

2022 Annual Report

Karuah Public School



2263

Introduction

The Annual Report for 2022 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.

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School vision

At Karuah Public School, we create teaching and learning environments that enable students to be engaged and successful in learning. With a planned approach to caring for students and community, we strategically activate school resources to plan for a connected community and thriving future.

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 enrollment 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 one 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 enrollment numbers were at 79 and have increased to a current peak of 150 in 2022. We anticipate that this trend of growth will continue with over 156 new sub-division allotments due to open up in the next 12 months, 563 in the next 3 years and 1500 over the next 10 year period.

Our 2022-2026 school Strategic Improvement Plan will continue to support our improvements in student growth and attainment through inspirational expectations of learning progress and achievement for all students. Our plan is committed to the pursuit of excellence through high expectations and school-wide data analysis to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

In addition to this, Karuah Public School will continue to implement an evidence based and planned approach to caring for whole-school community well-being. By implementing the new Inclusive, Engaging and Respectful Schools Policy, improving engagement and attendance and working shoulder to shoulder with an on-site Well-being and Health in-reach Nurse, we hope to meet both physical and mental health needs of all students. Further to this, we will develop a concise and purposeful Karuah Public School **Reconciliation Action Plan** to help heal and reunite community from a trauma based past. With Karuah Public School being a school which stands a symbol of racial divide in community history, we will continue to actively pursue community voice and strive to redefine our future as a safe and inclusive learning environment for everyone.

Finally, we need to plan for our future. With the projected growth of our local community, Karuah Public School will need to strategically plan for a period of substantial change for both the community and school. With plans on school redevelopment currently underway, strategic resourcing will need to be future focused to ensure we are able to sustain improvements in student outcomes and whole-school well-being through rapid growth.



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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Karuah Public School students and staff will demonstrate high expectations for teaching and learning whilst striving for personal best. Student data will be used regularly school-wide to identify student achievements and progress, reflect on teaching effectiveness and inform future school directions.

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.

- Quality Data for Learners
- Quality Data for Teachers

Resources allocated to this strategic direction

Location: \$2,000.00

Per capita: \$2,383.09

Socio-economic background: \$152,519.67

Aboriginal background: \$44,594.04

Integration funding support: \$89,212.00

Low level adjustment for disability: \$69,943.59

AP Curriculum & Instruction: \$180,685.20

Professional learning: \$14,184.09

Summary of progress

Quality Data for Learners: This year 100% of classrooms have made use of high quality and relevant data to improve student learning and well-being. Systematic whole-school data was collected and used to ensure all teaching and learning programs were responsive to the needs of all students. Evidence of differentiation and adjustments are visible in every classroom through the use of data walls, in the form of Numeracy Ninjas and Writing Wizards continuously tracking students along the Literacy and Numeracy Learning Progressions. Students are owners and users of this data and utilise the walls to successfully track and monitor their own learning. Visible data in every classroom together with personalised learning goals allow students to know where they are and where they need to go next to achieve personal success. Early and ongoing intervention is a continued focus. Intervention is based on data and reviewed every five weeks to ensure it is responsive to the immediate learning needs of the students. The intervention is targeted and leads to measurable and recordable improvement.

Quality Data for Teachers: High quality data has also been used this year to support teacher capabilities and ensure high impact on student growth and attainment. APC&I leaders regularly collected, monitored and maintained accurate, clear, coherent and accessible data for teaching and learning. The data was expertly used to develop, model and implement effective methods of pedagogy and best classroom practice. This year data on teacher and student multiplicative understanding was collated and analysed resulting in a focus on multiplicative strategies for Year 3 to Year 6. 100% of students in Year 3 to 6 increased their ability to use multiplicative strategies with 58% of students achieving at or above the expected end of year target. During 2022 professional learning was targeted and reflective of data ensuring teachers were well equipped to progress school wide targets throughout 2022 and beyond.

