**Introduction**

The Annual Report for 2015 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 school 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.

David O’Connell
Principal

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**Message from the Principal**

2015 was a very successful year for students at Kareela Public School. Our curriculum continues to offer a broad range of opportunities for students from Kindergarten to Year 6 across multiple areas including: Visual Arts; Band; Public Speaking; Creative Thinking (Think Tank); Stage 3 enrichment groups (filmmaking, Mandarin class and Lego robotics); Year 2 recorder program; Junior and Senior Dance groups; Junior and Senior Choirs; participation in the Sutherland Zone Primary School Sports Association and the Sutherland Shire Schools Music Festival; and through our continued associations with Sportit Gymnastics; Fit Futures; AFL Auskick; Dance2bfit; and the Sylvania Fitness First Swim School.

As we continue to focus on the development of the whole child, our strong and effective student welfare programs and school values system permeate all school programs. Our school Chaplain position continued to receive funding and provides support to students, families and the wider community through initiatives including the friendship tree, Kids Hope mentors, social skills groups, and the local Salvation Army food drive.

As a school we focus on developing the individual holistically across a broad range of academic, sporting and cultural pursuits.

Staff members have continued to train in, and implement, new curriculum documents and seek to develop in students the capacity to work together, problem solve, collaborate and use 21st century technologies. A new school planning process was introduced by the Department of Education and a Kareela school plan for 2015-2017 was developed with 2015 being its first year of implementation.

As a K-6 school we encourage students to be involved and experience as many opportunities as possible, while at the same time our core business remains to develop literate and numerate students. Academically, results across all grades continue to be high in school-based and external assessments.

In NAPLAN, our total percentage of students in the top 2 bands in both years 3 and 5 continues to remain consistently well above both the DoE and the all schools state average across all aspects of literacy and numeracy.
Additionally, students from years 3 to 6 were offered the opportunity to sit the International Competitions and Assessments for Schools (ICAS) tests in English, Mathematics, Science and Computer Skills. As participation in the ICAS competition was voluntary, varying numbers of students from each grade sat for each test. Results achieved were as follows:

**Mathematics:** 6 Distinctions, 20 Credits; 6 Merits; **English:** 1 High Distinction, 6 Distinctions, 16 Credits; 6 Merits; **Spelling:** 7 Distinctions, 16 Credits; 6 Merits; **Science:** 8 Distinctions, 13 Credits; 4 Merits; **Digital Technologies:** 2 High Distinctions, 11 Distinctions, 16 Credits, 5 Merits.

Three year 4 students gained entry into an Opportunity Class for 2016. Many students from Kindergarten to year 6 also successfully completed the Premier’s Reading Challenge, the Premier’s Sporting Challenge and the Premiers’ Spelling Bee. One student successfully won through local rounds to compete in the Premiers’ Spelling Bee state finals. This was an exceptional achievement.

I commend our students for their hard work, our families for their support of their children’s learning and school programs, our staff for their dedication to students and their efforts in supporting student learning, and our P&C for their contributions to funding improvements and their continued support of Kareela Public School.

David O’Connell
Principal

**School background**

**School vision statement**

The Kareela Public School vision is to:

- foster a lifelong love of learning;
- equip students to master the essential skills of literacy and numeracy; and
- provide educational opportunities which focus on excellence, equity, inclusivity and achieving one’s personal best.

We aim to deliver learning in a safe, supportive and nurturing environment that promotes values, the development of good character and the respect for all in society.

In our classrooms we apply the principles of 21st Century learning through a focus on critical and creative thinking, collaboration and problem solving.

**School context**

Kareela Public School is situated in the Sutherland Shire in Sydney’s south. Enrolments in 2015 totalled 377 students from kindergarten to year 6. Enrolment growth has been occurring over recent years with increased numbers entering the school in kindergarten and smaller numbers exiting from year 6.

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

Students were grouped into 15 classes with strong Library and Visual Arts programs supporting classroom teaching through Release from Face to Face teaching time for classroom teachers.

The parent community is highly supportive of their children enjoying a successful Primary School experience across a range of sporting, cultural and academic endeavours. Specialist programs in gymnastics, swimming, dance, band, Mandarin, filmmaking and robotics complement traditional teaching programs.

