

2021 Annual Report

Karuah Public School



2263

Introduction

The Annual Report for 2021 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 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.

School contact details

Karuah Public School

18 Bundabah St

Karuah, 2324

<https://karuah-p.schools.nsw.gov.au>

karuah-p.school@det.nsw.edu.au

4997 5341

Message from the principal

Whilst the impact of Covid-19 on teaching and learning was heavily felt for the second year during 2021, Karuah Public School students and staff still managed to experience an outstanding year of success with a list of accomplishments and achievements that we are all very proud of. Despite the disruptions and challenges we faced this year, our school continued to focus on student well-being and remained committed to ensuring that all students experienced continued success and improvement across all outcomes. We strategically focused on implementing our well developed, data driven improvement plans and investing significantly in ensuring our shared school vision of positive learning environments in every classrooms. This vision was underpinned by well trained, expert staff (teaching and non-teaching), who could deliver best practice, model high expectations and ensure all students were known, valued and cared for. Moving forward into 2022, by continuing to invest our time and resources in our students, staff and parents, we also continue to invest in our schools future and share the aspirations we collectively have for our children.

We look forward to continuing success during 2022.

Toni Lyle



School vision

At Karuah Public School, we strive to create teaching and learning environments that enable students to be engaged and successful in learning. With a focus on student attendance, cultural safety and whole-school well-being, we value positive school and community relationships that prepare students to go on and lead long healthy and happy lives.

School context

Karuah Public School is situated adjacent to the beautiful Karuah River on Worimi Country. We acknowledge the Worimi people who were and are the traditional custodians of our land. We pay our respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of Karuah.

Karuah Public school enrolment numbers have increased with some fluctuation over the past 10 years. We have an authentic and traditional Aboriginal population and pride ourselves in working closely with elders to improve community engagement and a sense of belonging in our school. In 2013, 6% of students identified as Aboriginal. Currently 39% of Karuah Public School students now identify. We currently have no EAL/D students. Our current FOEI score is 146 and School ICSEA value is 878, identifying us as a low socio-economic rural school. Typically, Karuah is a transient community with a diverse cultural background. In 2011 student enrolment numbers were at 79 and have increased to a peak of 142 in 2020. Current student enrolments are 137. We anticipate that this trend of growth will continue with over 560 new sub-division allotments due to open up in the next 12 months.

Our Strategic Plan 2021-2024 will see us strive to ensure that our students will establish and build on foundation skills in literacy and numeracy, develop strong content knowledge and the ability to learn, adapt and be responsible citizens. We are determined to demonstrate measurable and sustainable student academic growth and attainment through initiatives and activities designed to improve whole school data skills and use to drive a culture of high expectations and personalised, self-directed learning and targeted intervention.

To support our improvements in student growth and attainment, we will maintain our strong focus on improvements in student attendance, engagement, cultural safety and whole-school well-being programs. They will be the essential foundations for improving all student outcomes and preparing our students to go on and lead long healthy and happy lives.

For our Aboriginal and Torres Strait Islander community and their children, cultural safety, engagement and high educational expectations is a high priority in moving forward 2021-2024. We are striving for full implementation of the renewed Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030. Closely implementing the Aboriginal Education Policy, we will also strive to ensure that our educational outcomes for our Aboriginal children and young people will be as good as or better than those of the general student population of NSW. We will continue to work with the Youyoong Local AECG to ensure effective consultation occurs with communities at the local level, as well as our local Elders to ensure Aboriginal and non-Aboriginal students and families engage in and understand the heritage and culture of the Worimi Aboriginal Peoples on whose land/s they live and learn on.

Finally, we want to continue to make Karuah PS a great place to work, a great place to develop a career, a great place to develop new skills and to have that extraordinary reward of working with students and delivering inspirational best practice. Through investing in the development and retainment of highly trained staff, we hope to sustain our excellence and continue to move forward and improve our ability to demonstrate measurable learning progress for all students and ensure that no child is left behind.

