

# 2021 Annual Report

## Kareela Public School



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# Introduction

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

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

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## Message from the principal

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2021 saw the continued challenges of COVID-19 demonstrate the strength of the Kareela Public School community. The kindness and support shown from school to family, family to school, family to family and student to student - reinforced how lucky we are to be part of such a supportive community. We learnt many lessons from the 2020 learning from home period and we built, improved and continued to adapt to the on-line learning space during the longer lock down period this year. Google Classroom was once again our best friend and the teachers continued to adapt their lessons so that learning could continue for our students. Our student's resilience and dedication to their learning was featured in their outstanding contributions and high levels of participation and engagement across all learning areas. I would like to commend each and every one of them.

A very special thank you and a very big well-done to the teachers and support staff. Their flexibility and unwavering ability to adapt and adjust to the constant changing landscape was truly remarkable. Kareela Public School is so lucky to have these dedicated and talented team of professionals.

There are 2 groups of students I would particularly like to acknowledge. Firstly our Kindergarten class of 2021. They had just adjusted to the excitement of starting big school and were settled in to their routines. Next minute, on-line learning, ZOOMS and Google Classroom. Then back at school once again. I cannot believe how they met and mastered every challenge with positivity and maturity. What an exceptional group of little people they are!

To our Year 6 students, the class of 2015. Your Year 6 journey certainly took a road that we were not expecting, but you met every challenge head on with resilience and maturity. I am so proud to have gotten to know you and to see the wonderful young people you have become. I know you are all very well equipped for your next adventure and I am looking forward to seeing and hearing of your successes.

I look forward to 2022, there will of course be challenges but I know that we will be able meet these challenges together, as we continue our partnership in your child's educational journey.

**Nicole Arnold**

## School vision

At Kareela Public School our vision is to provide an inclusive and high quality education that is underpinned by our school values that will see all learners be respectful, responsible and safe; ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value the pursuit of excellence.

## School context

Kareela Public School is situated in the Sutherland Shire in Sydney's south. Enrolments in 2021 are 372 students. The school is located on a large, natural parkland area which plays host to abundant native flora and fauna.

A growing population of students from a Language Background other than English (LBOTE) is evident in the younger years, with overall student numbers from a LBOTE steady at approximately 30%.

The entire Kareela Public School learning community has high expectations of the performance of the students across all key learning areas and the school works with the community towards achieving shared goals. At our school, students, teachers and parents are genuine partners in the learning process. We implement innovative practices to support student learning and equip them with the tools to be successful, confident, creative and resilient members of our ever changing society.

The parent community are highly supportive of their children enjoying a successful, well rounded primary school experience across a range of sporting, cultural and academic endeavours. Specialist programs in swimming, dance, band, film making and robotics complement teaching programs.

The Situational Analysis conducted during 2020 highlighted the need to focus on assessment and data analysis to differentiate programs, quality teaching through collaborative professional learning and student wellbeing through a positive, cohesive and proactive approach.

Kareela Public School is committed to the department's values of ensuring that every student, every teacher and every school improves every year and that all of our students are known, valued and cared for.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to increase student growth and attainment in reading and numeracy through effective delivery of quality, differentiated learning programs. These will be supported by reflective, evidence based assessment processes and the expert interpretation of data to ensure every student is challenged and performs at their very best.

### 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.

- Excellence in classroom delivery for every student.
- Excellence in data collation, analysis and reflection.
- Excellence in teaching writing.
- NAPLAN criteria marking

### Resources allocated to this strategic direction

**English language proficiency:** \$22,500.00

**Integration funding support:** \$124,769.00

**Low level adjustment for disability:** \$81,902.00

**Socio-economic background:** \$9,022.00

**Aboriginal background:** \$1,567.00

**Literacy and numeracy intervention:** \$22,423.60

### Summary of progress

Teacher Professional Learning (PL) through the first half of 2021 focused on reading strategies in line with the new Department of Education, Reading and Comprehension support materials. Teachers were given workshops on the application of these papers and how we might implement them into our practice. The second half of the year saw very little group PL due to the shift to home learning. Teachers worked on stage and individual PL tasks with a reading/fluency/vocabulary focus.