**Self-assessment and school achievements**

**Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.
This year, our school undertook self-assessment using the elements of the School Excellence Framework. As a staff we used the School Excellence Framework and its three domains of Learning, Teaching and Leading to assess the impact and effectiveness of our school plan and current practices; identify elements where we can improve; and plan for continued growth and development as a school learning community.

Within the domain of **Learning**, staff evaluation identified that we are currently achieving the levels of:

- Delivering – in the element of *Student Performance Measures*.
- Sustaining and Growing – in the elements of *Learning Culture; Wellbeing; and Assessment and Reporting*.
- Excelling – in the element of *Curriculum and Learning*.

In **Learning** we have focused primarily on the elements of *Learning Culture* and *Curriculum and Learning*. Change has been implemented through a renewed focus on curriculum differentiation for our students with a specific emphasis on mathematics, particularly in Stage 2. All Stage 2 students were grouped weekly based on formative assessment data collected prior to commencing units of work based on the mathematics key capabilities as defined in the new mathematics syllabus. Point in time data was collected and used to form instructional groups with progress data collected weekly and student growth and achievement plotted in each area of study completed.

We have also focused on supporting students with learning needs by improving communication with parents through the implementation of a formalised, structured Personal Learning Plan (PLP) consultation and development process. At the same time we have supported staff in PLP creation though the provision of time off class working with executive from the Learning Support Team to develop a consistent approach to the creation of PLP documents an improve the level of support provided to students.

Within the domain of **Teaching**, staff evaluation identified that we are currently achieving the levels of:

- Delivering – in the elements of *Effective classroom practice; Data skills and use;* and *Collaborative practice*.
- Excelling – in the element of *Professional Standards*.

In **Teaching** we have focused primarily on the elements of *Effective Classroom Practice; Data Skills and Use; and Professional Standards*. Change has been supported through the implementation of the Department of Education Performance and Development Framework and associated requirements including all staff developing individual performance and development plans and engaging in a series of lesson observation and feedback activities. Staff members have developed meaningful professional learning goals associated with Departmental priorities and our school plan and linked with the Australian Teaching Standards. Professional learning has been completed on the Australian professional standards for teachers using the AITSL teacher toolkit and several staff members have successfully completed accreditation processes with BOSTES.

Within the domain of **Leading**, staff identified that we are currently achieving the levels of:

- Delivering – in the elements of *Leadership; and School Resources*.
- Sustaining and Growing – in the elements of *School Planning, Implementation and Reporting; and Management Practices and Processes*.

In **Leading** we have focused primarily on the elements of *Management Practices and Processes* and *School Resources*. Through the effective implementation of RAM funding we have been able to increase our face to face teaching time for EALD students, embed initiatives including the employment of a speech pathologist with an early intervention focus targeting students in K-2 at risk of not meeting grade benchmarks, effectively employ School Learning Support Officers to support students with additional learning needs and continue to provide a broad and rich curriculum utilising 21st century learning and technologies, including the deployment of iPads in K-2.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Improve outcome achievement of all learners through curriculum differentiation.

Purpose

Through engaging every child with a differentiated, challenging and relevant curriculum we are able to focus on developing individual strengths, a love of learning and the capacity to achieve one’s personal best. We aim to improve student outcome achievement through engaging our top, middle and bottom groups of learners to grow their understanding through differentiated learning tasks; we aim to improve outcome achievement through accurately mapping student progress and providing quality feedback to students about their progress as part of the learning cycle. Through accurately identifying where students are at and what they already know and can achieve, we will improve teaching / learning programming and student outcome achievement.

Overall summary of progress

What did we do

Mathematics

Throughout 2015 staff implemented a renewed focus on differentiated learning through a change in the collection and use of assessment data. Student ability grouping was trialled across stage 2 using a combination of formative and summative assessment data on a weekly cycle. Stage 1 and stage 3 trialled the collection and use of data on a fortnightly cycle using only formative assessment data (stage 3) and summative assessment data (stage 1). Stage 3 used the formative assessment data to group students within individual classrooms and stage 1 used the summative assessment data to evaluate teaching practice and inform future planning.

English

Staff mapped student achievement, K-6, against the Literacy continuum utilising PLAN and Sentral software. Teachers investigated class programming and differentiated learning activities to enhance the movement of students along the literacy continuum. In reading teachers were explicitly instructed on skill identification, strategies to build knowledge for clusters and markers and how this can be individually supported in the classroom through in-school professional learning.

