Kareela Public School
Annual School Report
2011
Our school at a glance

Students
The school enrolment for 2011 was 340. Students were placed in 14 classes: 9 single grade and 5 composite classes.

Of all student enrolments 31% were from a Language Background Other Than English.

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

Messages

Principal’s message
2011 has been another highly successful year for Kareela Public School.

Academic results continue to demonstrate a high level of achievement consistently above results achieved by statistically similar schools and schools across the state. In sporting endeavours, Kareela again excelled with students achieving at high levels both in team PSSA sports as well as in individual competition. Students were successful in winning PSSA grand finals in Basketball, soccer, cricket and netball as well as achieving region or state representation in the sports of athletics, swimming, softball, rugby and water polo. In the Arts, students participated at a high level in a range of initiatives including Operation Art, Not Just a Brush and the White Ribbon exhibition. Students were acknowledged for their achievements, particularly in operation art one where one student’s work was successful in reaching the top 50 entries in the competition and is now travelling in a regi

In the short time since my arrival at Kareela Public School in Term 4 it has been obvious to me that the quality of students, staff and parents within our school community is quite outstanding. As we enter into a new 3 year planning cycle for school improvement, I am excited to be leading the school forward.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

David O’Connell
Principal

P & C and/or School Council message
The P&C is a voluntary organisation to advance the best interests of children, the school and the wider community by bringing together parents, citizens and teaching staff into close cooperation.

Quoting an old proverb “It takes a village to raise a child” our new principal, David O’Connell, in his first KPS presentation night speech, emphasised the importance of community support in the development of our children. Our P&C is a great forum to contribute toward this goal. It is also a great way to learn and share experiences raising our kids.

2011 was a difficult year for the Kareela Public School P&C because of the small number of volunteers (it did not have a president for five months) so please consider volunteering some of your time to P&C endeavours. Any contribution of time, no matter how small, will be appreciated and will strengthen our community.

The major achievements for 2011 were:

- Fundraising: $12,000 – Special thanks to Natalie Popple and Wendy Fradd for all their time and effort.
- Clothing Pool: $3,000 – Stacey Black continues to do an excellent job.
- Successful management of the school canteen including the engagement of new supervisor, Sharon Field. Thanks go out to Rosemaria Molimard, Camille Te Nahu, Michael Milinkovic and Jo Graham for their work in this area. Julie Ann Pallone did an outstanding job performing all accounting, wages, administration and government reporting for the canteen. I can highly recommend Julie’s account keeping services to any SME business.

I also want to show my appreciation to Valda Taylor for her faultless job as secretary and Chris Easton for performing the record keeping for the P&C.
Thanks to Jennifer Field, Sonya Bruyn, Jo Graham and Margaret Turner for their essential support (outside work hours) of the P&C.

Last but not least, I would like to thank all the staff of Kareela Public School for their dedication and professionalism.

Greg Hetherington

P&C President

Student representative’s message

Six Year 6 students are elected by students from Years 3 to 5 as Captains and Vice Captains. The SRC has elected representatives from grades 2-6. The combined group of Prefects and SRC work together as members of the school leadership team. In addition students elect representatives to fill the roles as House Captains and Vice Captains.

Our student executive have undertaken many initiatives which have fostered positive multi-age interactions between students, promoted environmental issues, allowed for fundraising to support medical research, Stewart House and the 40 hour famine.

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>198</td>
<td>196</td>
<td>193</td>
<td>176</td>
<td>166</td>
</tr>
<tr>
<td>Female</td>
<td>174</td>
<td>170</td>
<td>161</td>
<td>162</td>
<td>174</td>
</tr>
</tbody>
</table>

Enrolment numbers stabilized in 2011 after a slight decline over the previous years. Enrolments in the K-2 section of the school remain strong with 181 enrolled students across 7 classes.