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

During the external validation process, the independent Validation Panel comments and adjustments of Karuah Public School Self-assessment using the School Excellence Framework indicated:

*In the element of **Wellbeing**, the evidence presented indicates the school is operating at the **Excelling** stage.*

*In the element of **Student Performance Measures** the evidence presented indicates the school is operating at the **Excelling** stage.*

*In the domain of **Teaching** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework and is operating at the **Excelling** stage.*

*In the domain of **Leading** the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework and is operating at the **Excelling** stage.*

Strategic Direction 1: Student growth and attainment

Purpose

Students will establish and build on foundation skills in literacy and numeracy, develop strong content knowledge and demonstrate measurable and sustainable student academic growth and attainment.

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.

- Initiative 1: Effective data skills and use
- Initiative 2: A culture of high expectations which drives personalised self-directed learning and targeted intervention

Resources allocated to this strategic direction

Socio-economic background: \$202,215.78

Literacy and numeracy: \$14,546.71

Integration funding support: \$116,951.00

Summary of progress

All teaching staff this year were up-skilled in the use of data to inform their practice. We prioritised professional learning in effective and efficient use of data and embedded regular data meetings and professional learning into our strategic process. Teachers worked collaboratively and independently to use data to evaluate individual learning programs, modify teaching strategies and to inform new goals for students. Consistent methods, using a variety of formative and summative assessments, were used to collect data between classes and over a period so that comparisons of student progress were accurate, and consistency of teacher judgement was maintained. We analysed a variety of data sources to monitor student learning and progress and to evaluate the effectiveness of teaching practices.

Every classroom teacher was supported by our Instructional Leader to use data to inform practice and make adjustments to teaching to support continual growth in student outcomes. We monitored and reflected on a daily basis the progress of every student to identify strengths and gaps in learning. Our classroom data walls and records of learning were used to implement differentiated teaching strategies to ensure all students were challenged and successful. During meetings, we discussed and made connections between a variety of data sources to build a holistic and accurate picture of student achievement and teaching. Triangulating internal and external assessment data supported us to identify individual student needs. This enabled targeted instructional coaching to support teaching expertise in areas of need and built teacher responsibility for all learning. Student data was regularly and continually compared across years and cohorts to identify wider trends (Scout dashboard and NAPLAN). We collected and used meaningful data from all stages of the learning process to provide information on 'Where to next' for all students.

As a result of our collective commitment and responsibility to ensuring every teacher was informed, knowledgeable and skilled, Karuah Public School saw overall growth in both reading and numeracy outcomes for Years 3 and 5 students in NAPLAN data, with 53.85% of our students in Years 3 and 5 achieving above expected growth in numeracy and over 69% growth in reading. Our school qualitative and quantitative data also indicated substantial growth across the school in literacy and numeracy. Moving forward, our continued focus will maintain strong data-driven responses to teaching and learning and a strong commitment to ensure data review meetings and cycles are maintained through our two new APC&I roles and executive leaders.

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
NAPLAN top two bands * A minimum of 22% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy.	The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 33%. The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 36%.

<p>* A minimum of 27.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading.</p>	<p>This data indicates we have achieved higher than the system negotiated targets set for 2021.</p>
<p>NAPLAN expected growth</p> <p>* A minimum of 48.3% of Year 3 and 5 students achieve expected growth in NAPLAN Numeracy.</p> <p>* A minimum of 52% of Year 3 and 5 students achieve expected growth in NAPLAN Reading.</p>	<p>The percentage of students achieving expected growth in NAPLAN numeracy increased to 53.85%.</p> <p>The percentage of students achieving expected growth in NAPLAN reading increased to 69.23%.</p> <p>This data indicates we have achieved higher than the system negotiated targets.</p>
<p>Literacy and Numeracy Learning Progressions</p> <p>* 75% of Early Stage 1 students will achieve at or above the expected end of year progression for Phonological Awareness, Understanding Texts, Creating Texts and Additive Strategies.</p> <p>* A minimum of 65% of Year 1 - Year 6 students will achieve at or above expected end of year progression for Understanding Texts, Creating Texts and Additive Strategies.</p>	<p>80.9% of Early Stage 1 students have achieved within level 4 of the understanding texts sub-element of the Literacy Progression; 38% have achieved within level 3 of the phonological awareness sub-element; 76% have achieved within level 4 of the creating texts sub-element.</p>



