

2022 Annual Report

Kareela Public School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

Dear Parents, Teachers and Students,

I am delighted to present Kareela Public School's Annual School Report for 2022. This report is a testament to the hard work and dedication of our students, teachers and staff.

Throughout the year, we have focused on providing our students with a high-quality education that fosters academic excellence, personal growth and a sense of community. Our commitment to excellence is reflected in the achievements of our students.

As a school, we continue to achieve outstanding academic results. This year our NAPLAN results showed Kareela Public School outperformed the state, statistically similar schools and our local schools. In a time when it is reported that COVID-19 has negatively impacted our students' academic growth - at Kareela we are not seeing this. Why? The answer is simple. Kareela Public School is an exceptional place where the combination of outstanding teachers, amazing students and the support of our wonderful families allowed us to continue to deliver high quality teaching and learning. We are all partners in the learning journey, and whilst this journey took some unexpected turns we remained together.

I want to express my heart felt thanks and eternal gratitude to our dedicated teachers, staff and parents for their unwavering support and cooperation. Your commitment to our school has helped us make Kareela Public School the amazing place it is. I am as always, excitedly looking forward to what we can achieve together in the next stage of our learning journey.

Kind Regards

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 2022 are 350 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 compliment 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

Integration funding support: \$71,861.00

Socio-economic background: \$10,522.66

Aboriginal background: \$1,058.59

English language proficiency: \$26,501.59

Low level adjustment for disability: \$82,906.27

Literacy and numeracy intervention: \$22,984.20

Professional learning: \$500.00

Summary of progress

In 2022, the school focused on the explicit teaching of writing. We began our conferencing project in writing and the Sentence A Day program was a focus across K-6. Stage team meeting time was assigned to Consistent Teacher Judgment. MultitLit and MiniLit phonics programs were used in Learning Support to support identified students across Years 1-6. Enablers for the writing project were the staff commitment and belief in the program, along with time for stage meetings focused on Consistent Teacher Judgment. A barrier was the lack of casual staff availability and the subsequent necessity to collapse Learning Support programs to prioritise classroom teaching.

Impact:

How successful have we been in increasing student growth and attainment?

NAPLAN writing data shows significant improvement in Year 5 while Year 3 is well above Statistically Similar Schools. We met our target in Reading, while Numeracy remains a focus. MaquLit data shows significant improvement for students engaged with the program. Check in assessments and PAT data results show only positive student growth with no negative growth recorded from any students in Years 1-6.

Where to next:

In 2023 the school plans to focus on the implementation of new curriculum K-2, writing conferencing and IFsR K-6 for programming and planning using this data.

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. Uplift required 8%	2022 NAPLAN data indicates 68.64% of students in the top two skill bands for reading indicating the school exceeded the system negotiated lower bound target.
Increase the percentage of students in	2022 NAPLAN data indicates 48.31% of students are in the top two skill

the top 2 bands for numeracy. Uplift required 7%	bands for numeracy indicating the school did not achieve the system negotiated target, however the target was achieved in 2021.
Increase the percentage of students experiencing expected growth for reading. Uplift required 2% There will be no expected growth data in 2022 as no NAPLAN in 2020.	There is no expected growth data in 2022 as no NAPLAN in 2020.
Maintain or increase the percentage of students experiencing expected growth for numeracy to ensure performance continues beyond our upper bound. There will be no expected growth data in 2022 as no NAPLAN in 2020.	There is no expected growth data in 2022 as no NAPLAN in 2020.
Year 5 NAPLAN students at or above expected growth. No results due to NAPLAN cancellation in 2020.	There is no expected growth data in 2022 as no NAPLAN in 2020.
35% of Year 5 NAPLAN students achieve Bands 7 and 8 in writing. Uplift required 5%.	48.2% of Year 5 students achieved in the top two bands in writing in NAPLAN. This is an uplift of 18.4% from 2021 NAPLAN.
41% of Year 3 NAPLAN students achieve band 6 or higher Uplift required 3%	77% of Year 3 students achieved in the top two bands in writing in NAPLAN. This is 7% above statistically similar schools.
60% of students at or above expected growth in NAPLAN Writing from Year 3 to Year 5 Uplift required - 4%	There is no expected growth data in 2022 as no NAPLAN in 2020.