Student attendance profile

School attendance is maintained at a high level. The school supports attendance through the provision of information on the importance of regular attendance, monitoring of attendance records and contact with parents where any attendance issues are identified.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJM</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>K/1F</td>
<td>K</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>K/1F</td>
<td>1</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1WH</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2P</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>3/4M</td>
<td>5</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>5/6O</td>
<td>6</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>

**Structure of classes**

There were 14 classes in 2010. Five of these classes were multi-age with nine single age groups. All class sizes, except for years 1 and 2 were within the DET guidelines of 20 in kindergarten, 22 in year 1, 24 in year 2 and 30 in years 3-6. All classes were structured for optimal student outcomes. Most classes were organised as parallel classes but within these parallel classes, there were cluster groupings of high-achieving students, students with specific learning needs, and students from non-English speaking backgrounds (NESB). Within parallel classes, the practice of cluster groupings best caters for a wide range of student abilities. Job sharing with two teachers teaching the same class occurred in three classes with positive outcomes for both students and teachers.

**Staff information**

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

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Support Teacher Learning Assistant</td>
<td>0.175</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18.995</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

[Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.]

**Staff retention**

2010 saw a number of staffing changes occur with the successful appointment through the merit selection process of Principal Dr Margaret Turner to Gymea Bay Public School commencing Term 3. A new Principal was appointed through the merit selection process, Mr David O’Connell who commenced mid Term 4. 2010 also saw the retirement of several long time teaching staff – Mrs Robyn Brown, Ms Glenda Johnson and Mrs Joan Smollett. New staff members Ms Ashlee Trembath and Ms Michelle Kay were recruited successfully through the merit selection process.

**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>Degree or Diploma</td>
<td>79</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21</td>
</tr>
</tbody>
</table>
**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward 161181.20</td>
</tr>
<tr>
<td>Global funds 161455.38</td>
</tr>
<tr>
<td>Tied funds 28765.80</td>
</tr>
<tr>
<td>School &amp; community sources 302244.81</td>
</tr>
<tr>
<td>Interest 9004.35</td>
</tr>
<tr>
<td>Trust receipts 25528.19</td>
</tr>
<tr>
<td>Canteen 0.00</td>
</tr>
<tr>
<td>Total income 688179.73</td>
</tr>
</tbody>
</table>

| **Expenditure**                      |
| Teaching & learning                 |
| Key learning areas 52402.21          |
| Excursions 59024.45                  |
| Extracurricular dissections 144435.97|
| Library 13508.82                     |
| Training & development 13985.64      |
| Tied funds 34656.27                  |
| Casual relief teachers 39605.64      |
| Administration & office 60324.82     |
| School-operated canteen 0.00         |
| Utilities 26016.48                   |
| Maintenance 26519.25                 |
| Trust accounts 25342.60              |
| Capital programs 5670.00             |
| Total expenditure 501492.15          |
| Balance carried forward 186687.58    |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

**Achievements**

**Arts**

**Band**

The four bands performed at school and at venues and events including the Engadine BandFest, Miranda Fair in Education Week, and Presentation Evening. The bands performed at consistently high levels.

The stage band consists of a group of talented students from years 4, 5 and 6 and this band was also invited to perform in a concert at Wollongong early in the year. The performance and stage bands received gold awards at Bandfest whilst the intermediate band received a silver award. The training band performed for the first time at BandFest and also received a silver award.

The annual Band Night was once again a great success with all groups giving impressive performances.

**Sport**

Fitness and sport programs support studies in Personal Development, Health and Physical Education (PDHPE) that focus on the development of a healthy lifestyle.

Fitness groups K-6 are held on three mornings each week. Students are assessed on various fitness levels and skills and are placed in appropriate groups to develop their fitness and gross-motor skills.

Kareela this year was once again very successful at all three Sutherland zone carnivals gaining 3rd place in swimming, 4th in cross country and 1st in athletics.

The school participates in the inter-school Primary Schools Sports Association (PSSA) competition in basketball, cricket, t-ball, softball and girls’ touch in the summer, and in soccer and netball in the winter.