Strategic Direction 2: Striving and thriving school community that prepares young people for happy, healthy, rewarding lives

Purpose

Student growth and attainment is underpinned by improvements in student attendance, engagement, cultural safety and whole-school well-being programs. They will be the essential foundations for preparing students to go on and lead long healthy and happy lives.

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.

- Initiative 1: Teachers, parents and students are partnered together to support and encourage consistent attendance and wellbeing
- Initiative 2: Strategic improvement of whole school wellbeing practices
- Initiative 3: Improvement of educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students

Resources allocated to this strategic direction

Low level adjustment for disability: \$94,519.72

Socio-economic background: \$13,289.00

Per capita: \$34,019.31

Aboriginal background: \$93,563.68

Summary of progress

The analysis of weekly attendance data in weekly Learning Support meetings informed future planning and was crucial in addressing and achieving this improvement measure. Students tracked their own attendance through classroom data walls, which were supported through 5-weekly celebration of attendance success for children achieving attendance targets. Our innovative resources also saw us share our strategy and designs both within our Port Stephens network and wider school community networks, as well as seeing us take on a leading role in the newly introduced Port Stephen's network 'A-Team', designed to collaboratively work together to address and support attendance at a network level. Attendance rates of Aboriginal and Non-Aboriginal students have made a significant increase. The impact on attendance rates for KPS Aboriginal and Non-Aboriginal students gained recognition at a state AECG level conference. Our overall attendance rates were also above state average.

2021 saw Karuah Public School make substantial changes to our whole school well-being systems and processes. School staff engaged with the Wellbeing Framework and Wellbeing Self-assessment tool, What Works Best (CESE) and School Excellence Framework to establish a planned approach to improving wellbeing. As a team we identified the current school well-being approaches, mapped approaches/programs against the 5 domains of well-being and evaluated the impact of school approaches to influence the planning of the future School Improvement Plan. Further analysis of PBL data saw staff collectively decide to update school behaviour systems, as well as decommission the Planning Room system with great success. We formed a holistic strategy to wellbeing and thus branded it RESET as it underpinned the narrative of 're-calibrating and resetting' to improve decision making process in students and improve relationships between home and school. In 2021 we have created additional social areas created to support vulnerable students e.g., Lego club and the quiet reading space in during lunch time. Our PDHPE specialist teacher creates and implements innovative school programs with mindfulness, Zones of Regulation and Smiling Mind, which will continue throughout 2022.

Our Aboriginal Education data demonstrated our commitment to the improvement of educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. In 2021 saw between 50-60% of our Aboriginal students who sat NAPLAN achieve in the top two bands for spelling and reading. Proudly, we were also one of the first schools in the region to embed teacher facilitated Gathang Language in to all classrooms through video lessons presented by our local elder. A strategic goal for 2022 is to further strengthen community partnerships and provide higher duties opportunities existing Aboriginal staff members and and engage more community elders.

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.

