Our school at a glance

Students
The school enrolment for 2012 was 341. Students were placed in 14 classes: 9 single grade and 5 composite classes.

Students from a Language Background Other Than English (LBOTE) numbered 104 which equated to 30% of enrolments. Twenty different language groups are represented in the school with Greek and Chinese being the most predominant.

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

Messages

Principal’s message
Our students in 2012 have continued to excel in academic, sporting and creative pursuits.

Academically, results across all grades continued to be high in school-based assessments. In NAPLAN, all year 3 results with the exception of Spelling were above average for both Department of Education and Communities (DEC) schools and similar school group results. In year 5, school results were above DEC and similar school averages with outstanding growth in reading from years 3 to 5. Three year 6 students gained entry into selective high schools and one year 4 student gained entry into an opportunity class.

Additionally, students from years 3 to 6 sat the International Competitions and Assessments for Schools (ICAS) tests in English, Mathematics, Science and Computer Skills, achieving results as follows:

Maths: 1 High Distinction, 7 Distinctions, 30 Credits; English: 7 Distinctions, 34 Credits; Science: 2 High Distinctions, 7 Distinctions, 22 Credits; Computer Skills: 3 High Distinctions, 7 Distinctions, 51 Credits.

Many students from Kindergarten to year 6 also successfully completed the Premier’s Reading Challenge.

Our school continues to focus on the development of the whole child. Strong and effective student welfare programs and a highly successful values system permeate all school programs. Student centred projects including PE mates, peer mediators and Kindy buddies also support student engagement in the life of the school.

The staff participated in professional development opportunities at the school and regional level and also with other local schools. These initiatives further improved teachers’ skills in teaching and learning for the benefit of all students. Major teacher learning initiatives in 2012 included extensive Best Start training in K-2 and learning focused on the Literacy and Numeracy continuums K-6.

Additional programs were also introduced in stage 3 with Mandarin language and Lego Robotics commencing to further broaden our extra-curricula offerings. Evaluations were also conducted on the Senior Learning Unit with changes recommended for 2013 in the structure and ethos of teaching and learning in stage 3.

I would like to thank our hard working school community which supports the students and staff in a wide variety of ways through their participation in school programs and activities, P&C, fund raising, canteen, uniform shop and various other committees.

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

For Kareela P & C, 2012 can best be described as a year of consolidation: a year of setting goals, formulating policies to provide future direction and laying the foundations for the Association in 2013 and beyond.

The P&C year in 2012 year has also been about addressing the concerns and issues raised by parents and carers, raising funds to help improve the school environment for the children and improving the profile of the Association in the wider community.

THE P & C AND THE SCHOOL COMMUNITY

Over the past 12 months, the P & C and its Executive were active in raising the concerns of parents and carers with our new Principal, Mr David O’Connell. The Executive also met with Mr O’Connell on numerous occasions between the monthly P & C Meetings to discuss important issues as they arose.

As President, I found Mr O’Connell to be accessible and supportive of the P & C - willing to listen to our concerns and to take action in keeping with his role as the educational leader of KPS.

One (very simple) example was improvement of the lunch ordering system - with the P & C supplying a simple “letter box” for orders on the wall opposite the School canteen.

The School Newsletter

The P & C endeavoured to keep our school community well informed of its plans and activities though its weekly contributions to the School Newsletter.

New P & C Logo and Certificates of Appreciation

In 2012, and in consultation with the Principal, the P & C adopted a new Logo.

The new logo will now be used on new P & C letterhead and envelopes as well as on the smart, new P & C Certificates of Appreciation. To date, these have been given to Ms Abbey Troy (who designed the new logo and certificates without charge) and to the 10 local business owners listed on our new School Supporter’s Board (see below).

P & C PARTICIPATION IN SCHOOL EVENTS

Over the course of the last 12 months, and though its Executive and volunteers, the P & C actively took part in the following School Events:

• The opening of the new Building as part of the BER;
• Kindy Induction Day;
• Presentation Evening;
• Grandparent’s Day; and
• Heart of the Shire Schools launch.

Our participation ranged from providing refreshments to delivering speeches.

FUNDRAISING IN 2012

Part of the P & C’s charter is to assist in fundraising to improve facilities and equipment at the School.

In 2012, the P & C raised funds through its more traditional methods:

• Mother’s and Fathers’ Day stalls;
• Council election day BBQ, cake stall, bookstall and raffle;
• the school disco; and
• gift cards.

For the first time, the P & C established a School Supporter’s Board. Located near the Freya Street entrance, the Board lists the names and contact details of 10 reputable local businesses which are supporting our P & C financially in 2012-2013 though advertising with us. The School Supporter’s Board aims to provide the P & C with a constant income stream for each year.
**Fundraising Direction and 2012 P&C Donation to KPS**

In a major departure from recent years, the P&C resolved to:

- identify and prioritise projects which the School Community saw as important; and
- undertake activities and raise funds specifically earmarked for these.

**Survey & Priorities**

With that in mind, the P & C conducted an online survey of parents and carers - establishing both the projects and the kinds of fundraising they would be prepared to support.

The survey identified the following areas as worthy of project planning:

- an audio system upgrade for the School Hall plus tiered seating on stage;
- technology upgrades in consultation with the principal;
- play area/equipment for K-2 students; and
- a Covered Outdoor Learning Area (COLA).

**2012 P & C Donation to Kareela Public School**

Despite being identified as the No 1 priority identified by respondents to the survey, the audio system upgrade for the School Hall must await the completion, by the Department of School Education, of much-needed repairs to the Hall itself and improvements in its associated drainage system. [The P & C has written to the local MP about this (see below).]