Students were premier winners in:
- Senior Boys and Junior Girls Basketball
- Senior Soccer yellow team (Div 5)
- Senior Soccer green team (Div. 1)
- Senior Boys Cricket
- Junior A Netball team

Students were also runners-up in:
- Senior Girls basketball and
- Senior Girls softball

Students from KPS represented Sydney East Region at state carnivals in:
- Athletics
- Swimming
- Softball
- Rugby
- water polo

Year 3-6 students not involved in PSSA, and K-2 students were involved in a range of leisure sports to enhance and develop a range of fundamental movement skills. Sports activities included tennis and flippa ball.

In term 2, K-2 students improved their gymnastics skills through their involvement in the weekly gym program SportIt.

The Learn to Swim program was attended with enthusiasm by 82 K-2 students.

Other

Tournament of the Minds

This year two teams of seven students participated in the Sydney East Regional Tournament of Minds Challenge. The teams were entered in Applied Technology and Language-Literature. Each team spent six long weeks solving a problem and preparing a presentation for tournament day.

Both teams performed well on the day with the Applied Technology team winning first place. This team gained the honour of representing Sydney East Region at the State Tournament of Minds final held at the University of NSW.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

In year 3 reading 68.7% of students were placed in the top two bands compared to 55.9% of students in statistically similar schools and 42.8% of the state.

In year 3 writing 83.3% of students were placed in the top two bands compared to 70.6% of students in statistically similar schools and 56.5% of the state.

In year 3 spelling 75% of students were placed in the top two bands compared to 60.4% of students in statistically similar schools and 47.9% of the state.
In year 3 grammar and punctuation 77.1% of students were placed in the top two bands compared to 59.3% of students in statistically similar schools and 46.2% of the state.

Numeracy – NAPLAN Year 3
In year 3 numeracy 68.7% of students were placed in the top two bands compared to 47.8% of students in statistically similar schools and 36.4% of the state.

Literacy – NAPLAN Year 5
In year 5 reading 56.9% of students were placed in the top two bands compared to 42.9% of students in statistically similar schools and 31.8% of the state.

In year 5 writing 56.8% of students were placed in the top two bands compared to 35.8% of students in statistically similar schools and 24.1% of the state.
In year 5 spelling 56.9% of students were placed in the top two bands compared to 44.9% of students in statistically similar schools and 33.3% of the state.

In year 5 grammar and punctuation 75% of students were placed in the top two bands compared to 52.5% of students in statistically similar schools and 37.4% of the state.

In year 5 numeracy 45.5% of students were placed in the top two bands compared to 39.8% of students in statistically similar schools and 27.2% of the state.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

No students at the school are identified as Aboriginal or Torres Strait Islander. All students participate in programs that build knowledge and understanding of Aboriginal Australia including aspects of history, traditional culture and current culture and events. Aboriginal perspectives are included across the curriculum and in greater depth in the Key Learning Area, Human Society and Its Environment. 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.

Multicultural education

The total number of students at the school with language backgrounds other than English (LBOTE)
is 121 which represents 35.3% of the schools population. These students come from a wide variety of non-English speaking backgrounds (NESB).

The English as a second language (ESL) teacher has developed specific programs to address the needs of students from NESB. The ESL teacher withdraws first-phase students to work with them on individual learning programs (ILP). The ESL teacher focuses on second and third phase students in team teaching situations with class teachers in classrooms. To maximise the expertise of the ESL teacher, students from NESB are cluster grouped in classes across the school. The school supports an inclusive curriculum that is both relevant and challenging.

The school’s target for 2011 focused on an intensive literacy support program for both early stage 1 and stage 1 students. The ESL program was included in this target and supported students from LBOTE backgrounds in team teaching in both early stage 1 and stage 1.

Other programs

Learning Support Team

Students requiring support were identified through NAPLAN and teacher assessments and observations. Groups were formed to target specific needs both academically and socially. Many programs were devised and implemented by the STLA, additional support personnel and teachers.