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

QTSS release: \$71,021.18

Professional learning: \$18,306.84

Literacy and numeracy: \$26,061.22

Summary of progress

In 2022 the school looked at collaborative practice, explicit teaching and feedback from *What Works Best* and the professional readings. This was a focus for professional learning as a part of this strategic direction. A focus for this was our consistent teacher judgment meetings held at the stage level. A key enabler for the success of this project was the quality of the learning was reaffirming for teachers on how important collaboration is. The barrier was the restrictions placed on us due to COVID-19 which meant whole staff professional dialogue was restricted due to co-horting.

Impact

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

Observations and teacher feedback recount that collaborative practice has become more embedded across the whole school and the resulting teaching and learning in classrooms has been strengthened.

Are teachers effectively planning for explicit teaching and feedback?

Teaching programs, stage meetings and professional dialogue show that all staff are prioritising explicit teaching and feedback as a result of the professional learning in 2022.

Are evidence-based teaching practices adopted in all classroom?

Teacher Observations and informal feedback show that there is evidence of explicit teaching and feedback occurring all classrooms K-6.

Where to next?

In 2023 the school plans to provide opportunities for the whole staff K-6 to be involved in Consistent Teacher Judgment discussions using K-6 work samples to embed consistent practice across the whole school. The new APC&I will be team teaching, modelling and collecting data to best inform new curriculum implementation and focus on developing Kareela Public School's scope and sequence in writing using the provided sequence as a model.

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,	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of

<p>Coaching and mentoring is <i>maintained</i> at Delivering, with some evidence of Sustaining and Growing.</p> <p>Leading: Educational Leadership - Instructional Leadership is <i>maintained</i> at Delivering, with some evidence of Sustaining and Growing.</p>	<p>Collaborative Practice and Feedback and at delivering In the theme of Coaching and Mentoring in the element of Learning and Development</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of Instructional Leadership in the element of Educational Leadership.</p>
<p>Learning: Curriculum - Teaching and Learning Programs; Assessment - Formative Assessment and Student Engagement is <i>maintained</i> at Delivering, with some evidence of Sustaining and Growing.</p> <p>Teaching: Effective Classroom Practice - Explicit teaching and Feedback is <i>maintained</i> at Delivering, with some evidence of Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Teaching and Learning Programs in the element of Curriculum.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Formative Assessment, and at sustaining and growing in the theme of Student Engagement in the element of Assessment</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Explicit Teaching and at delivering in the theme of Feedback in the element of Effective Classroom Practice.</p>

Strategic Direction 3: Wellbeing

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: \$3,500.00

Summary of progress

In 2022 the school ran Peer Support with a focus on positive relationships. Positive Behaviour for Learning (PBL) was relaunched and Stage 3 students attended Interrelate. The Police spoke to our students around personal cyber safety and being safe in the community. The key enablers for our programs were the positive engagement of staff with PBL, and the commitment of all staff to improve and support the wellbeing of our students. The School Chaplain is a key component of our wellbeing support and she works on friendship programs for small groups, whole class and 1:1. Student and staff wellbeing remained a focus throughout 2022 as we recognise the negative impact COVID-19 and the restrictions placed upon everyone had.

Impact

Are our students improving in their positive sense of Wellbeing?

Our students are above statistically similar schools in all three measures of student wellbeing however there had been a decrease in Sense of Belonging. Advocacy at school is a strength.

What has been the impact of our PBL strategies?

The relaunching of our PBL program has resulted in more consistency of rule application across the school with both teachers reinforcing and students adhering to the behaviour expectations. Our Sentral data shows 119 negative incidences were recorded in 2022 compared to 83 in 2021. This is due to teachers more consistently applying and recording incidences using the PBL flow chart as their reference.

Where to next?

In 2023 the school will be investigating wellbeing programs that will increase the students sense of belonging.

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 well being based on Tell Them From Me survey data. Uplift required 1%	Tell Them From Me data indicates 86.3% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is a 2% decrease from 2021 and is consistent with data across the school reflecting the impact of COVID-19 restrictions.