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
* A minimum of 50% of Year 3 and 5 students achieve expected growth in NAPLAN Numeracy.	No growth data recorded due to no NAPLAN testing 2020.
* A minimum of 55% of Year 3 and 5 students achieve expected growth in NAPLAN Reading.	No growth data recorded due to no NAPLAN testing 2020.

<p>* A minimum of 25% of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy.</p>	<p>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 10%.</p>
<p>* A minimum of 29% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading.</p>	<p>The percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 21.4%</p>
<p>Literacy and Numeracy Learning Progressions</p> <p>* 80% 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 70% 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>In 2022 90% of Early Stage 1 students have achieved within or above the end of year target for the Literacy Progressions of level 3 sub-element phonological awareness; 89% have achieved at or above the expected level 4 Understanding Texts sub-element; 100% of Early stage 1 students have achieved at or above level 4 Creating Texts sub-element. 100% of Early Stage 1 students have achieved at or above the expected end of stage target of level 2 Additive Strategies. This year all Literacy and Numeracy progression targets set to achieve by 2026 were met for Early Stage 1 students.</p> <p>In 2022 64.7% of students in Year 1 to Year 6 achieved at or above the expected end of stage Literacy Progression target for the sub-element Understanding Texts and 64% of students in Year 1 to Year 6 achieved at or above the expected end of year target for the sub-element Creating Texts. 67.5% of students in Year 1 to Year 6 achieved at or above the expected end of year target for the Numeracy Progressions sub-element of Additive strategies. This year on average we have achieved 91.9% of our Literacy Progression targets set to achieve by 2026. We have achieved on average 96.4% of our Numeracy Progression targets set to achieve by 2026.</p>



Strategic Direction 2: Caring for Whole-School Community

Purpose

Karuah Public School will implement an evidence based and planned approach to caring for whole-school community well-being. By implementing the new Inclusive, Engaging and Respectful Schools Policy, improving engagement and attendance and working shoulder to shoulder with an on-site Well-being and Health in-reach Nurse, we hope to meet both physical and mental health needs of all students. Further to this, we will develop a concise and purposeful Karuah Public School **Reconciliation Action Plan** to help heal and reunite community from a trauma based past, actively pursue community voice and strive to redefine our future as a safe and inclusive learning environment for everyone.

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.

- Caring for Students
- Caring for Culture

Resources allocated to this strategic direction

Per capita: \$3,500.00

Professional learning: \$2,100.00

: \$58.75

Aboriginal background: \$68,084.07

Summary of progress

Caring for students: We have continued to implement the RESET behaviour strategy with all staff engaging in Rock and Water professional learning. This training aimed to support students with challenging behaviors as well as student wellbeing. As a result of the PL, staff are better equipped for dealing with challenging behaviours. PBL has continued to drive systems and processes that underpin student wellbeing. There has been a focus on Tier 2 PBL targeted interventions with the creation of the RESET Behavior Management Plan. This AP led intervention was effective in addressing negative behaviour.

Our future direction for 2023, is to review our current school processes to align with the new IER policy.

Caring for Culture: With substantial funding being approved in 2022 for a long needed administration redesign, commencement of our new administration block redesign will begin in early 2023. Our new forward facing, culturally welcoming front of school entrance and offices will reflect strong community voice through extensive consultation from Youyoong AECG executives and local Elders and will acknowledge the schools divided history. This project is the result of four years of school advocacy in a bid to heal community and rewrite the school's narrative and reflect a brighter and more inclusive future for the school. With Aboriginal language part of our everyday school curriculum and Aboriginal perspective linked directly to curriculum and taught by Elders on a weekly basis, our Aboriginal and non-Aboriginal students are gaining understanding of Aboriginal heritage and culture and the history of the interaction between Indigenous and non-Indigenous Peoples, from Aboriginal Peoples themselves. Further to this, our successful Junior AECG and touring Aboriginal Dance Group provide strong school and community pride.