- In Kindergarten there was a specific program aimed at developing language skills, for example: phonemic awareness and sight words.
- Year 1 have had programs designed in essential sight word programs and resource monitoring.
- Year 2 have had resources/literacy games and activities produced.
- Year 3 and 4 programs were aimed at literacy groups for phonemic awareness and fluency.
- Stage 3 had specific aims with spelling and writing.

Applications were successful for funding of 3 students through the Early School Support Program. The funding was used to support these students in the classrooms and also with individual programs for areas of need.

We continued with a year one student at the Language Support Class at Caringbah PS and this student will return in 2012.

We have continued to keep parents knowledgeable and involved with our programs. We had a small group of parent helpers supporting individual students who require the extra assistance, this was appreciated by all stakeholders.

Student Leadership

Four areas of leadership include:

- Captains
- Sports house captains
- SRC
- Environment Team

SRC

The SRC had a major change in 2011. With the assistance of the students we went to a form of parliament. (a copy of the parliament powerpoint is in this folder)

The members of the SRC did the following:

- Attended Parliament sittings. Students discussed less time sitting at recess, bike and scooter racks, better WiFi around the school and improvements to the playground equipment roster.
- Ran assemblies
- Attended transition to school program for 2012 Kindergarten.
- Raised funds for Queensland flood victims, Sydney children’s hospital, southern community welfare and Mrs O’toole’s charity.
- Raised funds through school discos to purchase library books, computer equipment and supported funds for school awards.
Environment Team

2009 – 2011 has been a very busy time for the environment committee. Creating sustainable schools has been a major focus during this time, and many new initiatives have been established throughout this period.

In 2009 our SEMP (School’s Environment Management Plan) was written with periodic updates throughout the following two years.

Our school E-team (Environment Team) has undergone some changes, with students now self-nominating and then being elected by their peers. E-team representatives are now elected each semester to maintain enthusiasm and to provide more students with the chance to participate. Students meet regularly with the committee co-ordinator and engage in a range of activities throughout the school including recycling, gardening, composting and general ground maintenance. The introduction of an E-team hat (a yellow hat which is worn over their school hat when on e-team duties) means that students are easily recognisable when completing their duties around the school.

Our mobile phone recycling scheme continues, with the money raised being used to support environmental initiatives.

The E-team also organised a recycled toy drive which supported a local charity ‘Second Chance Toys’. This was in-line with the E-teams environmental focus but also showed the children other values such as assisting those less fortunate in our community.

Waste reduction practices have been developed and continued throughout the three years with streamlined co-mingled recycling, composting waste paper re-use in the print room, water saving devices in place in the toilets, water tanks installed and redirection of waste water from bubblers to gardens. Posters and signage has been placed around the school e.g. on bins, in common areas and in classrooms which encourage the children to think about how they bring their lunch to school and what to do with their rubbish. Waste reduction has also been linked to healthy eating choices with the students being encouraged to bring waste free lunches to school and who choose whole foods over packaged foods for lunch and recess. Each term there is a lucky draw and prizes are awarded to the winning students.

Guest speakers from VISY have also visited the school and spoken to the E-team about what is happening in our community in regards to recycling and what happens to the rubbish that we recycle at home and at school.

Teachers have attended SSEEN meetings (Southern Sydney Environmental Education Network) once per term to network and gain access to resources for environmental education, and this has also built partnerships with other schools.

