework (significantly).

Class Engagement:

These findings reflected that on 53% of our students are interested or motivated to learn compared to 78%state-wide. In a further break down of the results - only 66% of students indicating that they pursue completing their tasks to completion, a very concerning 51% aiming to do their best on most tasks and only 14% completing homework. Finding strategies to improve our school learning culture is an important domain that needs to be addressed.

Parents

Two-way Communication with Parents:

Parents feel welcome

School Mean 7.4 NSW Govt Norm 7.4

Parents are informed

School Mean 6.8 NSW Govt Norm 6.6

Parents support learning from home

School Mean 6.3 NSW Govt Norm 6.3

School supports learning

School Mean 7.7 NSW Govt Norm 7.3

School supports positive behaviour

School Mean 8.1 NSW Govt Norm 7.7

Safety at school

School Mean 7.6 NSW Govt Norm 7.4

Inclusive school

School Mean 7.6 NSW Govt Norm 6.7

Teachers

One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement.

Leadership

School Mean 7.8 NSW Govt Norm 7.1

Collaboration

School Mean 7.1 NSW Govt Norm 7.8

Learning Culture

School Mean 7.5 NSW Govt Norm 8.0

Data informs practice

School Mean 7.1 NSW Govt Norm 7.8

Teaching Strategies

School Mean 7.0 NSW Govt Norm 7.9

Technology

School Mean 5.9 NSW Govt Norm 6.7

Inclusive school

School Mean 7.8 NSW Govt Norm 8.2

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.