That being so, and in keeping with the Projects identified in the Survey, the P &C resolved unanimously to donate $10,000 to the School in 2012 towards technology upgrades as itemised by the Principal. [Project priority 2 (above)].

**Fundraising In 2013: A School Fete**

Of all the options available to the P & C to raise funds for these projects, a School Fete was the most popular among survey respondents.

Accordingly, the P & C has resolved to hold a School Fete in 2013, and has established a Fete Committee for that purpose.

**ISSUES AFFECTING OUR STUDENTS AND OUR WIDER SCHOOL COMMUNITY**

The Kareela P & C has, over the past year, been very active in raising issues which affect our School Community with our State MP and Sutherland Shire Council.

**Our State MP**

In March 2012, I wrote to our State Member, Hon. Graham Annesley MP, requesting he make urgent representations to the Minister for the repair, maintenance and upgrade of the Kareela Public School Hall and its associated drainage system. I also met with Mr Annesley at the School to discuss these problems, during his visit to our School. While Mr Annesley and the Minister have responded positively to P & C concerns, the repairs and improvements to the Hall remain outstanding. Mr Annesely supported our (ultimately successful) application for a State Grant for a Canteen Oven after I wrote to him on behalf the P & C. (See Grants, below).

**School Canteen Inspection Fees**

After the Council charged our School $100 to inspect a tap in our School canteen and the (then Mayor) refused to waive the fee, I was able to get the issue on the Agenda of a full Council Meeting at Sutherland. After lobbying Councillors prior to the meeting (which I attended on behalf of the P & C), our elected Councillors voted unanimously to waive Council inspection fees for all canteens run by Volunteers in the Shire.

**Kareela Shopping Centre Upgrade**

The P & C lodged submissions with the Council on the proposed redevelopment of the Kareela Shopping Centre - so far as that development is likely to impact on parents, carers and the children of KPS. These impacts include traffic congestion, long traffic queues after school and large trucks near the School as well as traffic and pedestrian safety for children, their families and
carers. Vice President Wendy Fradd and I attended the following meetings at Council Chambers, during which I presented the P & C’s concerns:

- The Independent Hearing & Assessment Panel (July 2012).
- The Joint Regional Planning Panel (September 2012).

In approving the development, both Panels rejected all the P&Cs (and the Kareela resident’s) submissions, with one exception - the installation of a pedestrian crossing in Freya St from the Shops to the Doctor’s Surgery (which we proposed).

**Freya Street Reserve & Playground**

The current state of the Reserve and Playground leaves much to be desired. The need to clean up the rubbish and need for a garbage bin is obvious. While parents and resident have complained to Council and Councillors, their genuine concerns have consistently fallen on deaf ears.

Many of our younger children use the Reserve and play equipment in what is, after all, the only playground in the suburb of Kareela.

I have written on behalf of the P & C, to our new Mayor, Councillor Kent Johns, formally requesting the installation and maintenance of a covered garbage bin in the Reserve. He responded quickly and we are now awaiting positive action by the Council.

**State Grants 2012 and 2013**

In 2012, the P & C was successful in gaining a $2,000 Community Building Partnership (CBP) Grant to purchase a cooking oven for the School Canteen. Prior to the installation of this oven, our Canteen could only warm up food for the children!

The P & C has resolved to apply for a further CBP Grant in 2013 for the installation of soft-fall around the play equipment in the School playground - previously installed with the help of P & C fundraising.

**...And Finally**

I thank this year’s P&C Executive - Vice Presidents Wendy Fradd and Dani Anderson, Treasurer Chris Easton and Secretary Valda Taylor for their dedication and commitment to the School community and, ultimately, to children of KPS. Without their consistent hard work and strong support, I could not have done have done my job.

My thanks also go to Sifet Kamenjasevic and Shellee Whiffin, to the members of our Social, Fundraising, Canteen and Uniform Committees, and to the parents, grandparents, carers and supporters of KPS children.

A special thank you to our Principal, Mr David O’Connell, for his fine educational leadership and his support of P & C activities and initiatives.

I also acknowledge and thank the School Office staff - Sue, Robyn, Jo and Angela - for their first-class assistance over the past 12 months.

My recent appointment as a Member of a voluntary State Trust Board with added responsibilities, together with my legal practice, mean that I will not be seeking re-election as President for 2013. I will, however, continue to assist the P & C when I can.

I have enjoyed my year as P & C President and have found it most rewarding from a personal point of view. I regard it as an honour and a privilege to have led an organisation with such committed and dedicated volunteers as those of Kareela P & C Association.

Thank you once again and best wishes to the incoming P & C Executive and Members in 2013.

Barry Collier
P & C President 2012
**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, and completed fundraising in support of Stewart House and the 40 hour famine.

Additionally this year we investigated the development of a school parliament. We visited Oyster Bay PS to see how their parliament ran, which was very informative, and have worked on developing our own model throughout second semester. A trial session was run in the school Friday assembly time in Term 4 and further development will continue in 2013.

**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**

Total student enrolments over the last 3 years have remained relatively stable with girls slightly outnumbering boys.

**Student attendance profile**

Student attendance rates have remained stable

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.8</td>
<td>96.2</td>
<td>95.9</td>
<td>95.3</td>
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<tr>
<td>1</td>
<td>97.0</td>
<td>94.8</td>
<td>95.4</td>
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<td>2</td>
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<td>4</td>
<td>96.0</td>
<td>95.7</td>
<td>95.8</td>
<td>95.5</td>
</tr>
<tr>
<td>5</td>
<td>95.5</td>
<td>95.8</td>
<td>94.7</td>
<td>95.9</td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
<td>94.4</td>
<td>93.7</td>
<td>94.4</td>
</tr>
<tr>
<td>Total</td>
<td>96.0</td>
<td>95.7</td>
<td>95.1</td>
<td>95.2</td>
</tr>
</tbody>
</table>

**Management of non-attendance**

Roll marking is completed electronically with attendance reports created fortnightly for review by the school and the Home School Liaison Officer. Where student attendance is of concern, parents are contacted by the Principal.