Our school has participated annually in the following environmental initiatives;

- earth hour
- schools tree day
- clean up Australia day
- Walk safely to school Day

Progress on 2011 targets

Target 1

To improve levels of literacy across the school with emphasis on:

- reading;
- Year 3 literacy skills; and
- literacy success for boys

Our achievements include:

- NAPLAN SMART data used to identify target areas for improvement and follow up teaching strategies selected and implemented
- 2 teachers timetabled to work with targeted students to provide literacy support on 3 days pw
- Consistent marking of student work samples using agreed criteria and rubrics
- Centralised recording of agreed measures of benchmark reading progress for students K-6 (accessible to all staff)
- Centralised recording of student progress in reading comprehension and writing
• Making resources and working with teachers to meet identified needs of students
• Literacy blocks in all classes with emphasis on explicit instruction and reduced interruptions
• Senior Learning Unit workshops conducted by teachers in the areas of their special expertise for all senior students. Also conference sessions with individual students to monitor individual progress and provide timely and focused feedback to students and parents.
• Reading groups based on benchmarking data and instruction at appropriate guided reading level.
• Utilisation of on-line programs such as Reading Eggs and Ziptales allowing students to work at their own level
• Purchase of new quality factual and literary texts to enhance the interest of boys, girls and students with special interests e.g. comic style texts.
• Establishment of special sections in the library to attract the interest of boys and subsequently girls
• Purchase of The Comprehension Box Level 1 and Level 2 to address higher order thinking
• Purchase of extra levelled “Reading Boxes” for classrooms to develop comprehension skills
• Purchase of guided readers related to COGs units.
• Promotion of home reading scheme through Meet the Teacher evenings
• Purchase of new home readers to supplement present collection
• Improved consistency in monitoring and registration of home reader record books
• 7 teachers Stages 1-3, attended PL course on teaching persuasive texts
• School PL presentation by Regional Literacy consultant to enhance teachers skills re teaching persuasive texts
• Joined ELIT (PETAA), receive publications and newsletters for staff, display in staffroom.
• lesson time for author studies and information skills
• Improvement recorded in book circulation and borrowing habits
• Designated library days for special events
• Enhanced student engagement through the use of IWBs in all classrooms
• Use of emails and blogs

Target 2
To develop connected learning through improved ICT

Our achievements include:
• further access to online programs, resources and projects for both staff and students;
• students in all stages demonstrate a higher use of ICT in the classroom; and
• students use webquests, online projects, blogs and wikis on a regular basis.

Target 3
To develop teaching and learning programs and implement whole school practices for improved sustainability

Our achievements include:
• School Environmental Management Plan completed
• Students elected as E-Team representatives per semester
• Staff and student awareness of sustainable practices was enhanced and developed

Target 4
To further improve practices to support the learning and wellbeing of students

Our achievements include:
• Continued focus on school values through class awards.
• Staff attended “Positive Psychology” professional learning course.
• Implementation of Kids Hope program to improve self-esteem and student learning programs of students identified by class teachers.
• Peer Mediation introduced through year 6 leadership focus groups.
• Implementation of a parliament/SRC structure for improvements to student development in decision making.

Target 5
To further improve professional learning, planning and resources to provide quality teaching and learning

Our achievements include:
• Professional learning was programmed to support school priorities and targets
  ▪ Resources purchasing by class teachers and stage teams was coordinated to allow for effective targeting of areas of need with improved organizational procedures implemented for staff access

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Teaching and Mathematics.

Educational and management practice

Teaching

Background
Surveys were conducted of parents, teachers and students from years 2 -6.

Findings and conclusions
35 parents responded to the survey designed to ascertain their level of understanding of and support for, the ways in which teaching and learning is conducted at Kareela School. From their responses:
• 97% agree or strongly agree that what students are asked to learn is important;
• 82% agree or strongly agree that teachers provide activities that are interesting and appropriate to their child’s needs and abilities;
• 51% agree or strongly agree that their child talks to their teachers about what they are learning and why;
• 75% agree or strongly agree that the way their child’s teacher manages the class helps them to learn;
• 72% agree or strongly agree that their child’s teacher knows what their child can do and what they need to learn;
• 82% agree or strongly agree that their child’s teacher keeps records of their progress;
• 57% agree or strongly agree that they understand how their child’s learning will be assessed; and
• 65% agree or strongly agree that the school provides clear information about student achievement through the school’s reporting process.

Future directions
In 2012 the school will examine the ways in which student progress and achievement are communicated with a view to providing improved access to clear information through assessment and reporting processes.