Data surveys indicated solid growth in teacher comfort when accessing and interpreting data from Department, external (PAT) and internal sources. Staff showed a 27% increase in reporting high (score 7 or above on a 10 point scale) degrees of comfort with using data to inform their practice. This indicates a strong positive shift in the application of data from all sources. Multiple PL sessions in data usage have shaped and guided this growth.

Based on student results from NAPLAN, Kareela has reached expected uplift targets for the 2019 to 2021 reporting period. Growth targets are also on track and our Value Added numbers for the growth of Year 3 to Year 5 students is at Sustaining and Growing.

### 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
Increase the percentage of students in the top 2 bands for reading. <b>Uplift required 4%</b>	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading 6.3% from baseline and 8% from 2019.
Increase the percentage of students in the top 2 bands for numeracy. <b>Uplift required 4%</b>	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for numeracy 3.4% from baseline and 4% from 2019.
Increase the percentage of students experiencing expected growth for reading.	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 2.6%.

<b>Uplift required 2%</b>	
Maintain or increase the percentage of students in the top 2 bands of students experiencing expected growth for numeracy.  No uplift required.	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 9% from baseline.
Maintain or increase the percentage of Year 5 students in the top 2 bands of writing experiencing expected growth.	56% of Year 5 students achieved expected growth in writing.
Maintain or increase the percentage of Year 5 students achieving in the top 2 bands of writing.	Year 5 students achieving in the top 2 bands of writing increased by 12%.
Maintain or increase the percentage of Year 3 students achieving in the top 2 bands of writing.	Year 3 students achieving in the top 2 bands for writing increased by 10%.
50% of students at or above expected growth in NAPLAN Writing from Year 3 to Year 5.	In 2021 writing 57.4% of students in Year 5 achieved expected growth.

## Strategic Direction 2: Collaborative Teaching Practice

### Purpose

Our purpose is to optimise learning progress for all students across the full range of abilities. This will be achieved through the application and refinement of evidence-informed practice, knowledge and problem solving. Qualitative teaching practice will be sustained via ongoing collaborative teaching inquiries based upon quality teaching practice and feedback.

### 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.

- Collaborative Teaching Inquiries
- Evidence-based Teaching Practice

### Resources allocated to this strategic direction

**Professional learning:** \$0.00

**QTSS release:** \$74,670.59

**Literacy and numeracy:** \$26,061.22

### Summary of progress

In 2021 the school conducted Professional Learning on What Works Best in Explicit Teaching, Feedback and Collaborative Practice through on-line teacher learning.

The 3 Assistant Principals worked as Instructional Leaders across the school. Despite the disruption of remote learning the teacher feedback on the Instructional Leader program was positive. This model will continue in 2022.

### How successful have we been at embedding a culture of collaboration?

Teacher feedback from remote learning reflects that collaborative practice has increased and teachers have identified the need to continue and further develop model of collaboration.

### Are teachers effectively planning for explicit teaching and feedback?

Executive reflections from stage meetings and program observations show that teachers are using explicit teaching and feedback. It has been observed that in professional dialogue teachers are using the language of effective classroom practice. This remains a priority for 2022.

### Are evidence-based teaching practices adopted in all classroom?

Observation across the school show there are pockets of strength and in 2022 we plan to use this expertise to build capacity in others.

### 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
Teaching: Learning and Development - Collaborative practice and feedback, Coaching and mentoring is assessed at Delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Learning and Development- Collaborative Practice and Feedback and sustaining and growing in Coaching and Mentoring.
Leading: Educational Leadership - Instructional Leadership is assessed at Delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Educational

<p>Teaching: Learning and Development - Collaborative practice and feedback, Coaching and mentoring is assessed at Delivering.</p> <p>Leading: Educational Leadership - Instructional Leadership is assessed at Delivering.</p>	<p>Leadership- instructional leadership.</p>
<p>Learning: Curriculum - Teaching and Learning Programs; Assessment - Formative Assessment and Student Engagement is assessed at Delivering</p> <p>Teaching: Effective Classroom Practice - Explicit teaching and Feedback is assessed at Delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum - Teaching and Learning programs.</p> <p>Assessment- Formative Assessment and Student Engagement also at sustaining and growing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice - Explicit Teaching and Feedback.</p>



### Purpose

Our purpose is to enhance and support student wellbeing and to enable teachers to provide a positive learning environment that fosters optimal learning and allows students to connect, succeed and thrive, we will strengthen the systems in place for supporting student wellbeing to make them consistent and formalised across the whole school.