**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>
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</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 Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary teacher of RFF</td>
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<tr>
<td>Primary part-time teacher</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<tr>
<td>School General Assistant</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>20.91</strong></td>
</tr>
</tbody>
</table>

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

The school has no members who identify as indigenous.

Staff retention

In 2012, 2 new staff members were appointed and 2 new temporary teachers were offered 12 month contracts. These changes occurred as a result of permanent staff members’ leave arrangements and teacher retirement. Additionally, the school has 1 Assistant Principal currently relieving in a position with the Selective Schools Unit which is expected to continue in 2013 and 1 Assistant Principal who, in Term 4 of 2012, received a promotion to the Principal’s position at Kurnell PS. Approval has been received from the School Staffing unit for a new Assistant Principal to be appointed through merit selection.

Teacher qualifications

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

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</th>
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</thead>
<tbody>
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<td>Income</td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>39473.06</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>265812.82</td>
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<tr>
<td>Interest</td>
<td>7453.05</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>714954.92</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>51201.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>52866.58</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>125911.96</td>
</tr>
<tr>
<td>Library</td>
<td>9039.32</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4245.45</td>
</tr>
<tr>
<td>Tied funds</td>
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</tr>
<tr>
<td>Casual relief teachers</td>
<td>36803.77</td>
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<tr>
<td>Administration &amp; office</td>
<td>72145.78</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>33616.85</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19992.08</td>
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<tr>
<td>Trust accounts</td>
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</tr>
<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>492636.25</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>222318.67</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012

The school has a high academic, sporting and creative arts profile within the community and offers a wide range of extra-curricular activities. Highlights of student achievement in the arts, sport, public speaking and gifted programs such as Create and Tournament of Minds are outlined in the following reports.
Achievements

Arts

Visual Arts

Students from all stages had the opportunity to be selected and participate in Operation Art workshops in semester 1. Four children were selected to exhibit in Operation Art in the Armory at Homebush Bay. Two stage 3 students were then included in the teachers resource CD and for Art Bank.

Once again children participated in Koori Art Expressions and The White Ribbon Exhibitions and were successfully accepted at the Power House Museum and Bridge St. The former exhibition will travel in 2013 to the Regional Gallery in Dubbo and onto Old Parliament House Canberra.

Selected children’s works across all stages were selected to exhibit at the Shire Music Festival in Term 3.

Students in Stage 2 visited The Regional Gallery at Hazelhurst to view the Brett Whiteley Exhibition and participated in painting and drawing classes.

Children entered poster competitions throughout the year to promote healthy eating programs, Crunch and Sip.

Create South

Once again KPS was well represented at the regional gifted and talented initiative ‘Create South.’ Nine children were auditioned and accepted to participate in the three-day workshops in all areas: drama, visual arts, choir, band, dance and ICT which culminated in a matinee and evening performance to a packed entertainment centre. One of the teachers from KPS once again was selected to tutor the students in their visual arts workshops in preparation for the final performance. Two year 6 children were selected to participate in The Create South Gifted and talented program.

All students demonstrated great teamwork and enthusiasm in their performance of ‘Be Prepared.’

Band

2012 was a year of consolidation for the Band Program. The band program was reduced to 3 bands instead of four due to the smaller numbers coming through from years 2, 3 and 4. As we were consolidating the program the bands did not participate in the Engadine Bandfest or Sutherland Shire Music Festival. The bands did perform at school assemblies and at venues and events including Miranda Fair in Education Week, and Presentation Evening and at Frank Vickery Village. The Senior Band had the opportunity to workshop with Cronulla High School, Cronulla South and Caringbah North for a whole day learning and sharing new pieces of Christmas music. This culminated with a Carols by Candlelight at Cronulla High School in the
evening. The bands performed at consistently high levels. This year we introduced year 2 to the band program during term 3 and 4. All year 2 had the opportunity to attend a lunch time concert to find out about all the different instruments. This was followed by Parent’s Night where all three bands played displaying the types of music learnt by each of the groups. The annual Band Night was once again a great success with all groups giving impressive performances.

Dance

The stage 1 and 2 dance groups performed at the school dance assembly, Education Week Kareela Open Day and at Westfield Miranda, Gymea Village Fair, Kurrumulla Dance Competition, and Shire Youth on Parade.

The stage 1 dance group was successful in their audition for the Sydney Region Dance Festival. At the Kurrumulla Dance Competition the stage 2 group was awarded a Bronze Award, the stage 1 group received a Silver Award and the shield for ‘Most Entertaining’.

All students had a great year participating in the program and developing their skills through the talented direction of Ettingshausens Dynamic Arts.

Sport

Student participation in physical education and sport is highly valued at Kareela Public School with a dedicated teacher providing PD/H/PE lessons weekly for all classes K-6. The development of healthy attitudes and behaviours, leading to an overall healthy lifestyle is viewed as fundamentally important to a growing child. With this as the goal, a comprehensive sport program is provided which includes participation in the Sutherland Zone Primary School Sports Association (PSSA) competitions, representative trials and carnivals; AFL Auskick program; Gilmore Tennis Academy; swimming and learn to swim for all grades K-6; Dance2Fit dance program; participation in Milo Cup cricket; and the K-2 Sportit gymnastics program.

Highlights for 2012 include:

Active involvement in the Sutherland Zone PSSA Friday sports competition, in both summer and winter, has enabled children in Years 3–6 to participate in weekly interschool competition:

- 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.