Curriculum

Mathematics

Background
Surveys were conducted of parents, teachers and students from years 2 -6.

Findings and conclusions
33 parents responded to the survey designed to ascertain their level of understanding of and support for, the ways in which mathematics is taught at Kareela School. From their responses:
• 42% agree or strongly agree that the school keeps them well informed of the teaching of mathematics;
• 76% agree or strongly agree that mathematics is taught using a variety of textbook and hands-on activities;
• 64% agree or strongly agree that mathematics is taught well in their child’s class;
• 63% agree or strongly agree that their child has developed skills or understandings in mathematics this year;
• 41% agree or strongly agree that they are provided with useful reports about their child’s progress in mathematics;
39% agree or strongly agree that they are aware of the syllabus content for their child’s stage of schooling;
62% agree or strongly agree that their child uses Mathletics at school;
82% agree or strongly agree that their child uses Mathletics at home;
48% agree or strongly agree that the school has sufficient resources for the teaching of mathematics;
72% agree or strongly agree that their child enjoys mathematics; and
91% agree that they feel confident in assisting their child with mathematics at home.

147 students responded to the survey. From their results:
100% agree or strongly agree that learning mathematics is important
92% agree or strongly agree that their class uses group work and hands on activities to support mathematics learning
89% agree or strongly agree that they enjoy mathematics
94% agree or strongly agree that their class has a lot of mathematics resources to help them learn
88% agree or strongly agree that they use a textbook everyday
92% agree or strongly agree that mathletics is used regularly in their class
80% agree or strongly agree that the interactive whiteboard is used for maths games during learning
88% agree or strongly agree that they can solve puzzles in mathematics
94% agree or strongly agree that their class teacher sets mathletics homework each week
84% agree or strongly agree that their parent helps them with maths homework

Future directions
In 2012 the school will conduct parent information sessions on the content of the mathematics syllabus, the teaching of mathematics and how parents can assist their child at home. Additionally, the school will be examining the purchase, distribution and use of resources for the teaching of mathematics.

Professional learning
Staff professional learning was related to the school’s three-year priority areas or student centred needs areas. Departmental funding of $11,170 was supplemented by school funds to provide high quality teacher professional learning through regional projects and school-based initiatives. All staff attended the School Development Days on the first day of terms 1, 2 and 3 and last two days of term 4, and weekly professional learning meetings before school.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Numeracy
Outcomes for 2012–2014
- Quality teaching and learning programs developed in numeracy resulting in increased overall numeracy achievement for every student.
- Improved whole school consistency in assessment and data collection of numeracy learning K- 6.
- Embed innovative practices for 21st century learners through the integration of technology.

2012 Targets to achieve this outcome include:
- Continual improvement in numeracy results: Naplan Year 3: In Measurement, Data and Space & Geometry 90% of students achieving >Band 3 and 60% of students achieving Bands 5 and 6. In Number and Patterns & Algebra 90% of students achieving >Band 3 and 70% achieving Bands 5 and 6. Year 5: In Measurement, Data and Space & Geometry 90% of students achieving >Band 5 and 70% of students achieving Bands 7 and 8. In Number and Patterns & Algebra 90% of students achieving >Band 5 and 70%
achieving Bands 7 and 8. All students in Year 5 show at least two bands of growth in Numeracy compared to their Year 3 results.

- All teachers embed innovative practices in the teaching of mathematics through the integration of technology.

**Strategies to achieve these targets include:**

- Evaluate the current quality of numeracy teaching and identify areas of staff need for professional learning.
- Implement school based professional learning that will increase teachers’ capacity to identify and address student’s numeracy needs.
- Investigate reciprocal numeracy program involving the implementation of teaching methodology and strategies.
- Develop staff familiarity with data analysis and its application to programming with a focus on measurement, working mathematically and problem solving.
- Develop a planned assessment and recording framework for numeracy data K-6.
- Train staff in the use of the Best Start Numeracy Continuum.
- Develop consistency of teacher judgement and quality teaching practice through Video Conferencing and interactions with other schools.
- Equip classrooms with current technology to enhance learning environments.
- Create school based interactive planning and teaching documents and programs.