<p>To increase the percentage of students attending school more than 90% of the time.</p> <p>Uplift required 4%</p>	<p>The number of students attending greater than 90% of the time or more has increased by 2.2% to 92.2%.</p>
<p>To increase results of the Positive Behaviour for Learning (PBL) Tiered Fidelity Inventory (TFI) survey based on student and teacher results.</p> <p>Uplift required 50%</p>	<p>This data was not collected in 2022.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$71,861.00</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>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"> • Excellence in classroom delivery for every student. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their Individualised Education Plan goals. All IEPs were regularly updated and remained responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to ensure students receiving Integration Funding Support will continue to be supported through Learning and Support and SLSOs developing and implementing planned goals in collaboration with classroom teachers and families.</p>
<p>Socio-economic background</p> <p>\$10,522.66</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>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"> • Excellence in classroom delivery for every student. <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 • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Literacy and Numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: all students at Kareela Public School, regardless of their socio-economic background have not suffered educational disadvantage. Literacy and Numeracy intervention has ensured that academic outcomes have been monitored and achieved through the support of the Learning Support teacher, the EALD teacher and the New Arrivals Program Teacher.</p> <p>After evaluation, the next steps to support our students will be: identified students will continue to be supported to ensure no student will suffer educational disadvantage due to socio-economic circumstances.</p>
<p>Aboriginal background</p> <p>\$1,058.59</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</p>

<p>Aboriginal background</p> <p>\$1,058.59</p>	<p>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"> • Excellence in classroom delivery for every student. <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 • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: PLP's developed and implemented for Indigenous students ensuring achievement of optimal academic/social and emotional outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue to develop and implement PLP's.</p>
<p>English language proficiency</p> <p>\$26,501.59</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>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"> • Excellence in classroom delivery for every student. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students continue to show positive growth in English Literacy skills against internal and external student performance assessments.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and planning.</p>
<p>Low level adjustment for disability</p> <p>\$82,906.27</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>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"> • Excellence in classroom delivery for every student. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention program such as MinLit, MacLit and Heggerty to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$82,906.27</p>	<p>The allocation of this funding has resulted in the following impact: the school has achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals, identified students placed on IEP's and subsequent collaborative learning and support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the positive impact of the learning support team on student learning outcomes. The school will provide additional support for identified students through the employment of trained SLSO's.</p>
<p>Professional learning</p> <p>\$22,306.84</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 Kareela 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"> • Collaborative Teaching Inquiries • Positive Behaviour for Learning • Excellence in teaching writing. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to take part in Professional Learning. • conferencing time and Interview for Student Reasoning (IfSR) implementation. • High Potential Gifted Education (HPGE) course attendance • whole stage planning days to implement curriculum <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning focused on the schools three strategic directions with a particular focus on new curriculum led by the school's executive to ensure that professional learning is aligned with Department and school identified priorities.</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>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"> • Evidence-based Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve Literacy and numeracy • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • Literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of decodables to support targeted guided reading instruction <p>The allocation of this funding has resulted in the following impact: improvement in teacher capacity to differentiate their teaching programs to meet individual student needs.</p> <p>After evaluation, the next steps to support our students will be: students will be plotted against the progressions and identify and respond to individualised student needs in literacy and numeracy.</p>

<p>QTSS release</p> <p>\$71,021.18</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>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"> • Collaborative Teaching Inquiries <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 staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: teacher's report increased confidence in embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to co-ordinate the APC&I role and Strategic Team Leaders role to ensure that all teachers are supported and are confident to deliver explicit teaching strategies in curriculum reform.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</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>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"> • Excellence in classroom delivery for every student. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional Learning and Support Teacher (LaST) to address the identified needs for students who require additional support in literacy and numeracy • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.</p>
<p>COVID ILSP</p> <p>\$25,960.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 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