In the major carnivals we were 4th in Cross Country, 2nd in Swimming and 2nd in Athletics.

Eight school records were broken in swimming and athletics this year:
- 9Yrs Girls 50m freestyle – Ella
- 11Yrs Boys 50m freestyle – Aden
- 11Yrs Boys 50m Butterfly – Aden
- Junior Girls 4 x 50m Relay – Norman house
- 8Yrs Boys 100m – Kade
- 9Yrs Girls 100m – Kaitlyn
- Junior Boys 4 x 100m – Norman house
- Junior Girls 4 x 100m – Norman house

We were the Premiership Winners in:
- Senior Soccer yellow team
- Senior Boys Cricket

We were runners-up in:
- Senior Girls basketball;
- Senior Boys basketball;
- Junior Girls basketball; and
- Junior Girls T-ball

A total of 18 different Kareela students represented Sydney East Region at state carnivals in 8 different sports: - AFL(1), athletics(4), basketball(1), cricket(1), swimming(4), softball(1), rugby league(1) and water polo(6).

Other

Public Speaking

Public Speaking is a highly valued, integrated program at Kareela Public School with students participating at the class level from Kindergarten to year 6. In classes, students present both prepared and impromptu speeches to their peers. Students are then selected by class teachers to present their speeches at their stage finals. This year the event was held on Friday 3rd of August.

Several students in each stage then proceeded to the school finals with this year’s finalists being: Jack, Ruby, Minna and Kyan from stage 1; James, Jayna, Shiv and Sarah from stage 2; and Jessica, Bronte, Karla and Megan from stage 3. From the finals, one student in each stage is selected to proceed to the Western Zone Competition of the Southern Sydney Public Speaking Competition. At the zone final two students, Sarah and Jessica, went on to represent our zone in the district finals. Our students spoke exceptionally well in what was a really tough final. All students at this level are extremely well prepared with a lot of natural talent and charisma evident on the stage. Whilst our two students did not progress past this level, it was an outstanding achievement and a great tribute to the hard work both girls had put into their preparation and presentation. Congratulations to all of our students who participated in our Public Speaking competitions this year.

In another aspect of Public Speaking, students competed in the Multicultural Perspectives Public Speaking Competition for students in years 3-6. Entrants delivered a prepared speech selected from a list of topics provided by the competition organisers (The Arts Unit and the Multicultural Programs Unit). Entrants are also given limited preparation time to deliver an impromptu speech on a topic provided by the adjudicators. This competition runs within a similar structure with a final at the school level, a zone final, a regional final and ultimately a State final. James from stage 2, who was a school finalist in the general public speaking competition, went successfully all the way through to the State final of the Multicultural Perspectives Public Speaking competition which was held in the city on Friday 2 November. Being a State final there were students from the 10 different school regions from across the state with an extra competitor in both the Sydney and North Sydney regions – 12 finalists in all. James delivered an excellent prepared speech and then the impromptu topic
challenged all speakers. At the end of the final speech the judges conferred for a considerable amount of time but when the adjudication was finally returned James was announced as the State winner! James is the first student from Kareela Public School to reach this level in Multicultural Public Speaking. Congratulations to James on his outstanding effort.

**Tournament of the Minds**

This year four teams of seven students participated in the Sydney East Regional Tournament of Minds Challenge. The teams were entered in Applied Technology, Social Science, Maths Engineering and Language-Literature. The teams consisted mainly of Year 4 and 5 students. Each team spent six long weeks solving a problem and preparing a presentation for tournament day. All teams performed well on the day especially considering the inexperience of each of the teams. The interest in Tournament of Minds by so many children augurs well for 2013.

**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)

### Reading – NAPLAN Year 3

![Percentage in bands: Year 3 Reading](image)

In year 3 Reading 88.9% of students were placed in the top three bands compared to 79.2% of students in statistically similar schools and 67.3% of the state Department of Education and Communities (DEC) schools.

### Percentage in bands: Year 3 Spelling

![Percentage in bands: Year 3 Spelling](image)

In year 3 Spelling 80.1% of students were placed in the top three bands compared to 83.9% of students in statistically similar schools and 73% of the state DEC schools.
In year 3 Grammar and Punctuation, 84.8% of students were placed in the top three bands compared to 82.4% of students in statistically similar schools and 71.2% of the state DEC schools.

In year 3 Writing, 93.3% of students were placed in the top three bands compared to 88.7% of students in statistically similar schools and 76.3% of the state DEC schools.

In year 3 Numeracy, 86.7% of students were placed in the top three bands compared to 75.9% of students in statistically similar schools and 63.4% of the state DEC schools.

In year 5 Reading, 86.7% of students were placed in the top three bands compared to 75.9% of students in statistically similar schools and 63.4% of the state DEC schools.
In year 5 Reading, 87.9% of students were placed in the top three bands compared to 70% of students in statistically similar schools and 55.8% of the state DEC schools.

In year 5 Spelling, 78.8% of students were placed in the top three bands compared to 76.7% of students in statistically similar schools and 64.3% of the state DEC schools.

In year 5 Grammar and Punctuation, 75.8% of students were placed in the top three bands compared to 71.1% of students in statistically similar schools and 55% of the state DEC schools.

In year 5 Writing, 75.8% of students were placed in the top three bands compared to 63% of students in statistically similar schools and 48.1% of the state DEC schools.

Numeracy – NAPLAN Year 5
In year 5 Numeracy, 89.6% of students were placed in the top three bands compared to 68.9% of students in statistically similar schools and 55.9% of the state DEC schools.

**Progress in reading**

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal education has been 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.

Several students had works displayed at the Sydney Region Koori Art Exhibition at the Powerhouse Museum. Children explored the culture and artistic heritage of the Aboriginal people.

School excursions this year have also involved Aboriginal perspectives to improve students’ education about indigenous history.

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**

Students from a Language Background Other Than English (LBOTE) numbered 104 which equated to 30% of enrolments. Twenty different language groups are represented in the school with Greek and Chinese being the most predominant.

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

The ESL teacher has been designated to the role of Anti-Racism Contact Officer (ARCO) and Anti-Discrimination Contact Officer (ADCO), has attended training and also provided professional learning for all staff focusing on valuing the importance of a first language in second language acquisition.

Another important aspect of multicultural education is our Harmony Day program. On Harmony Day we shared the values, cultural experiences and heritage of all students from countries other than Australia. In 2012 the theme was Sport. Our Harmony Day team selected a variety of sports from around the world with...
students from Kindergarten to Year 6 participating in a tabloid style carnival program, experiencing a variety of new and unique activities. Students worked in their peer support groups on the day to build cooperation, teamwork and a sense of togetherness.

Other programs

Learning Support Team (LST)

The LST meets weekly to identify, discuss, monitor and track students’ social, emotional, academic and special needs. Members of the LST are the coordinator, school counsellor, school chaplain, Learning and Support Teacher (LaST), school principal and class teachers.

Students are identified through NAPLAN, teacher assessment, observations and parent nomination. The identified students are assessed by the counsellor or the LaST in consultation with the teacher, parents and relevant support staff. Assessments include Sutherland Phonemic Awareness Test, Neal Phonemic Skills Reading Test, curriculum based measures, PM Benchmark, CELF 4 language Screener, Waddington diagnostic spelling test and Johnson sight word list. Students with specific and ongoing learning needs are monitored regularly. Support from the LaST or School Learning Support Officer (SLSO) was tailored for classes, small groups or individuals depending on the needs.

Students requiring support engaged in the following programs:

- Kindergarten students used a specific program aimed at developing language skills such as phonemic awareness and sight words.
- Year 1 students had a program based around reading fluency and comprehension through small guided reading sessions.
- Year 2 students had a writing focus. The LaST designed a program to revise writing conventions, sentence level skills, text structure, planning and reflecting. A fine motor/handwriting program was also implemented.
- Year 3 students used a specific fluency and comprehension program to assist for NAPLAN preparation.
- Year 4 program had literacy resources and activities produced as well as reading fluency and comprehension groups.
- The stage 3 program consisted of making resources specifically aimed at developing skills in spelling.

Numbers in our parent helper programs grew this year and we also made connections with Loftus TAFE. We were supplied with one student from Loftus TAFE to assist the school counsellor in implementing programs of support with students with needs. We continued to keep parents informed and involved with our programs.

School Chaplaincy Program

The school chaplaincy program again was staffed in 2012 with successful application for continuance of Federal Government funding for a further three years. The chaplain’s position is funded by the Federal Government as part of the National School Chaplaincy Program. The Chaplaincy role at Kareela PS supports students socially and emotionally through a range of specific, targeted programs operating in conjunction with 1:1 personal support of students and families in times of difficulty. Some highlights from the year included:

- **The Friendship Tree program**

This is a general program available school wide to students during lunch time. The program provides a safe space for those struggling to connect with others in the playground. It facilitates conversations and provides general support through games and activities that promote social interaction and the development of social skills and friendships. It is also an opportunity for leadership development as a group of year 5-6 students help run this program.
• **Kids Hope program**

Kids Hope is a 1:1 volunteer mentoring program where community volunteers come and work on academic work, as well as providing social and emotion development and support. The chaplain meets regularly with the Kids Hope coordinator from Southern Community Welfare and keeps in contact with teachers, mentors and students who are all part of the program.

• **1:1 support**

The chaplain facilitates sessions with students, staff and parents when needed, providing a listening ear as well as working on developing skills to manage anxiety, anger, grief, time management, conflict resolution, building resilience and communication.

• **SRE Coordination**

This includes liaising with Protestant, Catholic, Orthodox and Baha’i scripture teachers and coordinators as well as staff, students and parents as the need arises, to create a network for information to be shared between the school, SRE teachers and the students.

• **Social Skills groups**

The chaplain ran social skills groups during the year. These groups have looked to help students develop skills by exploring topics like developing confidence, how to be a good friend, recognising safe people, being responsible with words and actions, good communication and resolving conflict.

• **Community awareness programs**

In 2012 these included the 40 hour famine and other world vision partnerships, Salvation Army food drives. The aim is to raise social awareness and compassion, to build community and promote generosity and empathy. Many students have participated in these projects and have really benefited from the opportunity to give in a different way.

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**Peer Support Program.**

Throughout 2012 all students from Kinder to Year 6 were involved with a seven week Peer Support Program. It was held on Thursdays in weeks 9 & 10 Term 3 and weeks 1 to 5 Term 4.

Students were put in groups of approx. 8 and each group had one Year 6 Leader and one Year 5 Assistant Leader. The remaining six students included the Year 6 Leader’s Kinder buddy plus other students from Year 1 to 4.

We followed the Peer Support Foundation Program on Resilience and topics covered were:

- Sense of self: critical thinking, decision making, problem solving, values clarification
- Resilience: assertiveness, refusal, conflict resolution
- Connectedness: empathy, negotiation, communication, relationship building
- Sense of possibility: planning, coping, monitoring stress, decision making

The leaders and teachers were given the opportunity to submit their self-evaluation at the conclusion of the program and there was an extremely high percentage of positive comments from both groups. Also several useful suggestions were made to ‘fine tune’ the program for 2013.