A new Grammar scope and sequence was developed and trialled to improve the scaffolding of skills across the grades. Data analysis from local assessments and NAPLAN supported teacher’s knowledge of students and indicated that student achievement was being accurately identified for continuum plotting and progression. Teachers collaboratively planned and implemented teaching and learning activities to build on prior knowledge and raise expectations of acceptable achievements.

Supported Learners

The Learning Support Team (LST) continued to focus on developing foundation pre literacy skills and combined auditory, visual and verbal strategies in literacy for kindergarten and year 1 students through the employment of a speech pathologist working with targeted groups of students on phonemic awareness and the improvement of phonics skills. In a parallel program, Year 2 and 3 students focussed on building links between auditory perception and spelling skills. The school Learning and Support Teacher (LaST) and the School Learning Support Officers (SLSO) also supported learners identified through LST with the implementation of programs from PLP’s and individual learning adjustments and modifications.

PLP consultation meetings were implemented and coordinated between parents and classroom teachers through the LST. Time was invested in developing staff understanding of the collection and analysis of data to support differentiated learning for students. Improvements in the collection and electronic monitoring of information for individual students were implemented and processes were refined to support the sharing of data between teachers.

Did it have the planned impact

Mathematics

Staff in stage 2 developed improved skills in their understanding and use of data to plan teaching and learning activities as reported through stage meeting minutes. The ability to implement evidence based
Strategic Direction 1

Teaching to ability groups through the collection and use of point in time data was also reported by staff as being highly beneficial in catering to students’ individual learning needs. Student performance data was collected in each mathematical concept area and has been used to create a baseline from which improvement will be measured in 2016. A new whole school maths scope and sequence document was developed to reflect the weekly / fortnightly teaching cycles. This new scope and sequence will be implemented in 2016 and evaluated / reviewed for effectiveness.

English

Through staff mapping student learning against the Literacy continuum in Reading, baseline data showing percentages of students achieving below, at and above grade expectations has been established. This will be used as comparative data to measure improvement over the 3 year cycle of the plan. The implementation of the grammar scope and sequence now provides clear progressions of learning from K-6. This will then be used in conjunction with PAT testing data to evaluate student performance and improvement in learning. The use of teaching / learning activities from PLAN has led to an increased level of detail in teachers programming documents, specifically targeting individualised student growth.

Supported Learners

Parent consultation meetings for PLP development were well received with a high level of participation evident. Staff training in PLP development was effective with 100% of required PLP’s being produced to a good quality standard within the set time frames. Staffing of the English as an Additional Language or Dialect (EAL/D) position was achieved through offsetting the above establishment EAL/D teacher against an unfilled fractional teaching position with flexible funding then utilised to backfill the teaching position. Due to the salary differentials involved this proved cost effective and has given indications of how this can be used to the advantage of students in coming years through the provision of additional EAL/D teaching time. A G&T committee was formed with connections being made between existing programs and the development of an overarching school policy, however as a result of staff movement and changes more work is still to be completed in this area in 2016.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics: Stage 2: 90% of students demonstrate growth/progress in achievement as measured using school based assessment data (baseline established 2015)</td>
<td>Baseline established for student achievement in NAPLAN, school based assessments and ACER PAT testing. Graded groups established stage 2 with pre and post testing completed weekly. Staff devised processes for marking, recording data and providing progress data to students. Student performance against each of the Key concepts has been tracked and recorded weekly providing evidence of individual student conceptual understanding and growth data. Processes for reporting student achievement have been developed and refined.</td>
<td>$800 software licensing for PAT Mathematics Internal staffing arrangements</td>
</tr>
<tr>
<td>English: Student cohorts demonstrating at least 60% improvement in school assessments in Reading, writing and grammar (baseline to be established in 2015)</td>
<td>Baseline student performance data was collected through NAPLAN, PAT assessments and continuum plotting. A new Grammar Scope and Sequence K-6 was created and trialled. This involved staff input and professional learning. A review and revision</td>
<td>$800 software licensing for PAT English Internal staffing arrangements plus $1200 casual teacher</td>
</tr>
</tbody>
</table>
Strategic Direction 1

**above proficiency in reading**

- 60% of students achieving at proficiency in writing; reduce at or below National Minimum Standards to 2%
- 70% of students achieving at or above proficiency in grammar

**Supported Learners:**
- Increase of targeted student achievement levels in all assessment measures.
- Increased identification of and adjustments for G&T students.