### 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.

- Positive Behaviour for Learning
- Student Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$3,000.00

### Summary of progress

During Semester One, Kareela Public School made significant progress in the area of creating and maintaining a positive learning environment to foster student wellbeing; which has further fostered students' ability to connect, succeed and thrive. Staff enhanced current systems related to Positive Behaviour for Learning (PBL), and as a result teachers are able to manage positive and negative incidents in a formal and universal way. Data is easily recorded, monitored and tracked; resulting in, teachers developing a more informed understanding of behaviours and why they occur. In Semester 1, PBL lessons were developed and taught K-6. Students are now being explicitly taught the expectations and the language of PBL is evident and universally applied across the whole school. A token system was purchased and introduced during a PBL launch day. Parent and student feedback has been positive. Students have responded pleasingly to the token system as an instant form of recognition for positive behaviour. Sentral data indicated that less negative incidences were recorded following the introduction of the system.

Improvements were made to the physical learning environment with a muralist employed to paint three murals around the school. One mural was created; however, two were delayed due to COVID-19 restrictions.

Semester Two COVID-19 restrictions limited our ability to work on further initiatives as projected. However, discussions commenced in relation to the awards system and we will continue to develop this process and finalise the new award system in 2022. We were also unable to formalise the school signage. We anticipate this will be completed in 2022, once contractors can return on site.

Our next steps in SD3 are to complete the implementation of Tier 1 Positive Behaviour for Learning Strategies and to continue to align our practices with current departmental resources related to wellbeing, behaviour and inclusiveness.

The data tells us that student wellbeing decreases in the older stages. This will need to be investigated, monitored and refined in 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
To increase the percentage of students expressing a positive sense of belonging based on TTFM data.  Uplift required 1%	88% of students expressed a strong sense of belonging. While 88.1% of students expressed an overall positive sense of wellbeing in the 2021 Tell Them From Me survey.  78% of students feel accepted and valued their peers and by others at the school. This number decreased from 2020. While the number met targets in the Year 4, it dropped in Year 5 and Year 6. This could possibly be a result of COVID-19 and students have significant time away from peers. The cancellation of many much loved Year 5 and Year 6 activities could also be a determining factor.

<p>To increase the percentage of students attending school &gt; 90% of the time.</p> <p>Uplift required 2%</p>	<p>87.44% of students are attending school more than 90% of the time.</p> <p>The number of students attending greater than 90% of the time or more has decreased by 1.5%.</p> <p>Reasons for prolonged non attendance have been mainly due to COVID remote learning.</p>
<p>To increase results of Tiered Fidelity Inventory Survey (TFI) survey based on student and parent results.</p> <p>Uplift required 23%</p>	<p>We increased our TFI results from 27% to 70%. We made significant progress during 2021 despite COVID-19 restraints.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$124,769.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kareela Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in classroom delivery for every student.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the successful implementation of IEPs for students with additional needs supported through SLSOs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to support students in 2022 through SLSOs providing targeted support of goals identified in students IEPs.</p>
<p>Socio-economic background</p> <p>\$9,022.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kareela Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in classroom delivery for every student.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support MiniLit and MacLit program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students successfully supported through provision of resources and additional staff as evidenced by improved Literacy results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to continue to support students identified with socio-economic needs in 2022.</p>
<p>Aboriginal background</p> <p>\$1,567.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kareela 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Aboriginal background</p> <p>\$1,567.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in classroom delivery for every student.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Personalised Learning Plans successfully implemented and improved student learning outcomes are evident.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used in 2022 to continue to support the development of PLPs along with cultural awareness programs for the whole school.</p>
<p>English language proficiency</p> <p>\$22,500.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kareela Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in classroom delivery for every student.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students continue to show positive growth in English Literacy skills.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to facilitate the whole school equity support programs.</p>
<p>Low level adjustment for disability</p> <p>\$81,902.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Kareela Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in classroom delivery for every student.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved Literacy and Numeracy outcomes for identified students proven in</p>