**Peer Mediation Program.**

During Term 1 & 2 a group of 12 Year 5/6 mediators (who were trained in Term 4 2011) were set the task to implement the Peer Mediation Program.

This involved two of these students being present in the playground (at the picnic table adjacent to fitness track) each half of lunchtime to listen/mediate on any concerns or minor problems Kinder to Year 6 students had with their peers whilst playing.

By the mediators taking an active listening role the number of minor disputes was lowered and hence a more peaceful/harmonious playground was created. Also these mediators were given an
excellent leadership role which assisted them in their Peer Support Program Term 3 & 4.

This program was modified in Term 3 to be P.E. Mates where the same (and other) leaders helped a Year1/2 Buddy with Fundamental Movement Skills one lunch time each week.

Both of these programs improved student relationships and empowered students to solve problems.

**Student Representative Council**

The SRC has been trialling a School Parliament that is run by the School Captains and Vice Captains. The school parliament began as a Student Representative Council who met once a week and discussed student issues, concerns and ideas for bettering the school. The parliament was an alternative, which enabled students to develop leadership and teamwork skills. They became active participants to promote the core value of ‘Democracy’. The SRC also attended a parliamentary session at Oyster Bay Public School earlier in the year where we had the opportunity to watch a successful parliament session.

The Parliament conducted a successful parliamentary session early in term four.

Some of our motions were passed, including: hand sanitizer in the bathrooms, lockers for stage 2-3, whole school movie night and canteen open on Fridays.

The Parliament raised funds twice this year that are aimed towards specific charities. The first charity was Stewart House, where bouncy balls were sold and the second charity was Jeans for Jeans day which was a big success.

The members of the SRC were responsible for:

- running school assemblies; and
- attending transition to school program for 2013 Kindergarten.

**Progress on 2012 targets**

**Target 1 - Numeracy**

**Repeat target for 2012 from 2011 report**

- 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.

Our achievements include:

- Maths resource audit completed with additional resources ordered K-6. Maths resources were also collected and re-packed into class sets for all classrooms K-6 to ensure equitable distribution
- Numeracy plan written K-6 plan focusing on problem solving / working mathematically and mastery of number facts
- Staff surveyed to determine areas of need for professional learning. Maths team found the need to create an annual Professional Learning Plan for Mathematics K-6. Early Stage 1 and Stage 1 trained in Count Me In Two.
- Development of planned assessment and recording of numeracy data K-6. K-2 teachers use SENA 1 and 2 to collect data whilst Yrs 3 – 6 use PAT Maths and Mathletics diagnostic assessment to collect information. SENA and PAT maths data is recorded in Edupro database
- Professional learning on the Numeracy Continuum was commenced for staff in K-2. Teachers have commenced placing students on the continuum. Stage 2 and 3 teachers to commence placing students on the continuum in Term 1 2013
• Classes equipped with current technology to enhance learning environments. Mathletics, Study Ladder, Rainforest Maths and Maths Blaster are programs used by classroom teachers to engage all students in learning mathematical concepts.

• Teachers in K-2 have created interactive planning and teaching documents and programs. Stage 2 and 3 teachers to begin trialling interactive planning and teaching documents in 2013.

**Target 2 - Literacy**

*Repeat target for 2012 from 2011 report*

• Continual improvement in standards of Reading;

• Continual improvement in standards of Writing with specific focus on spelling;

• Consistent tracking of student progress in Reading and Spelling.

Our achievements include:

• Literacy Target Team formed with members representing all Stages. Regular meetings were held to discuss, plan and implement strategies to achieve school targets

• Comprehensive training for K-2 teachers on the implementation of the Best Start Continuum into programs

• Monitoring of consistent benchmarking and matching students to text

• Staff training and programs developed to assist students identified by STLA as needing support.

• Professional learning provided by LAST teacher supporting students with special needs

• Purchase of *Literacy Lexiles* program for implementation in 2013 for independent readers reading above level 27

• Ongoing monitoring and maintenance of Home Reading Scheme

• Initiated and developed a whole school approach to spelling strategies

• Whole school scope and sequence for spelling developed

• NAPLAN SMART Data used to develop and assist the implementation of a whole school spelling program to assist students in meeting their chronological reading and spelling age

• All reading ages and results entered in to a tracking system to monitor student progression.

**Target 3 – Engagement & Attainment**

*Repeat target for 2012 from 2011 report*

• Quality Teaching Framework (QTF) 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.

Our achievements include:

• Incorporating QTF into cooperative planning sessions and class programs.

• Implementing QTF into regular team meetings.

• Regular ICT sharing sessions conducted across school and team meetings.

• Improved reliability of network through:
  — Re-cabling and reconfigured minilab in H block.
  — LAN remediation program: upgraded switches in data cabinets
  — ET4L server commissioned and school cut across.
  — Windows 7 operating systems deployed across site.
  — Removed and replaced 41 out of warranty machines on the network.
— New aruba wireless access points installed.

- Surveyed staff to ascertain ability and training needs in online programs.
- TPL in online programs for improved use for engagement in lessons and as a homework tool.
- Introduced Tasting China Program to stage 3.
- Introduced Lego Robotics program to stage 3.
- Developed partnership with TAFE for placement of social work students and had one student assist delivery of support programs with students.
- Improved and increased sporting opportunities for students, through milo cricket, basketball challenge and additional options during Friday sport.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out the following evaluations:

Curriculum

Creative Arts

Background

Surveys were conducted of parents, teachers and students from years 2 – 6. Responses were received from 36 parents, 68 students and 12 teachers.

Findings and conclusions

Parents:

- 97% agreed or strongly agreed that they value Creative Arts as an important subject in their child’s Primary School Curriculum
- 100% agreed or strongly agreed that their child enjoys most aspects of Creative Arts
- 64% agreed or strongly agreed that they have a clear understanding of the Creative Arts subject matter that is taught in school
- 89% agreed or strongly agreed that the school music program is an important part of their child's development
- 72% agreed or strongly agreed that the school Term 4 dance program provided by Dance2Bfit important part of their child's education
- 89% agreed or strongly agreed that The school Band program is an important aspect of our school
- 88% agreed or strongly agreed that the school maintains an appropriate amount of equipment for the teaching of Creative Arts
- 91% agreed or strongly agreed that the school provides appropriate activities for music
- 88% agreed or strongly agreed that the school provides appropriate activities for Visual Art
- 94% agreed or strongly agreed that the school provides appropriate activities for Dance
- 63% agreed or strongly agreed that the school provides appropriate activities for Drama
- 56% agreed or strongly agreed that parents are provided with useful reports on their child’s progress in Creative Arts
- 54% saw a need for, and 66% indicated they would attend, parent information sessions to increase their knowledge of Creative arts content

Teachers:

- 100% agreed or strongly agreed that they value Creative Arts as an important subject in the Primary School Curriculum
• 100% agreed or strongly agreed that their class enjoys most aspects of Creative Arts
• 100% agreed or strongly agreed that they have a clear understanding of the Creative Arts syllabus and content strands
• 92% agreed or strongly agreed that the school music program is an important part of the school curriculum
• 100% agreed or strongly agreed that the school Term 4 dance program provided by Dance2Bfit important part of the school curriculum
• 92% agreed or strongly agreed that The school Band program is an important part of the school curriculum
• 45% agreed or strongly agreed that the school maintains an appropriate amount of equipment for the teaching of Creative Arts
• 67% agreed or strongly agreed that the school provides appropriate activities for music
• 67% agreed or strongly agreed that the school provides appropriate activities for Visual Art
• 100% agreed or strongly agreed that the school provides appropriate activities for Dance
• 25% agreed or strongly agreed that the school provides appropriate activities for Drama
• 100% agreed or strongly agreed that parents are provided with useful reports on their child’s progress in Creative Arts
• 75% saw a need for training to increase their knowledge of how to implement Creative arts content

Students:
• 96% agreed or strongly agreed that they value Creative Arts as an important area of their learning
• 96% agreed or strongly agreed that they enjoy most things they do in Creative Arts
• 88% agreed or strongly agreed that the school music program is an important subject
• 85% agreed or strongly agreed that the school Term 4 dance program provided by Dance2Bfit was an important and fun activity
• 76% agreed or strongly agreed that the school Band program is an important activity for students
• 84% agreed or strongly agreed that Drama is an important activity for students
• 47% agreed or strongly agreed that they participate in regular Drama activities at school
• 78% agreed or strongly agreed that the school has enough equipment for Creative Arts lessons
• 94% agreed or strongly agreed that they learn new things in music lessons
• 93% agreed or strongly agreed that they enjoy music activities
• 93% agreed or strongly agreed that they learn new things in visual art lessons
• 94% agreed or strongly agreed that they enjoy visual art activities
• 85% agreed or strongly agreed that they learnt new things in Dance2Bfit lessons
• 93% agreed or strongly agreed that they enjoyed Dance2Bfit lessons
• 81% agreed or strongly agreed that they learn new things in drama lessons
• 85% agreed or strongly agreed that they enjoy drama activities

Future directions
• Increase drama focus in school programs
• Survey staff to ascertain resource needs
Conduct parent information sessions on the teaching and reporting of Creative Arts

**Educational Management Evaluation**

**School Management**

**Background**

The school utilised the School Map Best Practice evaluation instrument to survey parents, students and staff about school management. The school management survey was chosen as part of the cycle of evaluations: Learning, Teaching, Planning, Management, Leadership and Culture.

Responses were received from 44 parents, 50 students and 13 teachers.

**Findings and conclusions**

**Parents:**
- 80% responded almost always or usually that the school is continually looking at ways to improve its performance
- 68% responded almost always or usually that the school continually makes minor changes to its programs to improve what it does
- 56% responded almost always or usually that the school makes major changes from time to time to improve what it does
- 73% responded almost always or usually that the school regularly measure the success of its programs
- 61% responded almost always or usually that the educational needs of all students are met by the school
- 81% responded almost always or usually that the school cares about the students and the discipline is fair
- 91% responded almost always or usually that the staff at school are valued and supported
- 81% responded almost always or usually that teachers undertake extra training to improve their classroom teaching

**Teachers:**
- 67% responded almost always or usually that the school is well organised
- 84% responded almost always or usually that the allocation of money and other resources are managed effectively
- 92% responded almost always or usually that the school is continually looking at ways to improve its performance
- 69% responded almost always or usually that the school continually makes minor changes to its programs to improve what it does
- 46% responded almost always or usually that the school makes major changes from time to time to improve what it does
- 84% responded almost always or usually that monitoring and evaluation of the school’s plans, policies, programs and practices are planned and ongoing
- 92% responded almost always or usually that student interests, needs, abilities and systemic requirements determine the curriculum and school organisation
- 100% responded almost always or usually that student welfare needs are reflected in the school’s policies, processes and practices
- 84% responded almost always or usually that the school's processes and procedures address staff welfare needs
- 84% responded almost always or usually that professional development is planned, systemic and effective
- 31% responded almost always or usually that the school’s plan policies, programs and practices are effectively supported
- 84% responded almost always or usually that the allocation of money and other resources are managed effectively
Students:

- 80% responded almost always or usually that the school is continually looking at ways to improve its performance.
- 50% responded almost always or usually that the school continually makes minor changes to its programs to improve what it does.
- 20% responded almost always or usually that the school makes major changes from time to time to improve what it does.
- 66% responded almost always or usually that the school regularly measure the success of its programs.
- 78% responded almost always or usually that the educational needs of all students are met by the school.
- 82% responded almost always or usually that the school cares about the students and the discipline is fair.
- 86% responded almost always or usually that the staff at school are valued and supported.
- 60% responded almost always or usually that teachers undertake extra training to improve their classroom teaching.
- 80% responded almost always or usually that the school is well organised.
- 66% responded almost always or usually that the allocation of money and other resources are managed effectively.