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 attending > 90% of the time to be at or above the lower bound system negotiated target of 75.1% <ul style="list-style-type: none">• Upper band target is 78.00%• Lower band target is 73.00%	SCOUT data indicated that Karuah Public School did not meet the recommended percentage of students attending > 90% of the time to be at or above the lower negotiated target of 75.1% . Karuah Public School achieved 38.9% of students attending >90% of the time. The greatest impact for our school during 2022 was combating the risks of lost days of learning due to illness. It was difficult to maintain consistent school days when parents are informed to keep their children home if showing any signs of illness or symptoms. The implications from this data is that we need to refocus on positive attendance messaging in 2023, and re

<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> <ul style="list-style-type: none"> • Upper band target is 78.00% • Lower band target is 73.00% 	<p>communicate the impact of lost days of learning to our community. To ensure that Karuah Public School reaches the system targets in 2023, the KPS attendance reward systems will be transformed to allow deep and concise recognition of positive attendance. Developed from the Rapid Action plan created at the end of 2022, with more consistent attendance celebrations and award ceremony for 90% and above in Weeks 5 and 10.</p>
<p>Community Satisfaction</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at or just below the lower bound system-negotiated target of 97.20%.</p> <ul style="list-style-type: none"> • Goal 95% or above • Upper band target is 100% • Lower band target is 97.20% 	<p>Karuah Public School is continuing to strive to engage higher levels of community participation in Tell Them From Me surveys and questionnaires. Our feedback in 2022 was based on data from 20 respondents who completed the Parent Survey between 10 Sep 2022 and 30 Oct 2022 and indicated that our surveyed parents placed us above state norm in all areas: feeling welcomed, being informed, supporting our learning, positive behaviour, safety at school and inclusiveness.</p> <p>Our student surveys also indicated positive data and above state norms in positive behaviour at school, 71% of students have completed the TTFM survey in 2022 (semester 1). SCOUT data from semester 1 indicates growth in all 3 Wellbeing areas. Wellbeing - Advocacy at School has 8.87% growth. Wellbeing- Expectations for Success has 5.04% increase. Wellbeing- Sense of Belonging has 19.05% increase.</p>
<p>Decrease serious negative behaviours incidents and suspensions by a minimum of 15% determined by a two year baseline of incident reports as at year end 2022</p>	<p>The 2022 wellbeing data saw a decrease in serious behaviour incidents in comparison to the base line data of 2020.</p> <p>In 2020 there was 255 entries to the RESET Room for serious behaviour incidents.</p> <p>In 2022 there was 84 entries to the RESET Room for serious behaviour incidents.</p> <p>In 2022 Karuah Public School had 0 suspensions.</p> <p>We have successfully reached our agreed goal of a 15% decline in serious behaviour notifications on a yearly basis.</p>
<p>Educational outcomes for Aboriginal children and young people at Karuah Public School will be as good as or better than those of the eneral student population of New South Wales in 2022</p>	<p>Many of our Aboriginal students again outperformed all students across the state in areas of reading and grammar and punctuation, seeing us meet many of the Premier's Priorities for Aboriginal students across all schools in 2022. 37.5% of Karuah Public School Aboriginal students in Year 5 placed in the top 2 bands for reading , as compared to 16.4% (state) and were also above state by 1% in grammar and punctuation. Our Year 3 students also outperformed statistically similar schools in grammar and punctuation and reading.</p>
<p>Kaurah Public School will implement the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030 in full in 2022, ensuring that our students achieve their full potential academically, and as we embrace and foster their social, emotional, spiritual and cultural needs throughout their individual journeys.</p>	<p>Kaurah Public School has continued to strive to implement the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.</p> <p>We have successfully engaged the Department of Education to fund our administration building as a culturally safe and welcoming front of school, this project will begin in 2023. The redesign will incorporate the past history of the school and represent a new future. Parents and carers of Aboriginal children will find our school a welcoming and respectful place to be. With Aboriginal language part of our everyday curriculum and past Karuah Public School Aboriginal students highly represented in academic achievements at Hunter River High Presentation Days, pride and high expectations are visible and celebrated every day. Further to this, we have established culturally safe and engaging classrooms for our Aboriginal students with Aboriginal perspective taught by Elders on a weekly basis through Aboriginal Education lessons with Aunty Pearl and Aunty Nicki. As a result of these lessons, Aboriginal and non-Aboriginal students gain an understanding of Aboriginal heritage and culture and the history of the interaction between Indigenous and non-Indigenous Peoples. Our successful Junior AECG, and touring Aboriginal Dance Group provide school and community pride. All teachers and SAS Staff this year completed Aboriginal cultural awareness training, and senior positions have been identified and created for Aboriginal educational leaders in our school to support and mentor our Aboriginal families and students.</p>



