2020 Annual Report

Kareela Public School

4488

Introduction

The Annual Report for 2020 is provided to the community of Kareela Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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 2020 are 407 students. Enrolment growth has been steady 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 background other than English 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. 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
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)
Evidence indicates that 100% of staff are using explicit learning intentions and success criteria in some capacity within literacy and numeracy lessons. This includes: during class discussions, visibility via anchor charts and as descriptors in assessment tasks. Moving forward, this practice will be strengthened through increased inclusion in student and teacher feedback, as well as documented in educational programs.	

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)
All staff are aware of the SAMR Model as evidenced by team planning and mapping of ICT usage. This is done as an ongoing school-wide practice during stage-based planning days. Moving forward, staff will continue to receive professional learning in coding and robotics. All Science and Technology units of work have been modified to include relevant thinking processes and opportunities for students to engage in STEM.	

Process 3:   Future Learning Spaces by Design Project

Progress towards achieving improvement measures

Process 3: 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)
Currently, Stage 3 classroom have designed and implemented flexible learning for the purposes of instilling future learning dispositions among students. Awareness of the theory underpinning future learning spaces has been extended across stages via a team representatives. Moving forward, priority will be given towards sharing this expertise with all staff, and provision of flexible furniture to enhance strengthen the role of the physical learning environment in future focused learning skills and dispositions.	

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)
Kareela staff have all attended workshops and completed PL through the department to prepare for the roll out of the new HPGE policy. The new domains were applied to our setting and students identified and logged for potential placement within HP groups across each of the domains.	2 staff to attend the full HPGE course with a view to rolling it out across the school .

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)
Kareela continues to be a highly supportive staff who work collegiately to ensure Early Career Teachers are given the best possible support to carry them through to accreditation. Senior teachers are attending workshops with a view to higher accreditation levels and a supportive and sharing environment is now in place to ensure this happens.	Days off for ECT to sit with mentors and prepare lessons as well as addressing their accreditation requirements.

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)
Staff were introduced to Scout app and given training into the application of the authentic use of data to address Dept targets, identify areas of need amongst our students and improve teacher efficacy. PAT training was expanded and built upon with a view of raising levels of	PL days and SDD time.

Progress towards achieving improvement measures	
data literacy across the Kareela staff group.	

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)
PBL progress has been excellent and PBL is ready for implementation in 2021. All staff have been trained in Tier 1 Universal measures and their response has been overwhelming. All staff are onboard and look forward to implementation. Surveys conducted throughout the year identify and support a need for change. Parent feedback also indicates they too are excited and onboard with the new procedures.	

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)
Aspects of the Flourish program underpin practices across the school with collaboration and collegiality very strong. Staff moral is high and all staff feel supported in the learning environment, Welcome to Country is used effectively in all assemblies and school events despite having to hold events via online platforms.	

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.

Kareela Public School 4488 (2020)

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
The Friendship Garden and Buddy Bench is much loved by all students and friend ship building skills have been reinforced by the school chaplain at lunch time. The sensory garden is well underway with completion expected in 2021. Our next steps are to improve other areas of the playground quotes have been carried out for murals and signage.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($2 089.00)	The development of Personalised Learning Plans ensured that our Aboriginal student's learning was closely monitored to target success and achieve personal best.
English language proficiency	**Funding Sources:** • English language proficiency ($34 537.00)	Students requiring English Language proficiency support were provided with explicit, needs-based support, to develop their English language and literacy skills. This enabled them to participate fully in school activities and to achieve equitable educational outcomes. Students whose English language skills are developing, received the necessary support from the EALD teacher through targeted programs which were delivered in a team-teaching arrangement within the classroom and/or in a withdrawal capacity. Improved assessment results in literacy for identified students.
Low level adjustment for disability	Learning Support Team Student Learning Support Officers (SLSO's) Learning and Support Teacher (LaST) **Funding Sources:** • Low level adjustment for disability ($54 692.00)	Students received outstanding support from both small group withdrawal and team teaching support. LST processes were refined to better support student need.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($73 287.00)	Teachers K-6 were supported in the classroom and enhanced their capacity to deliver high quality teaching and learning programs under the leadership of the Instructional Leader.
Support for beginning teachers	Casual teacher days **Funding Sources:** • Support for beginning teachers ($28 962.00)	Beginning teachers were able to complete accreditation processes and inducted into school. All beginning teachers were highly valued by students, staff and the community and were re-engaged by the school on temporary contracts for 2021.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	204	211	214	209
Girls	192	198	195	192