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Annual progress measure	Progress towards achievement
<p>Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 75.1%</p> <p>Upper band target is 76.00%</p> <p>Lower band target is 72.00%</p>	<p>The number of students attending greater than 90% of the time or more has increased by 9.28%</p> <p>We are currently sitting at 71.11%</p> <p>Our current target for 2021 is 72% to reach the agreed lower band target.</p>
<p>TTFM Wellbeing data (advocacy, belonging, expectations) increases to be just below the lower bound system-negotiated target of 97.20%.</p> <p>Goal 90-96%</p> <p>Upper band target is 95.3%</p> <p>Lower band target is 92.5%</p>	<p>Tell Them From Me data shows an overall improvement of 11.08% of reported positive wellbeing.</p> <p>This includes 8.87% increase in advocacy at school; 19.05% increase in sense of belonging and 5.04% increase in expectations of success.</p> <p>We are currently sitting at 85.11% (advocacy, belonging, expectation for success)</p> <p>Our current target for 2021 is 92.5% to reach the agreed lower band target</p> <p>The School Excellence External validation panel report saw Karuah Public School successfully achieve excelling in Wellbeing domain.</p>
<p>Decrease serious negative behaviours incidents and suspensions by a minimum of 10% determined by a two year baseline of incident reports as at year end 2020.</p>	<p>Sentral data shows significant decrease in negative serious behaviour and suspensions. 2019 suspension data indicated 29% suspension rate. 2021 suspension data indicated 3.4% suspensions.</p> <p>The school determined target was 10% reduction and our current data indicates we have achieved beyond our negotiated target.</p>
<p>Aboriginal outcomes</p> <ul style="list-style-type: none"> • 80% Aboriginal Students engaged in school Aboriginal dance. • 95% Aboriginal students 3-6 members of the Junior Youyoong AECG • Whole school knows 20 Gathang words. 	<p>Our Aboriginal Dance successfully engaged over 80% of Aboriginal Students. Students regularly practised and performed their dances over the course of the year.</p> <p>Our Junior Youyoong AECG met monthly in the school hall and consisted of 95% of Aboriginal students Years 3-6.</p> <p>Both the implementation of the Junior Youyoong AECG and the Aboriginal Dance group contributed to improved student wellbeing and a sense of belonging. Data has shown lowered red level behaviour and suspensions in 2021.</p> <p>The whole school student population now knows 8 Gathang words learnt over the course of 4 weeks. We did not reach the projected target of 20 words due to home learning. In Term 1 2022 the language program will be implemented from the beginning again. We will begin the language program from session 1 to confirm the retention of all words and to ensure the implementation is authentic and successful.</p>



Strategic Direction 3: Building capacity for whole school success – investing in high performance culture and distributive leadership

Purpose

Our school actively plans for a professional team of highly developed teachers and staff who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school wide, shared responsibility for student learning and success. We encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and distributive leadership arrangements.

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.

- To Build an Expert Teaching Team and High Performance Culture
- Ensure Sustainable Excellence through Distributive Leadership

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$102,908.00

Location: \$5,832.09

Professional learning: \$13,804.00

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

QTSS release: \$23,881.00

Socio-economic background: \$5,499.00

Summary of progress

With our Leadership Team strongly enhanced by an EAfS Instructional Leader, 2021 saw us drive ongoing, school-wide improvement in teaching practices and student results to build and expert team of teachers. Through embedded and explicit systems to reflect on data that facilitated professional dialogue, collaboration, classroom observation, the modelling of best practice and effective feedback, our holistic and collaborative approach to mentoring and coaching ensured the ongoing development and improvement of all teaching staff and SLSOs.

High Impact Professional Learning practices and continuous review and re-calibration of staff knowledge and understanding, assisted us to regularly evaluate and address the quality of teacher knowledge and the impact on student learning. Our executive team regularly collaborated with networks of professional learning communities to enhance practices and processes. With our high expertise being shared and embedded as best practice throughout numerous schools within the network and across the state, we are able to deliver impact in teaching innovation.

Our improved professional practice has seen our first intensive learning cohorts in Year 3 achieve well above SSSG and State Schools in both of our innovative program areas of writing and numeracy in NAPLAN data 2021. The overall impact of such a strong investment in professional learning and distributive leadership saw our Instructional Leader and Deputy Principal successful in attaining the Relieving Principal role at Tomaree Public school for 2022, our Assistant Principal (Wellbeing) successfully acquire the Assistant Principal, Curriculum and Instruction 2 days per week and our temporary, part-time teacher also successfully attain the second Assistant Principal, Curriculum and Instruction position for 4 days per week - meaning nearly a full retainment of all staff for 2022 to deliver continuing and sustainable excellence. Our focus will remain the same for 2022. With such an investment in staff training, retainment of staff will be seen as crucial for success and further impact on student outcomes and positive community engagement.