**timeline has been established for 2016.**

An English Conceptual Planning Scope and Sequence was developed incorporating assessment information for 21st century skills of communication, collaboration and creative thinking. This provides staff with an improved focus on outcomes C, D and E of the new English curriculum.

All students were plotted on Literacy Continuum for Reading. Staff were familiarised with the teaching / learning activity links from PLAN for implementation through classroom teaching / learning activities.

**Salaries**

$3000 parent consultation, PLP development and staff training
$23000 SLSO salaries
$33000 EALD salary allocation
$5000 speech therapy program

Next steps

Differentiated student ability grouping will continue with grouping extended from stage 2 to include all classes in years 3-6. Improvements to the collection and use of SENA data to assist with identification of students requiring support and remediation in maths will be a focus with recommendation to be developed to better link K-2 SENA data into year 3 Semester 1 programming.

Students will continue to be mapped on the Literacy continuum for Reading. Students will also be mapped on the Literacy continuum for Reading Comprehension. Current strategies for reading comprehension will be reviewed to develop a whole school approach. This will be linked with whole school professional learning. The implementation of the grammar scope and sequence will be reviewed to ensure that student achievement is progressing effectively and any required adjustments are identified and implemented.

The staff G&T committee will be reformed after staff change in 2015 with an aim to build staff capacity to develop and embed robust programs and policies through partnership with GERRIC – UNSW. Provision of opportunities for maths extension for stage 2 students through exposure to stage 3 maths groups and participation in maths Olympiad will also be trialled. Continued staff support and training in the development and implementation of PLP’s will continue as will parent consultation planning meetings and the early intervention speech therapy program.
Strategic Direction 2

Implement new syllabus documents with a focus on quality 21st century teaching and learning programs and practices.

Purpose

Kareela Public School aims to create a school culture that:

- is creative, innovative and inclusive;
- offers a broad and rich curriculum;
- develops ICT literacies:
- engages with families and the community; and
- maintains a positive and productive learning focus.

Our inclusive teaching and learning programs facilitate the development of 21st century learning systems and practices. Through implementing effective evaluative practices we aim to ensure that program design leads to measurable improvement in student learning outcomes.

Overall summary of progress

What did we do

Syllabus Implementation

All teachers implemented the new Science & Technology Syllabus K-6. Increased focus was given to Working Scientifically and Working Technologically. Staff commenced writing new units of work. Further development of English units of work also occurred to improve focus on multimodal and digital texts. Professional learning focused on the introduction of the new History Syllabus. Staff attended a whole day conference of keynote addresses and individually selected workshop groups. Teachers commenced writing and trialling units of work with a focus on Historical Inquiry and Historical Concepts.

Digital Technology

An audit of technology (hardware and software) currently used in the school was completed. As a result new desktops, netbooks were installed across classrooms. iPads were purchased with the support of the P&C and introduced into K-2 classrooms. Two staff members were trained in the operation of software deployment and synchronization and took on the role of iPad coordinators. An extensive amount of time spent working with Regional IT support staff to re-write the DoE instruction manual for fleet deployment of iPads in the DoE environment. Staff members were also surveyed on ICT use and practice in the classroom. This included feedback on currently used software programs and hardware reliability. Staff shared skills at their stage level to develop individual ICT capabilities with a focus on producing digital and multimodal texts.

Did it have the planned effect

Syllabus Implementation

Classroom teaching and learning programs demonstrated an increased focus on developing the skills of collaboration, communication and creative thinking through redesigning traditional learning activities to include digital learning objects and online resources. Additionally, units of work written demonstrate a greater use of ICT and online resources as reported through program supervision.

Digital technology

Students and teachers were able to access an increased range of digital technologies and software programs including iPads for general use in class and for filmmaking. Desktop and netbook computers were updated to ensure the school fleet was maintained within warranty and all students were able to access improved / updated hardware. Additional WiFi points were installed to improve connectivity.
## Strategic Direction 2

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers effectively implement, and assess student outcome achievement against, NSW syllabus content.</td>
<td>Staff training in the implementation of the new History syllabus. Teachers developing and implementing quality programs and units of work for English, mathematics and science &amp; technology. Teaching and learning programs facilitate the development of 21st century skills incorporating the syllabus general capabilities.</td>
<td>$3100 teacher professional learning</td>
</tr>
<tr>
<td>Classroom learning experiences provide opportunities for students to think critically and creatively, utilise Information and Communication Technologies (ICT), collaborate and communicate.</td>
<td>Students are beginning to demonstrate more confidence in thinking critically and creatively in a range of engaging learning experiences in the classroom. Teachers provide learning tasks that enable students to work collaboratively and include ICT in classroom activities.</td>
<td>$16000 PC desktop upgrade. $9000 iPad purchase and installation T4L rollout points used desktop PC purchase to bring F Block mini lab online.</td>
</tr>
</tbody>
</table>

### Next steps

Staff will continue to follow the implementation timeline for all new BOSTES syllabus documents. As a result, teachers will continue to collaborate in stage teams to develop and implement new units of work focusing on Working Scientifically and Working Technologically (science and technology syllabus), Historical Inquiry and Historical Concepts (history syllabus), conceptual planning, digital and multimodal texts (English syllabus). Training will also begin in the new Geography syllabus with teachers commencing to plan and program new trial units of work.

Project Based Learning will be investigated as a tool to facilitate improved student learning and enquiry.

New desktops and portable devices will be installed across the classrooms in the school. K – 2 students will continue to use iPads to facilitate their learning with new team members to be trained in iPad management. Additional iPads and associated peripherals will be purchased and installed for use in Years 3 – 6 to assist students in producing digital texts and movies. Replacement solutions for the aging school fleet of IWB’s will be investigated for future purchase and upgrading.
Strategic Direction 3

To build the capacity of staff to develop, lead and implement quality teaching and learning programs.

Purpose

To ensure that all staff at Kareela Public School are able to implement quality teaching and learning programs that support students to achieve their potential we aim to:

- Build the capacity of staff to develop a school of lifelong learners and reflective practitioners with high levels of curriculum knowledge, 21st century pedagogy and initiative to improve student outcomes;
- Build the capacity of staff to work strategically in leading teams and projects within the context of a K-6 school plan; and
- Build the capacity of the school leadership team to make informed choices about school direction through effective data measurement and analysis.

Overall summary of progress

What did we do

Performance and Development

The new DET performance and development policy was fully implemented. Staff were trained in the requirements of the new policy and the resulting performance and development plans (PDP’s) required to be produced. Staff participated in classroom observations with peers and executive staff. Each stage leader developed a plan to support staff teams through classroom observation including the allocation of time for both observations and feedback to be completed.

Australian Teaching Standards

Two staff members completed accreditation against the BOSTES teacher accreditation standards. Executive staff received Professional Learning from the Teacher Quality Advisor, Miranda District Office on the accreditation process including the accreditation report, the preparation of an accreditation portfolio and the supervision of evidence collection. Staff attended professional learning sessions where relevant aspects of the AITSL teacher toolkit including Classroom Practice and The Standards were examined and discussed with recommendations made for improving practice.

Data and Direction

Staff collected data on student learning in maths and English. Student performance and achievement data was recorded on PLAN software (K-2), SENTRAL software (3-6) and excel spreadsheets (Stage 2 and 3). PAT testing was completed online for students in years 2-6 with results recorded within the ACER web platform. Individual student results were analysed by executive staff to inform program planning. Student results were also analysed by teaching staff to inform classroom programs. NAPLAN results were triangulated against PAT and internal school assessments.

Did it have the planned impact

Performance and Development

Staff developed PDP’s which included a whole school goal, a stage goal and an individual goal. Much was learned throughout the year in relation to goal setting and evidence collection. Proformas were developed to support classroom observations with staff indicating general support for the new process and executive indicating positive experiences in discussions, PDP development with teams and classroom observations.

Australian Teaching Standards

An increased number of staff members have now achieved accreditation at the level of Proficient Teacher, with others moving into their accreditation maintenance cycle, although in 2015 no teachers were identified as pursuing accreditation at the higher levels of Highly Accomplished or Lead Teacher.
Strategic Direction 3