Future directions:

- Report more comprehensively on changes which occur at school in response to planning and reporting procedures.
- Survey staff to ascertain requirements for professional learning to develop their capacity to implement aspects of the school management plan.
- Report more comprehensively on staff training and development.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Forty parents, 65 students and 14 teachers responded to the survey designed to ascertain the level of satisfaction with the school. Their responses are presented below.

Parents:

- 88% agreed or strongly agreed that the school provides a friendly, tolerant and accepting environment for students and families.
- 95% agreed or strongly agreed that the school provides supportive student welfare programs.
- 92% agreed or strongly agreed that the school is committed to fair discipline.
- 100% agreed or strongly agreed that the school promotes the wearing of school uniform including hats.
- 83% agreed or strongly agreed that the school offers a wide range of extra-curricular activities.
- 98% agreed or strongly agreed that the school sets high standards of achievement.
- 80% agreed or strongly agreed that students are provided with regular access to technology.
- 98% agreed or strongly agreed that school office staff are friendly and helpful.
- 88% agreed or strongly agreed that the weekly newsletter is informative.
- 85% agreed or strongly agreed that the school website is well maintained and useful.

Teachers:

- 100% agreed or strongly agreed that the school provides a friendly, tolerant and
accepting environment for students and families

- 93% agreed or strongly agreed that The school provides supportive student welfare programs
- 85% agreed or strongly agreed that the school is committed to fair discipline
- 100% agreed or strongly agreed that the school promotes the wearing of school uniform including hats
- 100% agreed or strongly agreed that the school offers a wide range of extra-curricular activities
- 100% agreed or strongly agreed that the school sets high standards of achievement
- 100% agreed or strongly agreed that students are provided with regular access to technology
- 79% agreed or strongly agreed that School office staff are friendly and helpful
- 100% agreed or strongly agreed that the weekly newsletter is informative
- 43% agreed or strongly agreed that the school website is well maintained and useful

Students:

- 91% agreed or strongly agreed that the school provides a friendly, tolerant and accepting environment for students and families
- 91% agreed or strongly agreed that The school provides supportive student welfare programs
- 72% agreed or strongly agreed that the school is committed to fair discipline
- 86% agreed or strongly agreed that the school promotes the wearing of school uniform including hats
- 91% agreed or strongly agreed that the school offers a wide range of extra-curricular activities
- 94% agreed or strongly agreed that the school sets high standards of achievement
- 68% agreed or strongly agreed that students are provided with regular access to technology
- 80% agreed or strongly agreed that School office staff are friendly and helpful
- 83% agreed or strongly agreed that the weekly newsletter is informative
- 85% agreed or strongly agreed that The school website is well maintained and useful

Future directions

- Continue to build capacity and reliability of school ICT network and improve students access as per school management plan
- Investigate improved usage of the school website

Professional learning

Staff professional learning was related to the school’s three-year priority areas or student centred needs areas. Departmental funding of $10933 was supplemented by school funds. In total $17412 was allocated to provide high quality teacher professional learning through regional projects and school-based initiatives.

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

Outcome for 2012–2014

- Quality teaching and learning programs developed in numeracy resulting in increased overall numeracy achievement for every student.
- Significant whole school improvement of skills in problem solving and working mathematically.

2013 Targets to achieve this outcome include:

- Continual improvement in NAPLAN numeracy results in 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.
- Continual improvement in NAPLAN numeracy results in 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

Strategies to achieve these targets include:

- Implement professional learning project Taking Off With Numeracy (TOWN) in conjunction with the regional mathematics consultant to increase teachers’ capacity to identify and address student’s numeracy needs.
- Implement professional learning Measurement project in conjunction with the regional mathematics consultant to increase teachers’ capacity to improve student outcome achievement.
- Develop staff familiarity with data analysis and its application to programming with a focus on measurement, working mathematically and problem solving.
- Implement maths groups in years 3 – 6 focusing on Number and problem solving.

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 from Early Stage 1 to Stage 3.
- Identify and promote strategies to foster growth in reading and writing standards, especially for students achieving in the higher bands of NAPLAN.

2013 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).
- 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%.

Strategies to achieve these targets include:

- Implementation of Literacy continuum K-6
- Implement PAT comprehension and South Australian spelling assessments
- Record student continuum profiles and assessment results on Edupro with data used to inform teaching practice
- Implementation of Literacy Lexiles reading program in years for all students reading above benchmark level 27
- Introduction of parent tutor reading scheme
• Implement new spelling scope and sequence K-6
• Staff training on new English syllabus
• Identify opportunities for students to participate in writing competitions external to the school

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
• Provision of a broad and differentiated curriculum through partnerships within Heart of the Shire Community of Schools and other agencies.

2013 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:
• Staff surveyed to prioritise Quality Teaching Framework into annual focus elements
• Planned professional learning in curriculum contains clear, explicit links to annual focus elements
• Continue to build infrastructure and capacity of school computer network and improve hardware reliability
• Improve use of ICT to differentiate curriculum

• Increased curriculum offering through partnerships with external providers and expansion of enrichment groups

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: