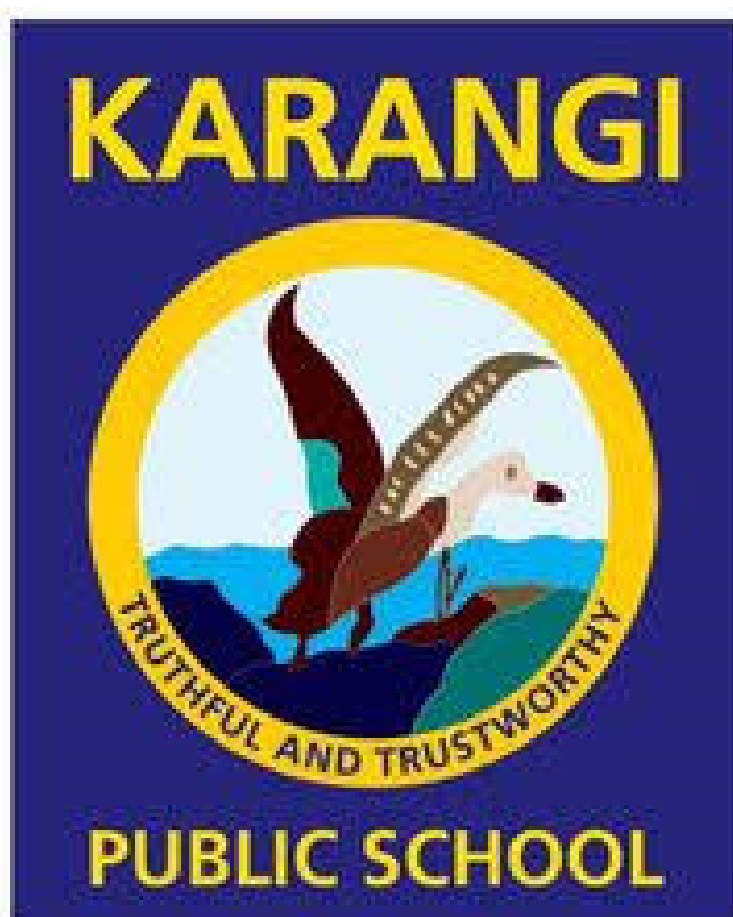


2021 Annual Report

Karanggi Public School



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Introduction

The Annual Report for 2021 is provided to the community of Karangi Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

We strive for excellence in an inclusive environment where every student, teacher and leader is challenged to continually learn and grow. All students are empowered to achieve their individual potential in literacy and numeracy through visible learning and effective feedback. Quality teaching practices are supported by high impact professional learning, collaborative practice and the utilisation of valid data. Teachers, parents and students work collaboratively to maintain high expectations of attendance and well-being ensuring a positive school learning environment where every student is known, valued and cared for.

School context

Karangi Public School is a rural school located northwest of Coffs Harbour. As of February 2021 we have a student population of 56. It has a Family and Occupational Education Index (FOEI) of 96. The school has a rich history and strong community support founded upon generational families and strong country values.

Our school is recognised for its country appearance, beautiful grounds and open learning spaces. Initiatives include Live Life Well, kitchen garden program, fundamental movement skills and Crunch and Sip programs.

The school is classified as a TP2 with a non-teaching principal and three classroom teachers, of which two are temporary engagements. There is a part time teacher librarian and RFF teacher. Our learning and support teacher allocation is 1.5 days per week providing targeted support in classrooms. The school and administrative staff consists of one temporary part-time school learning and support officer, one full-time senior administration manager, a two day a week senior administration officer and a three day per fortnight general assistant.

Professional learning is ongoing and responsive and is driven by student need, school planning and Department of Education priorities. The school receives a variety of equity funding including socio-economic background, Aboriginal background and Low Level Adjustments for Disability funding.

Our situational analysis identified the following high level areas for improvement including reading, writing, numeracy, attendance, student engagement and community engagement.

The strategic improvement plan has been informed in consultation with students, staff and parents/carers including the P&C and local aboriginal community.

After consultation and extensive review of data the following strategic directions have been determined:

- Growth & attainment
- Assessment, feedback and reporting on student learning
- Community engagement and partnerships in learning.



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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2021 Karangi Public School undertook External Validation. This was quite an affirming process as we looked deeply into our school context and how it aligned to the School Excellence framework. After a meeting with an external panel reviewing further school based evidence, some aspects of our Self Assessment were adjusted.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes of all students, staff will demonstrate quality teaching inclusive of effective classroom practice, high expectations, engagement and wellbeing in an environment where every child can succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective classroom practice in literacy and numeracy
- High expectations culture

Resources allocated to this strategic direction

QTSS release: \$13,790.51

Low level adjustment for disability: \$47,123.00

Professional learning: \$6,281.00

Literacy and numeracy: \$5,103.00

Integration funding support: \$38,097.00

Socio-economic background: \$24,724.61

Beginning teacher support: \$14,845.00

Aboriginal background: \$600.00

Summary of progress

All staff engaged in professional learning focused on the identified priority area of Vocabulary. Vocabulary was a focus of COVID ILSP and LaST interventions resulting in a noticeable improvement in Year 3 & 5 check-in data.

Teachers also engaged with professional learning in Numeracy focused on the identified areas of Quantifying Numbers years K-6, Additive Strategies years 1-6, and Multiplicity years 3-6. Number talks became daily practice within all classes. This was supported by a team teaching model in each class weekly.

Learning intentions and success criteria were visible within all classrooms, with students able to articulate the lesson goals and expectations.

Effective Feedback is to be a future focus for teacher professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
An increase in number of Year 3 and 5 students achieving in the top two bands (or above) in NAPLAN reading and numeracy. Check in Assessment demonstrates growth in focus areas - Vocabulary.	This year's NAPLAN data demonstrates that Karangi Public School has increased the percentage of students achieving in the top 2 bands in numeracy by 15.46%. In reading, there was a slight decline of 7.89% from the previous baseline data. This year's Check-In Assessment demonstrated an increase of 10.8% in the focus area of Vocabulary for years 3 and year 5. In years 4 & 6 students demonstrated an increase of 25% in the Check In Assessment area of Vocabulary.
An increase in the number of students achieving expected growth in NAPLAN reading and numeracy to be above the school's lower bound system-negotiated target.	2021 NAPLAN Year 5 growth data shows Karangi Public School students achieved a 19.04% increase in the areas of Reading and in a 7.14% increase in Numeracy.

Value added K-3 SCOUT data improves from working towards delivering to delivering.

Value added 3-5 and 5-7 SCOUT data improves from delivering to sustaining and growing.

Our Value Added targets for K-3 improved from Working towards Delivering to Delivering.

Years 3-5 and years 5-7 SCOUT data targets were achieved moving from Delivering to Sustaining and Growing.



Strategic Direction 2: Assessment, feedback and reporting on student learning

Purpose

To improve student learning outcomes in literacy and numeracy through whole school systems for collecting and analysing data. Establishing enhanced communication between the school and families in regards to their child's progress enabling effective partnerships.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data informed practice
- Provide feedback to students and parents/carers

Resources allocated to this strategic direction

English language proficiency: \$2,400.00

Literacy and numeracy: \$6,100.00

Aboriginal background: \$6,000.00

Professional learning: \$1,509.00

Summary of progress

All teachers were supported in engaging with PLAN 2 through professional learning and coaching. Staff entered data every term to record student progress in using the ALAN platform within the identified sub-elements of Literacy & Numeracy. Staff utilised the on-demand assessments to further inform achievement.

The school surveyed staff and parents and carers in relation to communication and reporting. This is being reviewed to establish consistent workable models for effective communication and ongoing reporting of student achievement and learning goals to parents/carers.

Karangi Public School utilises electronic and paper newsletters, paper notes home, email, Facebook, SMS - SENTRAL and school mobile phone and Skool Loop as various platforms to communicate. This was identified as effective with families able to access various modes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teaching staff utilising PLAN2 in school wide identified areas. All teaching staff using PLAN2 data to inform teaching learning cycle. An increase of 5% of students meeting expected markers on the progressions in creating and understanding text K- 6, quantifying numbers K-6, additive strategies years 1-6 and multiplicative strategies years 4-6	There was a varied understanding and engagement of staff with PLAN 2 in 2021 with beginning teachers and teachers returning to the public system needing much support, familiarising themselves with PLAN 2, its use and analysis, and with the progressions. Karangi Public School students achieved the progress measure with an increase of 5% of students meeting expected markers on the progressions in creating texts, understanding texts K- 6, quantifying numbers K-6, additive strategies years 1-6 and multiplicative strategies years 4-6.
• An increase of 5% of students K-6 meeting expected levels in reading PM benchmarks and fluency benchmarks.	The target of 5% was achieved attributed to a focus on vocabulary K-6 via professional learning and support in classrooms, alongside fluency and reading comprehension as a component of reading and literacy in classrooms.

Strategic Direction 3: Community engagement and partnerships in learning

Purpose

To increase community engagement in student learning, school activities and initiatives. Karangi Public School is recognised as being student centered with a focus on achievement, progress and wellbeing.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student engagement and attendance
- Community engagement

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

Aboriginal background: \$8,362.19

Summary of progress

School systems to monitor attendance were reviewed and staff were made aware of expectations and processes. The SENTRAL SMS platform and use of school mobile for text messaging system proved to be highly effective in communicating absences and receiving responses in a timely manner.

A section was included in the Newsletter with information from the Attendance Matters website to further inform parents/carers of the importance of regular attendance.

The P&C engaged with the school through zoom meetings.

Information sessions were planned for each term however these initiatives did not occur due to COVID restrictions and will be reviewed for 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase the percentage of students attending >90% of the time above the schools baseline data.• The parent/carer and student TTFM and school surveys will demonstrate an increase of 5% of positive responses	<p>71.4% of our students attended school greater than 90% of the time a decline of 5.5% from 2020.</p> <p>TTFM student survey data demonstrates a decline in percentage in the domain of Feeling a Sense of Belonging, Expectations for Success and Advocacy at school compared to 2020 data. In all of the domains we are performing at a higher percentage than state and similar schools groups.</p>
<ul style="list-style-type: none">• Establishment of a P&C• Increase by 10% of parent/carer survey responses demonstrating high agreement in relation to awareness and knowledge of school initiatives including PBL and approaches to teaching and learning.• School conducting and parents/carers attending school information sessions and events.	<p>P&C was reformed and zoom meetings were held twice a term.</p> <p>School information sessions did not occur due to COVID restrictions.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$38,097.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Karangi Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice in literacy and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of strategies to support identified students engaging with the curriculum and continued growth. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>SLSO was employed to work in classroom and playground to support funded students and classroom teacher.</p> <p>PLaSP was formed and reviewed with consultation between classroom teacher, SLSO, parent/carers and Assistant Principal and Learning & Support.</p> <p>PlasP was a fluid document reviewed in context of student need changing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to engage with family/carers and specialist support to engage student with learning and responsive to growth and changing needs.</p> <p>Seek professional learning for all staff in areas of identified disability.</p>
<p>Socio-economic background</p> <p>\$24,724.61</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Karangi Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations culture • Effective classroom practice in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement small group intervention programs to support identified students with additional needs • supplementation of extra-curricular activities • staff release to increase community engagement • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in:</p> <p>A classroom teacher was identified to step into the role of IL Numeracy providing professional learning and in class mentoring and modelling with a focus on number talks and engaging student. A casual teacher was employed to release the instructional leader to review data, meet with teachers and work in the classrooms. Teacher understanding increased and professional dialogue was visible through the school. Due to ongoing absence by relieving teacher and inability to find replacement, this did not occur as regularly as needed. Students became familiar with the model and engaged readily.</p> <p>Learning intentions and success criteria were a part of this model and</p>

<p>Socio-economic background</p> <p>\$24,724.61</p>	<p>teacher and students were able to articulate these. The Learning & Support teacher also supported the focus on vocabulary in classrooms to further support teacher capacity and student learning. The school learning and support officer (SLSO) worked closely with identified students in these lesson to differentiate and engage the students in learning alongside their peers. Quality professional learning and classroom support for teachers in the identified areas of Literacy (Vocabulary) and Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review school systems to ensure consistency of the model when relief teachers are unavailable. Continue model in 2022 looking closely at individual needs of teachers in their classroom context. Develop methods for the collation, understanding , use and review of data across the school.</p>
<p>Aboriginal background</p> <p>\$14,962.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karangi Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations culture • Data informed practice • Student engagement and attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Additional Learning and Support teacher allocation to work within classrooms supporting student learning. SLSO employed to work with identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 staff work with families to develop Personalised Learning Plans for Aboriginal students. Continue professional learning and mentoring to engage student in class and identify groups for additional targeted support.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Karangi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: Additional allocation for SLSO and LaST to work within classrooms supporting students in Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue support with focus on comprehension was identified in Check-in</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>assessment data.</p>
<p>Low level adjustment for disability</p> <p>\$47,123.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Karangi Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: A targeted approach to the students' learning needs as informed by collaboration between school and family informing the students PLaSP. Classroom teachers were supported to more effectively integrate the student into the classroom and plan effectively to meet their individual needs. Classroom teacher and SLSO were provided with release to work on PLaSP, ongoing review twice a year and in response to change and further information from health professionals involved with the students. Teachers engagement with the support from District Office personnel to further understand the needs of the students and how to ensure ongoing student achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure PLaSP are reviewed each term minimum with input from all stakeholders.</p>
<p>Location</p> <p>\$1,676.92</p>	<p>The location funding allocation is provided to Karangi Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: The availability of technology and online platforms to support students engagement in classrooms and to further support student engagement in learning from home during COVID restrictions.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review platforms used; their impact on student learning and their viability.</p>
<p>Professional learning</p> <p>\$7,790.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Karangi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$7,790.00</p>	<ul style="list-style-type: none"> • Effective classroom practice in literacy and numeracy • Provide feedback to students and parents/carers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide teacher release to attend identified professional learning supporting PDP and school plan initiatives. • IL release to plan professional learning, collate and analyse data and support teachers in Literacy & Numeracy. <p>The allocation of this funding has resulted in: Quality professional learning aligned to school plan and informed by standardised data i.e. Check in Assessments. IL and LaST working alongside teachers to move professional learning into the classroom setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop a platform for collation of data which is accessible to all. Continue to provide support for teachers within the classroom setting.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Karangi Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High expectations culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teacher release to engage with identified focus areas from PDP • Mentor identified and released monthly to support the beginning teacher teaching and learning development and accreditation processes. • Professional Learning - fees and release to attend <p>The allocation of this funding has resulted in: The teacher gaining accreditation as proficient.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure ongoing development of teacher to support student learning.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Karangi Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student engagement and attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional school administration officer engaged to support principal workload. <p>The allocation of this funding has resulted in: Reduced administration for the principal in particular relating to Health & Safety compliance requirements and attention to attendance data.</p> <p>After evaluation, the next steps to support our students with this funding will be: 2022 will see a continuation of these job roles.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Karangi Public School</p>