Strategic Direction 3: Resourcing for the Future

Purpose

Karuah Public School will strategically plan for a period of substantial growth in both local community population and school enrollments. With school redevelopment currently already underway, strategic resourcing will need to be future focused to ensure we are able to sustain high expectations in student outcomes and maintain whole-school well-being through continuous change with a growth mindset and reliable and responsive systems, processes and practices.

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.

- Strategic Resourcing of Staff
- Strategic Resourcing of Facilities

Resources allocated to this strategic direction

Socio-economic background: \$74,472.64

Low level adjustment for disability: \$22,984.39

QTSS release: \$26,201.99

English language proficiency: \$5,140.14

Location: \$4,000.26

Per capita: \$28,961.69

Summary of progress

Strategic Resourcing of Staff: This year we have made significant gains in our strategic resourcing of staff to achieve long-term financial and strategic planning for future growth, in an effort to sustain student outcomes through this period of change. The funding of a seventh classroom to maintain smaller class sizes and enhance student wellbeing has had a positive impact across the entire school. We successfully introduced two new APC&I and a DCO, these roles have made use of available expertise to meet student needs, through flexible and fluid rosters and timetables, monitored regularly to ensure data driven and individualised support. In 2023 we will lose two staff members who will be undertaking permanent APC&I roles, including one of our current APC&Is. However, through our successful use of distributive leadership we are well equipped to deal with this change and ensure a continuity of teaching and learning.

Strategic Resourcing of Facilities: In 2023 we have successfully activated school assets and resources to benefit the whole community and promote Karuah Public School's ability to deliver high quality services. The whole-school cabling systems and network has been redesigned to better support school facilities and prepare us for future rapid growth, further to this the newly appointed DCO increased the use of technology in every classroom. Karuah community OOSH service which operates out of our school was developed in direct partnership with Karurah Preschool, providing a much-needed service for working parents and carers and the wider Karuah community. The monthly 'Garuwa School Community Markets' were triumphantly established this year as a result of the schools involvement in the Port Stephens Council initiative *Karuah Place Plan*. Finally, consultation and planning for the redesign of new administration building is well underway with construction to start in early 2023.

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
Using the School Excellence Framework (SEF), we demonstrate improvement and work towards moving from 'Sustaining and growing' to 'Excelling' in the Leading Domain in 2022. <ul style="list-style-type: none">• The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to	Funding of an extra teacher and classroom was established to support whole-school wellbeing through smaller class sizes and reduced student to teacher ratios. Funds were also used to support distributive leadership through higher duties opportunities and extra on-the-job training and mentoring. A part-time teacher was also employed on a part-time temporary basis to ensure that teacher wellbeing was supported and classroom continuity maintained through teacher casual shortages and school remoteness. This part-time and temporary casual also meant teachers were able to be given extra release for new curriculum implementation or were able to participate in extra professional learning opportunities with no