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
Professional Learning Per Employee : Average number of hours of professional learning per employee during the year to increase from less	Karuah Public School invested in it's people in 2021 to ensure high levels of expertise across all areas. Our Professional Learning data indicated that our average professional learning per employee increased from 20% in 2020 to 41% in 2021, well above the target.

<p>than 10 hours per year to 15+</p>	
<p>School assessment in the School Excellence Framework (SEF) shows improvement from 'Delivering' to 'Sustaining and Growing' in the following themes:</p> <ul style="list-style-type: none"> • Professional standards • Learning and development • Educational leadership 	<p>The School Excellence External validation panel report saw Karuah Public School successfully achieve well above expectations in our annual progress measures outlined at the beginning of the year. Our school assessment in the School Excellence Framework (SEF) demonstrated improvement from 'Delivering' to 'Excelling' in the following themes:</p> <ul style="list-style-type: none"> • Professional standards • Learning and development • Educational leadership
<p>School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and growing' to 'Excelling' in the following themes:</p> <ul style="list-style-type: none"> • Learning Culture • Wellbeing • Management practices and processes 	<p>The School Excellence External validation panel report saw Karuah Public School successfully achieve well above expectations in our annual progress measures outlined at the beginning of the year in Learning Culture and Wellbeing. Our school assessment in the School Excellence Framework (SEF) demonstrated improvement from 'Sustaining and Growing' to 'Excelling' in the following themes:</p> <ul style="list-style-type: none"> • Learning Culture • Wellbeing <p>In the area of Management practices and processes, we remained at 'Sustaining and Growing'</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,951.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Karuah 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"> • Initiative 1: Effective data skills and use <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 targeted professional learning around quality teaching and best practice • intensive learning and behaviour support for funded students • staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments <p>The allocation of this funding has resulted in the following impact: Improved outcomes for intervention and funded support students . Our collective commitment and responsibility to ensuring every teacher was informed, knowledgeable and skilled with ongoing monitoring of data, reflection of practice and adjustments to teaching strategies has seen whole-school growth in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on data to guide teaching and learning practices. A strong focus on early intervention and support for individualised learning support in early classroom.</p>
<p>Socio-economic background</p> <p>\$221,003.78</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Karuah 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"> • Initiative 1: Effective data skills and use • Initiative 2: A culture of high expectations which drives personalised self-directed learning and targeted intervention • Initiative 1: Teachers, parents and students are partnered together to support and encourage consistent attendance. and wellbeing • Ensure Sustainable Excellence through Distributive Leadership • Initiative 2: Strategic improvement of whole school wellbeing practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement to support identified students with additional needs • equitable access to specialist resources • employment of additional staff to support all classroom program implementation and individualised learning intervention • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Every classroom teacher able to use data to inform practice and make adjustments to teaching to support continual growth in student outcomes. All teachers monitor reflect on a daily basis the progress of every student to identify strengths and gaps in learning. Our classroom data walls and records of learning were used to implement differentiated teaching strategies to ensure all students are challenged and successful.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$221,003.78</p>	<p>With the continued employment of our APC&I's, investment in time and resourcing will continue to ensure our thorough triangulating of internal and external assessment data to identify individual student needs. This will ensure targeted instructional coaching to support teaching expertise in areas of need and further build teacher responsibility for all learning. Our priority will continue to be using student data to identify wider trends. and ensure that the learning process is informed and delivers 'Where to next' for all students.</p>
<p>Aboriginal background</p> <p>\$93,563.68</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karuah 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"> • Initiative 2: Strategic improvement of whole school wellbeing practices • Initiative 3: Improvement of educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • All KPS students engage in knowledge of Gathung language (with permission). • All KPS staff members attend Connected to Country PL course on Worimi Land at Moorook Cultural Centre • NAIDOC Week activities • Personal Learning Pathways afternoon community event at Karuah Land Council Hall • Employment of ASLO personnel to assist students in classroom intervention and playground support. • Aboriginal Dance Group costumes <p>The allocation of this funding has resulted in the following impact: Embedding high aspirations and expectations for our Aboriginal students into our school culture. In 2021 our Year 3 Aboriginal students accounted for 60% and 50% respectively of the students who achieved in the top two bands for spelling and reading, thus the Aboriginal students' results were as good as or better than the non-Aboriginal students in the class. Karuah Public School teachers are approved to facilitate Gathang Language everyday, in all classrooms.</p> <p>After evaluation, the next steps to support our students will be: Our commitment To Aboriginal Education remains strong. Moving forward into 2022 will see us honor our strategic direction on distributional leadership, with our two ASLO moving into AEO roles to further develop more opportunities for all students in Aboriginal Education.</p>
<p>Low level adjustment for disability</p> <p>\$94,519.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Karuah 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"> • Initiative 1: Teachers, parents and students are partnered together to support and encourage consistent attendance. and wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher and AEO to work with individual students and in a case management role within the classroom/whole school setting and improve attendance • targeted students are provided with an evidence-based intervention in