<p>COVID ILSP</p> <p>\$25,960.00</p>	<ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy - writing and comprehension • employing staff to provide online tuition to student groups in numeracy - classroom teacher identified focus areas • providing intensive small group tuition for identified students who were experiencing gaps in their Literacy development. • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: The COVID ILSP has benefited 35 targeted students across Years 1-6 in Literacy and numeracy. Feedback from staff, students and parents has been very positive. Students have become more confident in their learning and abilities in both Literacy and numeracy due to extensive small group targeted support and experiencing success. 100% of the students plotted against the Plan 2 progressions experienced growth. A range of assessment tasks were used to monitor and evaluate the effectiveness and success of the program. Students are displaying a positive mindset and are actively participating in all aspects of the program. As a direct result of the consistent, targeted intervention, students and teachers are reporting increased engagement both in the small group tuition and when returning to classrooms.</p> <p>After evaluation, the next steps to support our students will be: In 2023 this funding will be used to continue the implementation of literacy and numeracy, small group tuition using data sources to identify specific student need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	214	209	202	199
Girls	195	192	177	149

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	90.2	97.0	92.4
1	94.6	88.2	95.4	94.9
2	95.5	86.5	96.0	93.1
3	96.1	87.0	95.6	92.8
4	94.3	87.9	94.5	93.2
5	94.7	85.3	95.0	92.2
6	95.3	85.9	94.2	91.6
All Years	95.2	87.3	95.4	92.8
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

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)	3
Classroom Teacher(s)	11.66
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*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	531,471
Revenue	3,432,543
Appropriation	3,094,540
Sale of Goods and Services	19,342
Grants and contributions	310,251
Investment income	8,210
Other revenue	200
Expenses	-3,315,548
Employee related	-2,836,947
Operating expenses	-478,601
Surplus / deficit for the year	116,995
Closing Balance	648,466

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	71,861
Equity Total	120,989
Equity - Aboriginal	1,059
Equity - Socio-economic	10,523
Equity - Language	26,502
Equity - Disability	82,906
Base Total	2,497,894
Base - Per Capita	95,766
Base - Location	0
Base - Other	2,402,128
Other Total	201,696
Grand Total	2,892,440

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school.

Of the 24 respondents:

75% reported that 'The school was able to access specialist assistance for my child when needed';

63% of parents feel that 'My child's school is a culturally safe place for all students ';

100% of parents chose Kareela Public School as their first choice of school for their child;

65% of parents either agreed or strongly agreed that 'Written information from the school is in clear plain language';

78% of parents either agreed or strongly agreed that 'I am well informed about school activities'.

Areas in which the school needs to improve are:

- informing parents of how to best support their child in their learning through our school reports;
- schedule parent activities at more convenient times;
- inform parents about their child's social and emotional development.

The Tell Them From Me 'Focus on Learning' Teacher Survey Report is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms.

In the area of School Leadership:

- school mean of 7.5 'School leaders have helped me improve my teaching' compared to the NSW Govt norm mean of 6.8;
- school mean of 8.3 'I work with school leaders to create a safe and orderly school environment' compared to the NSW Govt norm mean of 6.8;
- school mean of 8.2 'School leaders have supported me during stressful times' compared to the NSW Govt norm mean of 6.8;.

In the area of Collaboration:

- school mean of teachers of 8.1 'I talk with other teachers about strategies that increase student engagement' compared to the NSW Govt Norm mean of 7.8;
- school mean of 8.6 of teachers 'discuss my assessment strategies with other teachers' compared to the NSW Govt Norm mean of 7.8;
- school mean of 9.2 of teachers 'I discuss learning problems of particular students with other teachers' compared to the NSW Govt Norm mean of 7.8.

In the area of Learning Culture the school mean of 8.4 was above the NSW Govt Norm of 8 across all areas within this domain.

In the area of Data Informs Practice the school mean of 8.3 was above the NSW Govt Norm of 7.8 across all areas in this domain.

The Tell Them From Me Student Survey is designed to provide insight to guide school planning and help to identify school improvement initiatives. Students complete the survey twice per year.

Data collected from the November surveys showed a positive increase in student responses in all areas except valuing school outcomes and homework behaviour and students sense of belonging. Student responses in the areas of positive relationships increased by 5% and interest and motivation by 8%.

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.