<p>support the achievement of the school's strategic priorities.</p>	<p>disruption to classrooms and continuity of learning.</p>
<p>School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and growing' to 'Excelling' in the Leading Domain</p> <ul style="list-style-type: none"> Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. 	<p>Our school library this year was activated as our seventh classroom space and assisted us in supporting lower teacher-to-student ratios and individualized student learning. Planning for 2023 will see high levels of flexibility required as we move the entire A Block into already existing spaces for the duration of our school front redesign. To maintain library activity for students who require it, library access was created through timetabling of staff to access borrowing for students who require it.</p>
<p>School assessment in the School Excellence Framework (SEF) demonstrates improvement from 'Sustaining and growing' to 'Excelling' in the Leading Domain</p> <ul style="list-style-type: none"> Technology is accessible to staff and students. Distributive leadership: Technology integration and staff training is sustained for the future by a new DCO to replace a previous staff member 	<p>With our 2022 Digital Classroom Officer gaining successful employment as and Assistant Principal Curriculum and Instruction in another school, training and development of another staff member took place in term 4. Further to this, approval for the funding of the new DCO was also granted. The purchase and provision of two more portable Interactive Smartboards for Year 1 and Kindergarten classes also finalised our goal to have 2 boards in all rooms for differentiated and engaging learning resources.</p>
<p>School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and growing' to 'Excelling' in the Leading Domain</p> <ul style="list-style-type: none"> Use of school facilities by the local community delivers benefits to students. 	<ul style="list-style-type: none"> 2022 saw our school grounds activated on the third Sunday of each month as a community market space. 'Garuwa School Community Markets' was designed to give back to community and use school facilities as a meeting place for locals and visitors, as well as support local businesses further tourism and opportunities to showcase the town. Stall proceeds are paid to our P&C who manage the market administration. These proceeds are then given back to the school through P&C funded events and activities and therefore benefit our students. Karuah Public School site was activated as a Karuah community OOSH service and was developed in direct partnership with Karurah Preschool, who operate the OOSH service. This partnership provides sustainability in enrollments for Karuah Public School by offering childcare for families who travel long distances to work. It also provides our school with much needed service for new families buying in sub developments nearby and provides an alternative to the private schooling which attracts working families with their own private OOSH services.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$89,212.00</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"> • Quality Data for Learners <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 to build teacher capacity around [behaviour intervention/ curriculum adjustments] • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: The integration funding in 2022 has enabled us to support students at risk and who require moderate to high levels of adjustment particularly in literacy and numeracy. Data has shown that targeting intervention and regular data monitoring has allowed SLSOs to be moved between cohorts to have the highest impact, the intervention teacher as well as the K-2 APC&I have also been flexible in there timetabling to make the most impact and support those students needing moderate to high levels of adjustment. Semester 1 data review indicated that only 24% of students in Year 1 are 'on track' for reading compared to Semester 2 which showed 42% of students in Year 1 are 'on track' for reading: an increase of 18%. 52% of Year 2 students were on 'on track' for reading in Semester 1 compared to 61% in Semester 2. However, Year 2 only made a 5% increase in additive strategies from 31% to 36% being 'on track' for the expected end of year progression.</p> <p>After evaluation, the next steps to support our students will be: Continued meticulous analysis of data to ensure students needing moderate to high levels of adjustment get the support they need from SLSOs, the intervention teacher and the APC&I. The 2023 Year 2 cohorts reading progress will be monitored closely as will the Year 3 additive strategies to ensure the growth that was made is sustained and improved in 2023.</p>
<p>Socio-economic background</p> <p>\$226,992.31</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"> • Strategic Resourcing of Staff • Strategic Resourcing of Facilities • Quality Data for Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • strategic resourcing to form an extra class to support student and teacher wellbeing as well as student growth and attainment <p>The allocation of this funding has resulted in the following impact: The Socio-economic background funding has had a positive impact across the whole school including students, teacher and the wider community. First and foremost the funding of an extra teacher and classroom was established to support whole-school wellbeing through smaller class sizes and reduced student to teacher ratios. Smaller class sizes allowed for expert</p>

<p>Socio-economic background</p> <p>\$226,992.31</p>	<p>differentiation of literacy and numeracy lessons and ensured that 100% of Karuah Public School students made improvement in both these areas. An extra RFF teacher was employed to ensure executive staff and staff with extra duties had time to complete these roles to a high standard. Funds were also used to support learning through resourcing particularly technology; The use of which was increased in every classroom through technology upgrades, extra computers and digital subscriptions to support students' engagement and achievement. Finally funds were allocated to ensure all students could attend excursions and community events were organised and catered for to a high standard, ensuring the community recognised Karuah Public School's ability to deliver high quality services.</p> <p>After evaluation, the next steps to support our students will be: Continued funding of the extra classroom in 2023 to further support student, teacher and community wellbeing. Further funds allocate to allow all students to participate in school events and excursions and the allocation of an event manager to ensure our rural school can facilitate events to a high standard that match or exceed our metropolitan counterparts.</p>
<p>Aboriginal background</p> <p>\$112,678.11</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"> • Quality Data for Learners • Quality Data for Teachers • Caring for Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (AEO) to support Aboriginal students • allocation of specialist staff including AEO, SLSOs, intervention teacher and APC&I to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The impact of this funding has seen our Aboriginal students again achieve result as good as or better than the general student population. Many of our Aboriginal students outperformed all students across the state in areas of reading, grammar and punctuation, seeing us meet many of the Premier's Priorities for Aboriginal students in 2022:</p> <p>37.5% of Karuah Public School Aboriginal students in Year 5 placed in the top 2 bands for reading , as compared to 16.4% (state) and were also above state by 1% in grammar and punctuation. Our Year 3 students also outperformed statistically similar schools in grammar and punctuation and reading. Further to this Kaurah Public School has continued to strive to implement the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030. Our Aboriginal students are supported both academically, emotionally and culturally by the appointment of a trusted member of our local community, Auntie Nicki Ridgeway. Futher to this Auntie Pearl Manton has implemented high quality and authentic Aboriginal perspective lessons mapped to the NSW and Australian Curriculum, ensuring local Worimi Culture is respected and celebrated by Aboriginal and non-Aboriginal students across the school. Our successful Junior AECG and touring Karuah Aboriginal Dance Group provide strong school and community pride.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to provide expert support both academically and</p>

<p>Aboriginal background</p> <p>\$112,678.11</p>	<p>culturally for our Aboriginal students. Throughout 2022 our PLP process and system was reviewed through community consultation and a new PLP will be introduced in 2023. The new PLP will be student centered and strong representation of each students' individual life and goals both inside and outside the school environment.</p>
<p>English language proficiency</p> <p>\$5,140.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning 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"> • Strategic Resourcing of Staff <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Extra classroom teacher training in EAL/D enhanced the teaching and learning cycle and add another layer of support to the particular learning needs of our EAL/D student.</p> <p>After evaluation, the next steps to support our students will be: No funding has been allocated in 2023 due to 0 students needing the support.</p>
<p>Low level adjustment for disability</p> <p>\$92,927.98</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"> • Strategic Resourcing of Staff • Quality Data for Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students <p>The allocation of this funding has resulted in the following impact: The low level adjustment for disability funding in 2022 has enabled us to support identified students who require adjustments to learning. We have utilised the funds to provide a full time SLSOs to the classroom of these students. Where appropriate these students have also received support from the intervention teacher.</p> <p>After evaluation, the next steps to support our students will be: SLSO and interventionist support has been successful in allowing students with low level disabilities to access mainstream education at a level appropriate to their needs, this will continue in 2023.</p>
<p>Location</p> <p>\$6,000.26</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"> • Strategic Resourcing of Staff • Quality Data for Learners