<p>Low level adjustment for disability</p> <p>\$94,519.72</p>	<p>Minilit, Multilit and phonics programs to increase learning outcomes</p> <ul style="list-style-type: none"> • 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 in the form of two new APC&I roles • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students - tiered intervention from our LaST, Covid intervention teacher and APC&I executive's. <p>The allocation of this funding has resulted in the following impact: 80.9% of Early Stage 1 students have achieved within level 4 of the understanding texts sub-element of the Literacy Progression; 38% have achieved within level 3 of the phonological awareness sub-element; 76% have achieved within level 4 of the creating texts sub-element.</p> <p>After evaluation, the next steps to support our students will be: LaST Intervention in 2022 will focus on early intervention in phological awareness testing and individualised programs.</p>
<p>Location</p> <p>\$5,832.09</p>	<p>The location funding allocation is provided to Karuah 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"> • To Build an Expert Teaching Team and High Performance Culture <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 • student assistance to support excursions • incursion expenses • subsidising student excursions to enable all students to participate • Investing in the development and retainment of highly trained staff to alleviate lack of access to staffing. <p>The allocation of this funding has resulted in the following impact: Further funding to purchase laptops and the regional digital upgrades to schools have resulted in bridging the gap for KPS students. Furthermore, the overall impact of strong investment in professional learning and distributive leadership has also seen us retain all staff for 2022 and assist us to alleviate the complexity in ensuring continuity of learning for all our students and their families.</p> <p>After evaluation, the next steps to support our students will be: Due to Covid-19 disruptions in 2021, excursions were all cancelled. In 2022, this funding will be used to reconnect with curriculum practical experiences and excursions and support families due to loss in businesses and income throughout our community. Funding will also be used to support staff in professional learning.</p>
<p>Literacy and numeracy</p> <p>\$14,546.71</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Karuah Public School 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"> • Initiative 1: Effective data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy

<p>Literacy and numeracy</p> <p>\$14,546.71</p>	<ul style="list-style-type: none"> • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: Whole staff completion of the facilitated 'Effective Reading: Phonics' and the 'Fluency on Teams Blended Learning'. The completion of these facilitated Det professional learning courses enabled staff to further understand the importance of phonics and language for pedagogy. Teaching staff particularly grew in confidence and became expert teachers when programming literacy activities for all students. This was instrumental in ensuring student growth. Further TPL and instruction on 'Number Talks for Additive Strategies' broadened understanding in the importance of daily 'number talks' in numeracy lessons. By communicating and explicitly teaching mathematical situations and methods using everyday language embedded with mathematical language was beneficial for all students. This had furthered their understanding using numeracy language, actions, materials, diagrams and symbols.</p> <p>After evaluation, the next steps to support our students will be: Used to support staff with time in investigating, unpacking and implementing the many new documents and syllabuses in 2022 e.g. K-2 English, Maths Syllabuses, as well as the new implementation of Inclusive, Engaging and Respectful Schools policies.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Karuah Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • To Build an Expert Teaching Team and High Performance Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead professional learning opportunities available through the Numeracy Strategy • employment of Instructional Leader to build capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in the following impact: Ongoing, school-wide improvement in teaching practices and student results. Through embedded and explicit systems to reflect on data that facilitated professional dialogue, collaboration, classroom observation, the modelling of best practice and effective feedback, our holistic and collaborative approach to mentoring and coaching ensured the ongoing development and improvement of all teaching staff and SLSOs.</p> <p>After evaluation, the next steps to support our students will be: The support the new APC&I roles within our school through the phasing out of Eafs Program. Karuah Public School saw us allocated 1.2 permanent APC&I positions.</p>
<p>QTSS release</p> <p>\$23,881.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karuah 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"> • Ensure Sustainable Excellence through Distributive Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support

<p>QTSS release \$23,881.00</p>	<p>classroom programs</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The implementation of a continuous cycle of HIPL to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> <p>After evaluation, the next steps to support our students will be: to continue to reflect on data to to guide high impact professional learning cycles and recalibrate 2022 school plan initiatives.</p>
<p>COVID ILSP \$105,216.00</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 funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing staff to supervise and monitor progress of student groups engaging in online tuition in [program] <p>The allocation of this funding has resulted in the following impact: Students requiring addition support through Covid Intensive Learning Support Program made overall improvements on PLAN 2 data, individualised learning goals (L&N progressions), pre and post student work samples and assessment tasks.</p> <p>After evaluation, the next steps to support our students will be: To continue to support children under the same model, as well as focus on children with the least amount of progress made in our 2022 tiered intervention programs and LaST Intervention programs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	67	71	76	78
Girls	61	56	62	60

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91	87.2	91.9	92.8
1	89.9	91	92.8	92.9
2	92.6	90.7	92.9	92.5
3	89.7	88.2	91.5	94.1
4	87.8	90.8	93.5	90.8
5	88.7	87.7	91.9	92.1
6	92	87.2	90.5	89.8
All Years	90.1	88.9	92.1	92.3
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 from 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

Families evacuating and relocating due to NSW floods;

Sick students staying at home until a negative COVID-19 test was returned;

Household members testing positive to COVID-19;

The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.87
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there isn't any off-set requirement from the teaching allocation. The APCI is included under the Assistant Principal(s) position grouping.

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 2022, 4.6% of the Departments 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 2022 to 31 December 2022. 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	148,982
Revenue	2,143,803
Appropriation	2,116,440
Sale of Goods and Services	829
Grants and contributions	26,350
Investment income	84
Other revenue	100
Expenses	-2,051,612
Employee related	-1,920,487
Operating expenses	-131,124
Surplus / deficit for the year	92,191
Closing Balance	241,173

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	116,951
Equity Total	409,162
Equity - Aboriginal	93,639
Equity - Socio-economic	221,004
Equity - Language	0
Equity - Disability	94,520
Base Total	1,236,064
Base - Per Capita	34,019
Base - Location	5,832
Base - Other	1,196,213
Other Total	223,986
Grand Total	1,986,164

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

The TTFM and student satisfaction surveys are undertaken twice a year by students to supply wellbeing feedback to drive future planning. 2021 TTFM data further indicated a deficit in student belonging. We attempted to boost school belonging through the creation of new wellbeing systems, the implementation of SEL and the formation of additional school programs e.g. Youyoong Junior AECG.

2021 data has shown growth in all 3 areas of Wellbeing (Scout). KPS is currently recorded above SSSG and NSW in the Sense of Belonging domain. Through the innovating changes in behaviour management and proactive increase of incident data recording and monitoring, we have witnessed significant growth in data entry, however, dramatic decreases in serious behaviour incidents. With only 1 suspension in 2021, increased positive community feedback through TTFM, we hope that this upwards trend continues.



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.