<p>Low level adjustment for disability</p> <p>\$81,902.00</p>	<p>increased NAPLAN and Check-In data results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to continue to support Literacy and Numeracy programs.</p>
<p>Literacy and numeracy</p> <p>\$26,061.22</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kareela Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Teaching Inquiries</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> observable improvement in explicit teaching and feedback in Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to continue to support teachers professional development in implementing effective Literacy and Numeracy programs.</p>
<p>QTSS release</p> <p>\$74,670.59</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kareela Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Teaching Inquiries</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> increased collaboration and individualised support for classroom teachers with improved classroom practice evident.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to support the implementation of instructional rounds and collaborative practice of teachers.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kareela Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in classroom delivery for every student.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved literacy and numeracy outcomes for identified students proven by NAPLAN and Check-in data results.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> used to continue to support the Learning and Support program.</p>
<p>COVID ILSP</p> <p>\$32,449.94</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - eg macqLit</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved Literacy and Numeracy outcomes for students who were identified as impacted by the remote learning period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to support students impacted by remote learning.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	211	214	209	202
Girls	198	195	192	177

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.7	96.2	90.2	97
1	95.2	94.6	88.2	95.4
2	96	95.5	86.5	96
3	96	96.1	87	95.6
4	96.4	94.3	87.9	94.5
5	95.7	94.7	85.3	95
6	93.7	95.3	85.9	94.2
All Years	95.7	95.2	87.3	95.4
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.85
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.87

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	569,740
<b>Revenue</b>	3,457,879
Appropriation	3,261,730
Sale of Goods and Services	17,233
Grants and contributions	177,231
Investment income	885
Other revenue	800
<b>Expenses</b>	-3,496,149
Employee related	-3,098,048
Operating expenses	-398,101
<b>Surplus / deficit for the year</b>	-38,270
<b>Closing Balance</b>	531,471

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

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	85,455
<b>Equity Total</b>	114,991
Equity - Aboriginal	1,567
Equity - Socio-economic	9,022
Equity - Language	22,500
Equity - Disability	81,902
<b>Base Total</b>	2,582,101
Base - Per Capita	98,853
Base - Location	0
Base - Other	2,483,247
<b>Other Total</b>	178,502
<b>Grand Total</b>	2,961,049

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### ***Student Satisfaction***

Data from the 2021 Student Tell Them From Me survey showed 72% of students expressed a strong sense of belonging. While 88.1% of students expressed an overall positive sense of wellbeing.

78% of students feel accepted and valued their peers and by others at the school. This number decreased from 2020. While the number met targets for Year 4 students, it dropped for Year 5 and Year 6 students. This could possibly be a result of COVID-19 and students having spent significant time away from peers. The cancellation of many much loved Year 5 and Year 6 activities could also be a determining factor.

### ***Parent Satisfaction***

The plan to adopt Positive Behaviour for Learning (PBL) as Kareela Public School's behaviour management platform led the Strategic Direction 3 team to create a survey for parents and carers to collect their feedback on current practice and suggestions for future directions. 55 parents responded. The majority of parents disagreed that they understood the current behaviour systems in place for dealing with negative incidents and would support a new system should it be introduced. More than 50% of parents and carers felt that negative behaviours at the school are fairly and consistently dealt with. 83% of parents and carers agreed that students are adequately rewarded for positive behaviours. The majority of parents and carers understood the current reward system and would support the introduction of a new system. As a result, changes to current practice, along with communicating the PBL flow chart with parents and carers has occurred.

### ***Teacher satisfaction***

The Strategic Direction 1 team, collected pre and post data on staff's ability and confidence in using data to inform teaching and learning. After targeted professional learning, staff confidence in the use of data informed practice had increased by 50%.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.