<p>Location</p> <p>\$6,000.26</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional staffing: Employment of Speech Pathologists for Kindergarten due to 40% of Kindergarten students screening as having some form of speech related issue. • Employment of a permanent/temporary staff member to cover RF due to shortage of casuals and staff missing out on RFF <p>The allocation of this funding has resulted in the following impact:</p> <p>All students identified as having a speech related issue received support in the classroom each week. Our week 35 reading data confirmed that 84% of students were reading at or above the expected reading level for the end of kindergarten, with only one student 'off the boil' and two students 'off track'. 94% of students achieved 80% or above of the expected writing level according to the WAO. 100% of students receiving support from the speech pathologists demonstrated improved results in reading and writing data collected.</p> <p>All staff recieved their mandatory 2 hours release from face-face teaching, with extra release given to support new curriculum implementation</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Implications of this data set are the speech pathologists will be employed to conduct speech assessments with the 2023 Kindergarten during the best start period. The Speech pathologist will continue to provide support for kindergarten students in 2023 and offer the optional enrolment in the First Chance program to receive activities to complete at home.</p>
<p>Professional learning</p> <p>\$16,284.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at 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"> • Caring for Students • Quality Data for Teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • APC&I to unpack evidence-based approach to teaching mathematics • Teachers engage in external targeted professional development to meet school wide academic targets and personal professional targets <p>The allocation of this funding has resulted in the following impact:</p> <p>The professional learning funds have been effectively used in 2022 to provide targeted whole school and personal professional development to achieve the improvement measures in our school plan. Through data analysis a school wide focus on multiplicative strategies emerged. Through APC&I engagement in evidence-based mathematics practice and the department's blended learning multiplicative strategies PL teachers were able to increase the number of questions involving multiplicative thinking answered correctly by 62% from the Term 2 to the Term 4 Check-in assessment.</p> <p>Targeted PL on the Seven Steps for Writing Success for 3 teachers proved successful with 89% of students in Year 2, 4, 5 and 6 increased their WAO score after their teacher received the PL, with the average increase being 22%; the highest percent increase was 52%. Professional learning funds were also used to send two teachers and two SLSOs to an autism course to support students in their respective classrooms. This course was highly valuable to the staff as they were able to provide supportive environments for the students academically, socially and emotionally. Middle leader professional development was an invaluable tool for executive staff.</p> <p>Analysis of data has concluded that the professional development and networking has had a positive impact within the school as well as at schools within the wider Port Stephens network. 100% of executives surveyed after the network session held at Karuah P.S. stated they received relevant and</p>

<p>Professional learning</p> <p>\$16,284.09</p>	<p>useful information that they would use in their own schools. Further to this a school adopted our academic report template for use at their own school. A second school sent their Stage 2 staff for a further information session on the WAO and demonstration of the WAO being used in multiple classrooms throughout the school. Finally PL funds were used to provide a new graduate teacher appointed to KPS in a substantive position, a 6 week classroom teacher mentorship training program in the Kindergarten classroom during term 4. This was a highly effective use of money as the teacher will have this cohort in 2023. The 6 weeks mentorship afforded the teacher crucial classroom experience and time to get to know the students and should ensure a smooth transition next year.</p> <p>After evaluation, the next steps to support our students will be: In 2023 professional learning funds will continue to be used to provide targeted whole school and personal professional development to achieve the improvement measures set in our 2023 school plan.</p>
<p>QTSS release</p> <p>\$26,201.99</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"> • Strategic Resourcing of Staff <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 classroom programs • additional teaching staff to create an extra classroom, therefore reducing class sizes and ensuring quality learning environments to implement new teaching initiatives and curriculum. <p>The allocation of this funding has resulted in the following impact: Extra teaching and class kept class sizes to a minimum and ensured that positive class environments and individualised learning and differentiation were able to be achieved. Both student and teacher wellbeing remained positive.</p> <p>After evaluation, the next steps to support our students will be: Due to expected ongoing increases in student enrollments and upcoming and disrupting building works taking place in 2023, we will continue to invest in a quality teaching and learning environment as a priority.</p>
<p>COVID ILSP</p> <p>\$108,079.90</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 2022.</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 - phonics, reading and additive strategies • providing intensive small group tuition for identified students who were identified as being at risk through 5 weekly data reviews <p>The allocation of this funding has resulted in the following impact: Analysis of data has shown that 100% of students participating in the CILSP have made improvements in their reading ability and phonic knowledge as a result of the increased intervention and support. Week 20 reading data revealed that only 24% of these students were 'on track', week 35 data</p>