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	96.5	96.7	96.2	90.2
1	95.2	95.2	94.6	88.2
2	96.1	96	95.5	86.5
3	94.6	96	96.1	87
4	96.9	96.4	94.3	87.9
5	93.3	95.7	94.7	85.3
6	94.3	93.7	95.3	85.9
All Years	95.3	95.7	95.2	87.3
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)	3
Classroom Teacher(s)	15.04
Literacy and Numeracy Intervention	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, 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.

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	551,638
Revenue	3,469,292
Appropriation	3,287,739
Sale of Goods and Services	20,391
Grants and contributions	159,303
Investment income	1,859
Expenses	-3,451,190
Employee related	-3,113,048
Operating expenses	-338,141
Surplus / deficit for the year	18,102
Closing Balance	569,740

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.

	2020 **Approved SBA** ($)
Targeted Total	124,769
Equity Total	125,897
Equity - Aboriginal	2,089
Equity - Socio-economic	8,735
Equity - Language	34,537
Equity - Disability	80,535
Base Total	2,816,909
Base - Per Capita	98,366
Base - Location	0
Base - Other	2,718,543
Other Total	163,181
Grand Total	3,230,756

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

Our Situational Analysis and our 2019 External Validation highlighted the need for the school to adopt a more consistent behaviour management system that all members of the school community understood and supported. We surveyed the Parent Community for their satisfaction and understanding of behaviour management at Kareela Public School and asked for their thoughts and ideas on how this should look and feel in the future. We received 56 responses to our survey.

I understand the current behaviour systems in place for dealing with negative incidents.

44.6% of respondents disagreed with this statement compared to 37.5% who agreed. Only 1.8% of respondents were in strong agreement that they understood the current behaviour system.

Negative behaviours at the school are fairly and consistently dealt with.

50% of respondents agreed with this statement whilst 39.3% disagreed.

Children are adequately rewarded for positive behaviours

58.9% of respondents agreed with this statement, 19.6% strongly agreed whilst only 16.1% disagreed.

I understand the current award system in place

58.9% of respondents agreed with this statement whist 25% disagreed.

If the current reward system was to change under the new behaviour management system, how would you feel?

44.6% of respondents would support this change, 14.3% would strongly support this change and 41.1% were impartial.

If the values system was changed so that it was simplified, how would you feel?

41.1% of respondents supported this change, 23.2% strongly supported, 33.9% were impartial and only 1.8% were opposed.

The most common comments were that parents:

- did not have an understanding of the current behaviour management plan and how negative behaviours are manged;
- would like more consistency from staff when dealing with behaviour;
- welcomed the opportunity to give input.

The Tell Them from Me Student Survey in 2020 asked students questions around Student Engagement. Student engagement is "a disposition towards learning, working with others, and functioning in a social institution" Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

The Tell Them From Me Primary Schools Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. For each aspect of engagement, students were asked to indicate the extent to which they agreed or disagreed with a number of statements, such as "I get along well with others at school."

Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation [4]. Figure 1 shows the percentage of students in Kareela Public School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.

77% of KPS students have a positive sense of belonging compared to the NSW Government norm of 81%.

92% of KPS students participate in school sports and clubs compared to the NSW Government norm of 89%

89% of KPS students have positive relationships compared to the NSW Government norm of 85%.

Institutional Engagement

Students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

95% of KPS students value schooling outcomes exactly in line with the NSW Government norm

Intellectual Engagement

Some students meet the institutional demands of school, but they are not truly engaged in their learning. Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge . It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

73% of KPS students are interested and motivated compared with the NSW Government norm of 78%.

87% of KPS students put in effort and feel they have quality instruction at school.

The survey findings highlight the need to improve students positive sense of belonging and interest and motivation.

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.