<p>\$11,203.00</p>	<p>from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice in literacy and numeracy • Data informed practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy in the area of reading comprehension and numeracy with a focus on number talks. • employment of an additional part time Learning and Support intervention teacher • employment of a School Learning and Support officer to assist targeted students <p>The allocation of this funding has resulted in: Direct focus on student point of need for reading and numeracy as determined through data analysis Kindergarten to Year 6.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 Karangi Public School maintain a close focus on student learning within literacy and numeracy and align professional learning to support building teacher capacity.</p>
<p>QTSS release</p> <p>\$13,790.51</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karangi Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional Leader provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • teaching staff engaged in collaborative data analysis to inform programming across the school <p>The allocation of this funding has resulted in: Coaching and mentoring opportunities, strengthening quality teaching practice and applied a focus on data informed practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 the AP Curriculum & Instruction in conjunction with the principal and learning & support teacher, will lead further targeted data analysis to support quality teaching practice. Karangi Public School will embed systems to ensure lesson observations and effective feedback drive teaching and learning improvement.</p>
<p>COVID ILSP</p> <p>\$41,299.92</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>COVID ILSP</p> <p>\$41,299.92</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition with a focus on reading comprehension and quantifying numbers/additive strategies. • providing targeted, explicit instruction for student groups in literacy/numeracy. <p>The allocation of this funding has resulted in: Identified students benefiting from small group tailored support. Teaching and non-teaching staff have benefited from coaching and mentoring opportunities within the explicit teaching of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Karangi Public School will continue to monitor and track students requiring additional learning adjustments. 2022 COVID ILSP programs will complement learning and support interventions across the school to ensure all students are improving in their learning.</p>
<p>Per capita</p> <p>\$18,242.23</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Karangi Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Provision of general classroom stationery supplies ensuring equity for all students to engage in learning. • Subsidised requests for student assistance <p>The allocation of this funding has resulted in: Equity for all students to engage in key learning areas. In 2021 COVID at home learning presented additional challenges and this funding source supported the development of home learning packs and resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to ensure our classroom teaching and learning supplies meet the needs of our students.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	57	49	42	28
Girls	41	37	32	28

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	92.6	98.7	91.5
1	93.6	91.4	93.6	95.7
2	87.8	92.4	93.9	92.2
3	89	90.7	92.9	90.4
4	93	91.2	94.9	92.1
5	86.2	92.3	87.9	95.3
6	91.1	86.4	89.5	88
All Years	90.4	91.2	92.8	92
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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
Classroom Teacher(s)	2.42
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	72,653
Revenue	968,976
Appropriation	953,672
Sale of Goods and Services	776
Grants and contributions	14,512
Investment income	16
Expenses	-952,174
Employee related	-846,087
Operating expenses	-106,087
Surplus / deficit for the year	16,802
Closing Balance	89,455

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.

	2021 SBAR Adjustments (\$)
Targeted Total	38,097
Equity Total	89,210
Equity - Aboriginal	14,962
Equity - Socio-economic	24,725
Equity - Language	2,400
Equity - Disability	47,123
Base Total	705,098
Base - Per Capita	18,242
Base - Location	1,677
Base - Other	685,179
Other Total	33,381
Grand Total	865,787

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.



Parent/caregiver, student, teacher satisfaction

Students in years 4 - 6 participate in TTFM surveys across the three domains of Advocacy at School, Expectations for Success and Sense of Belonging. In 2021 Tell Them from Me survey data demonstrated:

- Advocacy at School 96% of students a minimal drop from 97% in 2021.
- Expectations for Success 97% of students responded positively with a decrease from 100% in 2020.
- Sense of Belonging: 71% of students responded positively, a slight drop from 81% in 2020.
- Karangi Public School data is performing higher than state and similar schools groups in all domains

Staff and parents participated in a survey focused on attendance and engagement.

The feedback from parents/carers spoke strongly to a welcoming open school culture with families feeling welcomed. parents/carers would like to receive more regular practical information to assist their child's learning. Families participation in classrooms has waned having been impacted greatly by COVID restrictions.

Staff feedback demonstrated they value the importance of families participation and engagement in their child's education.



ANZAC Day march at Coffs Harbour service.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