Data and Direction

The process of data collection and validation for maths groups was developed and improved within stage 2 throughout the year. Processes were devised and implemented for the tracking of student growth and the measurement of program effectiveness. Procedures to support reporting of student learning in stage 2 maths were also trialed and developed through semester 1 and semester 2 reporting cycles. Links to connect and triangulate data from NAPLAN with PAT scores and in-school assessments were workshopped and developed for use in program implementation and effectiveness evaluations. Links from student performance data to teachers’ professional learning were made and assisted individuals with their PDP evaluations.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff will develop their own PDP’s and develop goals to impact positively on student outcome achievement</td>
<td>100% of staff developed a PDP. Goals were set to include a whole school goal, a stage goal and a personal professional goal.</td>
<td>QTS staffing allocation (0.14 FTE) was used to provide teaching staff with time off class for feedback sessions with supervisors.</td>
</tr>
<tr>
<td>All staff will develop their knowledge and understandings of the Australian Teaching Standards</td>
<td>Staff participated in professional learning which developed their knowledge of the AITSL teacher toolkit and how it relates to their PDP. The AITSL teacher toolkit Performance and Development section was then used by staff to assist in creating and monitoring their progress and performance through their PDP.</td>
<td>Nil – all professional learning was completed after school hours.</td>
</tr>
<tr>
<td>An increased number of staff will display, through cooperative planning practices, stage meetings and performance and development meetings, how they are using data to inform their goal setting, classroom teaching programs and to improve student outcome achievement.</td>
<td>Student assessment data has been used to inform planning in developing a new whole school maths scope and sequence. Additionally, student growth data in mathematics has been used to evaluate teaching and learning programs to improve lesson content delivery and linked with classroom observation and feedback data for teacher reflection.</td>
<td>QTS staffing funding of 0.14 FTE used to facilitate classroom observations</td>
</tr>
</tbody>
</table>

Next steps

In 2016 all staff PDP’s will include a whole school goal on feedback. Additionally, exec staff will receive professional learning on staff coaching and delivering quality feedback. Professional learning on feedback and reflection will be developed and delivered to all staff to improve the ability of all individuals to provide peer feedback following classroom observations and to provide more effective feedback to students on their learning. Ways of tracking growth in student learning will be investigated to ascertain the best ways of managing and manipulating data to provide the required evidence to evaluate learning programs.
<table>
<thead>
<tr>
<th>Key initiatives and other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key initiatives (annual)</td>
<td>Impact achieved this year</td>
<td>Resources (annual)</td>
</tr>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td><strong>Strategic Direction 1</strong></td>
<td>Funding was utilised to provide time for teaching staff to develop Personal Learning Plans for aboriginal students.</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td><strong>Strategic Direction 1</strong></td>
<td>Kareela PS does not have an EAL/D staffing component. Flexible funding provided was used to employ a teacher of English as an Additional Language / Dialect 0.3 FTE (3 days per fortnight).</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td><strong>Strategic Direction 1</strong></td>
<td>Student Assistance scheme funding has been withdrawn and advice received indicated a need to maintain adequate levels of funding to assist disadvantaged students. An amount of $1600 was allocated from within this Socio-economic funding for student assistance. Additional SLSO support for student learning was achieved through expenditure of the remaining funds.</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td><strong>Strategic Direction 1</strong></td>
<td>Students requiring adjustment and Personal Learning Plans were supported through the employment of School Learning Support Officers. A Learning and Support Teacher is appointed to the school 0.5 FTE (5 days per fortnight)</td>
</tr>
<tr>
<td><strong>Other school focus areas</strong></td>
<td><strong>Impact achieved this year</strong></td>
<td><strong>Resources (annual)</strong></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td><strong>Strategic Direction 2</strong></td>
<td>ICT Fleet maintenance: Annual purchase of replacement Desktop and netbook computers to update older out of warranty machines. Purchase of new iPad fleet including tablets, protective covers, charge and sync cabinet, Macbook for device management.</td>
</tr>
</tbody>
</table>
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Management of Non-attendance

Student attendance is recorded electronically and monitored through the Attendance module of Sentral. Official attendance data is exported into DoE OASIS software with reports produced for viewing by the Principal and HSLO. Attendance matters are followed up by letter in the first instance with further contact by phone or interview as required. HSLO reviews of attendance occur each semester.

Class sizes

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce information

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

No Staff members identify as aboriginal.
Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The teaching staff at Kareela Public School participated in a number of professional learning activities designed to build the capabilities of staff to achieve some of our key priorities as set out in our School Plan. As well staff members have been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. A total of $129,657.4 from DEC provided “tied” funds plus and additional $31,826.4 of school funds were expended on teacher professional learning for a total of $161,483.8. This equates to $864.94 average expenditure per teacher.

Three early career teachers were working towards BOSTES accreditation at the level of Proficient Teacher with a further 3 teachers maintaining their accreditation at the level of proficient through 2015.

Teachers had professional learning in the following areas:

- Network meetings – School admin manager. EaLD teacher, LaST, Principal
- Tools for leadership and learning
- Resourcing and programming for the teaching of history
- Critical conversations for school planning
- Professional growth through classroom observation
- Koori art expressions – teacher focus day
- Historical inquiry in action
- Not just a brush – visual arts workshop
- Core financial literacy for NSW public schools
- Public Speaking -How to embed it as part of quality pedagogical practice at school level and beyond
- Your school and the history k-6 syllabus
- Performance and development framework
- Sutherland shire schools music festival choir teacher training day

Whole School Professional Development has included workshops in the following areas:

- Annual child protection training updates
- Anaphylaxis
- E-emergency care

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>144,720.02</td>
</tr>
<tr>
<td>Global funds</td>
<td>205,920.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>128,039.33</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>36,860.37</td>
</tr>
<tr>
<td>Interest</td>
<td>5,408.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>13,038.14</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>865,731.84</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 366,136.66
- Excursions: 69,847.96
- Extracurricular dissections: 197,221.60
Library: 3,373.59
Training & development: 31,82.64
Tied funds: 106,519.36
Casual relief teachers: 66,450.53
Administration & office: 59,186.03
School-operated canteen: 0.00
Utilities: 32,544.47
Maintenance: 21,582.42
Trust accounts: 13,012.68
Capital programs: 0.00
Total expenditure: 609,534.94

Balance carried forward: 256,196.90

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. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In year 3 reading 76.2% of students were placed in the top two bands compared to 60.6% of students in statistically similar schools and 46.3% of the state Department of Education (DoE) schools.

In year 3 spelling 71.5% of students were placed in the top two bands compared to 58.2% of students in statistically similar schools and 45.1% of the state Department of Education (DoE) schools.

In year 5 reading 68.1% of students were placed in the top two bands compared to 48.5% of students in statistically similar schools and 34.6% of the state Department of Education (DoE) schools.

In year 5 spelling 53.2% of students were placed in the top two bands compared to 51.2% of students in statistically similar schools and 37.9% of the state Department of Education (DoE) schools.
In year 3 grammar and punctuation 71.4% of students were placed in the top two bands compared to 63.9% of students in statistically similar schools and 48.8% of the state Department of Education (DoE) schools.

In year 5 grammar and punctuation 51.1% of students were placed in the top two bands compared to 51.5% of students in statistically similar schools and 35.3% of the state Department of Education (DoE) schools.

In year 3 writing 79.4% of students were placed in the top two bands compared to 68.4% of students in statistically similar schools and 50.5% of the state Department of Education (DoE) schools.

In year 5 writing 42.5% of students were placed in the top two bands compared to 31.9% of students in statistically similar schools and 19.0% of the state Department of Education (DoE) schools.
In year 3 numeracy 66.7% of students were placed in the top two bands compared to 49.2% of students in statistically similar schools and 35.4% of the state Department of Education (DoE) schools.

In year 5 numeracy 42.5% of students were placed in the top two bands compared to 43.1% of students in statistically similar schools and 28.6% of the state Department of Education (DoE) schools.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

29 parents participated on the online Tell Them from Me, Partners in Learning Parent Survey.

The 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. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes eight separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

A comprehensive report was provided to the school and responses are provided below.
Teachers

14 teachers participated on the online Tell Them from Me, Focus On Learning Survey.

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie’s book, Visible Learning (Routledge, 2008), which builds upon Carl Bereiter’s model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom.

As a result, a comprehensive report was provided to the school and responses are provided below.
Students
123 students from years 4 – 6 participated on the online Tell Them From Me, Student Engagement Survey.

Student engagement is "a disposition towards learning, working with others, and functioning in a social institution". It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Measures of these aspects of engagement can be classified as social engagement, institutional engagement, and intellectual engagement. Engagement and learning go hand-in-hand: engagement begets learning and learning begets engagement. This dynamic and interactive process begins early – during the primary years or even earlier – and continues through to adulthood. Student engagement needs to be considered an important schooling outcome in its own right, sitting alongside academic achievement as a key measure of student success.

As a result, a comprehensive report was provided to the school and responses are provided below.

The Tell Them From Me Primary School Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement.

Figure 1: Measures of student engagement in Tell Them From Me

<table>
<thead>
<tr>
<th>Social Engagement</th>
<th>Institutional Engagement</th>
<th>Intellectual Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Belonging at School</td>
<td>Values Schooling Outcomes</td>
<td>Interest and Motivation</td>
</tr>
<tr>
<td>Participation in Sports and Clubs</td>
<td>Positive School Behaviour</td>
<td>Effort</td>
</tr>
<tr>
<td>Positive Relationships at School</td>
<td>Positive Homework Behaviour</td>
<td>Quality Instruction</td>
</tr>
</tbody>
</table>

Figure 2: Percentage of students socially engaged at Kareela Public School
Policy requirements
Aboriginal education

Aboriginal education is integrated across all Key Learning Areas. Students participate in programs that build knowledge of past and present Aboriginal history and culture in Australia. Our programs foster understanding, awareness and respect for Aboriginal people.

Two students at Kareela PS identify as being of Aboriginal background and the class teachers, in consultation with the Learning Support Team, have developed Personalised Learning Plans for these students.

Each year students participate in the Sydney Region Koori Art Exhibition at the Powerhouse Museum through which students explore the culture and artistic heritage of the Aboriginal people.

As part of NAIDOC week this year, a school incursion introduced students to Ryka Ali – indigenous performer. Beginning with the Torres Strait Islands, Ryka performed an introductory dance then talk about the flag. The show included participatory dances with the students and also presentations and explanations of various instruments, artifacts and costumes specific to the Islands. Ryka then introduced Aboriginal culture, ‘painting up’ with ochre (along with student volunteers) and explaining
its importance and the significance of the designs. Ryka performed and taught native dances for audience participation. The aboriginal flag was discussed along with instruments pertinent to Aboriginal culture, especially the didgeridoo, ending with a demonstration of the extraordinary versatility of the didgeridoo.

An ‘Acknowledgement of Country’ is made at school assemblies and functions to show respect for Aboriginal culture and heritage and the ongoing relationship the Traditional Custodians have with the land. The aboriginal translation of Advance Australia Fair was introduced this year and is sung as part of the national anthem at weekly assemblies and events.

Stage 2 – The Wangal Walkabout
Stage 2 students participated in The Wangal Walkabout excursion at Bicentennials Park. This excursion took students on a journey through the wetlands and dry forest environments of Bicentennial Park as seen through the eyes of the local Aboriginal people – the Wangal. Students gained an understanding of traditional Aboriginal life and how the Wangal people survived sustainably off the land for up to 25,000 years in the area that is today Sydney Olympic Park. Students learned about the key principles of Aboriginal life including the natural indicators of Sydney’s six seasons, life as a saltwater, bitterwater and sweetwater person and the role of Dreaming in everyday life. The program was designed by traditional D’harawal Knowledge Keeper Shannon Foster.

Multicultural Education and Anti-racism
Students from a language background other than English (LBOTE) numbered 111 which equated to 29% of the total school enrolment. Thirty two language groups are represented in the school, with Chinese and Greek being the most predominant.

The EALD teacher has developed specific programs to address the needs of students. The EALD teacher focuses on supporting students in team teaching situations. To maximise the expertise of the EALD teacher, students from LBOTE are cluster grouped in classes across the school. The school supports an inclusive curriculum that is both relevant and challenging.

One full time staff member has been designated the role of Anti- Racism Contact officer (ARCO) and Anti-Discrimination Contact Officer (ADCO). This staff member has attended a full day training session.

Another important aspect of multicultural education is our Harmony Day celebration. This event takes place in March of each year. On Harmony Day we celebrate Australia’s cultural diversity. It’s about inclusiveness, respect, and creating a sense of belonging for everyone.

Finally, students in stage 3 as part of enrichment groups participate in a Mandarin language and cultural program developed in cooperation with HSK language centre. Students undertake weekly lessons in written and spoken language along with cultural studies and performances. Kareela teaching staff participate in the language class and assist with lesson implementation.

One member of the school parent community volunteered to provide language support to our Chinese community members through implementing parent learning afternoons presented in Mandarin. This proved very popular with our Chinese speaking community and two afternoons were successfully run providing information, resources and support for parents particularly those relatively new to the school with children in years K and 1.