<p>COVID ILSP</p> <p>\$108,079.90</p>	<p>showed that 42% of the students are now 'on track': an increase of 18% over the semester. 100% of students increased the number of known high frequency words. Further to this 100% of students participating in the Getting Started recoded significant growth in Phonemic Awareness, Sounds, Blending and Sight Vocabulary. Overall, the percentage of questions answered correctly increased by 14% for Phonemic Awareness; 25% for Sounds; 42% for Blending and 70% for Sight Vocabulary.</p> <p>An analysis of end of Semester 2 data showed the small group tuition for numeracy has been implemented successfully in Year 1. Twelve Year 1 students were identified to participate in the CILSP for Additive Strategies. 100% of students experienced growth in Additive Strategies and 60% of these students are now achieving at the expected end of year progression for additive strategies.</p> <p>After evaluation, the next steps to support our students will be: Evaluation revealed that although there has been some significant improvement recorded for the students participating in the CILSP, the majority of which came from the Year 1 classroom, a number of these students will require continued support to achieve at the expected end of year progression in 2023. Therefore, COVID ILSP funding in 2023 will be allocated to further support these students to achieve success.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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"> • Quality Data for Teachers <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I leaders regularly collect, monitor and maintain accurate, clear, coherent and accessible data. This data is used to create clear directions for student growth and attainment <p>The allocation of this funding has resulted in the following impact: APC&I regularly collect and analyse data to create clear and directions for learning. The data is regularly presented and discussed with staff and stage meetings and staff development days. Data is transparent and accessible and learning directions are agreed upon clearly communicated to all staff. The impact of this has been the ability to ensure every student achieves growth and is able to complete work within their zone of proximal development.</p> <p>After evaluation, the next steps to support our students will be: APC&I will continue to regularly collect and analyse data to create clear and directions for learning.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	71	76	78	77
Girls	56	62	60	64

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.2	91.9	92.8	87.1
1	91.0	92.8	92.9	84.5
2	90.7	92.9	92.5	86.6
3	88.2	91.5	94.1	86.5
4	90.8	93.5	90.8	86.1
5	87.7	91.9	92.1	84.4
6	87.2	90.5	89.8	85.3
All Years	88.9	92.1	92.3	85.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

SCOUT data indicated that Karuah Public School did not meet the recommended percentage of students attending > 90% of the time to be at or above the lower negotiated target of 75.1% . Karuah Public School achieved 38.9% of students attending >90% of the time.

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 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)	2.2
Classroom Teacher(s)	5.88
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
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 is no 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 department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

	2022 Actual (\$)
Opening Balance	116,332
Revenue	2,345,868
Appropriation	2,304,300
Sale of Goods and Services	909
Grants and contributions	39,896
Investment income	762
Expenses	-2,191,351
Employee related	-2,038,676
Operating expenses	-152,675
Surplus / deficit for the year	154,516
Closing Balance	270,849

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.

	2022 SBAR Adjustments (\$)
Targeted Total	89,212
Equity Total	437,739
Equity - Aboriginal	112,678
Equity - Socio-economic	226,992
Equity - Language	5,140
Equity - Disability	92,928
Base Total	1,277,460
Base - Per Capita	34,870
Base - Location	6,000
Base - Other	1,236,590
Other Total	318,203
Grand Total	2,122,614

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

Karuah Public School is continuing to strive to engage higher levels of community participation in Tell Them From Me surveys and questionnaires. Our feedback in 2022 was based on data from 20 respondents who completed the Parent Survey between 10 Sep 2022 and 30 Oct 2022 and indicated that our surveyed parents placed us above state norm in all areas: feeling welcomed, being informed, supporting our learning, positive behaviour, safety at school and inclusiveness.

Our student surveys also indicated positive data and above state norms in positive behaviour at school, 71% of students have completed the TTFM survey in 2022 (semester 1). SCOUT data from semester 1 indicates growth in all 3 Wellbeing areas. Wellbeing - Advocacy at School has 8.87% growth. Wellbeing- Expectations for Success has 5.04% increase. Wellbeing- Sense of Belonging has 19.05% increase.

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.