**School priority 2 - Literacy**

**Outcome for 2012–2014**

- Improve student literacy levels and support students to apply their literacy skills in a wide range of contexts.
- Identify and promote strategies to foster growth in reading and writing standards, especially for students achieving in the higher bands of NAPLAN.

**2012 Targets to achieve this outcome include:**

- Continual improvement in standards of Reading as measured by: NAPLAN results (70% of students reaching proficiency in Year 3 and 60% reaching proficiency in Yr 5); and school assessments (more students achieving Stage /grade expectations).
- Continual improvement in standards of Writing with a specific focus on spelling as measured by improved NAPLAN results in spelling (reduce % of students at or below minimum standard from 5% to 2%, increase % of students reaching proficiency in Y5 from 57% to over 60%) and student tracking information showing more students at or above chronological age in spelling over the 3 year period.
- Consistent tracking of student progress in Reading and spelling.

**Strategies to achieve these targets include:**

- Formation of Literacy Target Team with members representing all Stages and meeting regularly to drive literacy plan.
- Stage leaders incorporating literacy progress on targets regularly into stage team meetings and planning days.
- Professional Learning sessions relating the Quality Teaching Framework to literacy learning in target areas.
- Implement Best Start Literacy Continuum.
- School wide emphasis on improving feedback to students re progress.
- Parents informed about the school’s approach to literacy.
- Consistent benchmarking and matching students to text K-6.
- Students identified with low levels of reading fluency supported by STLA and class teachers.
- Staff training to support students with reading needs in mainstream classes.
- Explicit teaching of comprehension strategies and regular practice of comprehension skills.
- Reading resources improved with emphasis on quality texts related to themes/units of work including both literary and factual texts.
• Introduction and expansion of Literacy Lexiles (LL) program for Independent readers above level 27
• Maintenance of Home Reading Scheme
• Special events used to promote reading and parental involvement in reading
• Access Reading Recovery program
• Principal and stage leaders to ensure appropriate treatment of all groups of text types in the 2 year cycle with emphasis on persuasive texts leading up to NAPLAN.
• Introduction and implementation of new Spelling Scope and Sequence plan K-6
• Spelling skills taught across all Key Learning Areas
• Introduction and implementation of new database system to track progress in reading and spelling of all students K-6

School priority 3 – Engagement & Attainment

Outcome for 2012–2014

• Systematic focus on the Quality Teaching Framework in all classrooms K-6
• Integrated approach to ICT developed across curriculum areas
• Student performance strengthened through improved access to support and extension programs
• Provision of a broad and differentiated curriculum through partnerships within Heart of the Shire Community of Schools and other agencies.

2012 Targets to achieve this outcome include:

• Quality Teaching Framework underpins planning, programming, assessing and classroom practice.
• All students are engaged with ICT integrated into school programs.
• Introduce additional programs to provide a broad curriculum offering.

Strategies to achieve these targets include:

• Planned professional learning in curriculum contains clear, explicit links to annual focus elements.
• Development of expanded ICT team for hardware / software support and training
• Review current ICT scope and sequence to incorporate all aspects of online programs in use across school.
• Develop opportunities for use of Video Conferencing in curriculum programs
• Expand use of BlogEd, Edublogs and other Web 2 tools
• Implement school based computerised assessment record program (Edupro) to improve recording and use of data to inform and implement programs.
• Differentiate programs targeting underperforming and high achieving students.
• Target, purchase, implement and evaluate online learning programs including mathletics, spellodrome, ziptales, literacy lexiles
• Increase curriculum choice in Stage 3.
• Expand school involvement in district and regional programs
• Extend partnerships with community agencies.
• Implement programs with external providers for increased offerings in PD/H/PE

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: