Kareela Public School
Annual School Report

2013
School context

Students

The school enrolment for 2013 was 339. 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. Thirty different language groups are represented in the school with Greek and Chinese being the most predominant.

There were 2 students who identified as indigenous.

Staff

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

Principal’s message

2013 has been another successful year for students at Kareela Public School. Our curriculum continues to offer a broad range of opportunities for students from Kindergarten to Year 6 in the areas of Public Speaking; Creative Thinking with our new Brain Busters problem solving groups; Stage 3 enrichment groups which comprise art workshops, mandarin class and our Lego robotics group; our continued involvement in the Sutherland Shire Schools music festival; our participation in the Forever Young concert held in November at the Sydney Town Hall; our sporting achievements and successes across a wide range of competitions; the year 2 recorder program; the school band; our associations with AFL auskick, Sportit gymnastics, Dance2Bfit, and the Sutherland Shire Leisure Centre swimming school.

As we continue to focus on the development of the whole child, our strong and effective student welfare programs and school values system permeate all school programs. Our school Chaplain position continues to support students, families and the wider community through initiatives including the friendship tree, Kids Hope mentors, social skills groups, the 40 hour famine and the local Salvation Army food drive.

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

New curriculum documents seek to develop in students the capacity to work together, to problem solve, to collaborate and to use 21st century technologies. In support of these aims we have extended the wireless network across the school, increased accessibility to netbooks which are now located in each block across the school and are planning the purchase of our first set of new tablet devices for classroom use in 2014.

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

In NAPLAN, our total percentage of students in the top 2 bands in both years 3 and 5 continues to remain consistently above both the DEC and the all schools state average across all aspects of literacy and numeracy.

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: 2 Distinctions, 28 Credits; English: 1 High Distinction, 4 Distinctions, 28 Credits; Science: 2 High Distinctions, 1 Distinction, 29 Credits; Computer Skills: 3 High Distinctions, 13 Distinctions, 37 Credits.

Three year 4 students gained entry into an opportunity class for 2014.

Many students from Kindergarten to year 6 also successfully completed the Premier’s Reading Challenge and for the first time this year also completed the Premier’s Spelling Challenge and the Premiers Sporting Challenge.

This year staff members continued to engage with a broad range of professional learning opportunities at the school and regional level and also with other local schools. These initiatives further improved teachers’ skills, knowledge and understandings for the benefit of all students. Major teacher learning initiatives in 2013 included extensive training associated with the 2014 implementation of the new English syllabus; a focus on the teaching of mathematics, in particular the teaching of numeracy; supporting students through the new Every Student, Every School Policy; and a Team Leadership for School
Improvement program for a team of staff members drawn from both the executive and classroom teachers.

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

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 message

The P&C is a voluntary organisation which recognises the importance of community support in the development of our children and our school. Being active within the P&C allows you to keep informed about activities within the school, assist in fundraising to provide facilities and equipment for the school, take an active interest in the general welfare of the children, and have the opportunity to get together socially with other parents and staff to help further enrich the school community.

In 2013 the P&C donated $3,000 for new home readers in all classrooms, installed a shade sail over the fake grass outside the year 5&6 classrooms at a cost of $13,500 and began upgrading the sound system in the hall, a project continuing into 2014 which will also include improving the acoustics of the room.

Our biggest fundraiser in 2013 was our school fete the Kareela Karnivale which was a huge success raising $18,000 and bringing together the wider community for a day of amusements, performances, food and shopping. We also held election day stalls at the federal election and the state by-election in the seat of Miranda, and we held our usual small but very popular fundraisers such as mothers’ and fathers’ day stalls and the school disco. We continued to solicit donations via our School Supporters’ Board.

We were successful in gaining a $20,000 Community Building Partnership (CBP) Grant from the State Government to install soft-fall around the play equipment in the school playground, replacing the old bark chip and treated pine.

In 2012 we began lobbying the state government for repair works to the school hall and remediation of drainage problems. Thanks to these efforts, this work was carried out in 2013 and included not only a new floor in the hall and drainage under the hall, but also artificial turf improving the lunch area known as “the silver seats”, to stop soil and leaf litter blocking the drainage system.

In 2013 the P&C social co-ordinator introduced a class parents program as a further means of communicating with the school community. We would like to see this program strengthened in 2014, to form closer links between the class teacher and the class parent, and to encourage more social interaction such as grade morning teas. Each year the P&C welcomes new families to the school during kindergarten orientation, and in recent years through our welcome morning tea at the start of term one.

In 2013 we have continued to communicate regularly with the school community via the school newsletter, and have also created a P&C facebook page.

I thank all members of the 2012 P&C Executive for their hard work and their commitment to the school and the children of KPS. I also thank the tireless members of our Fundraising, Canteen and Uniform Committees, our Social Co-ordinator, and all of our volunteers – the parents, grandparents, carers and supporters. Of course our thanks also extends to Mr O’Connell, the teachers, and all the school admin and maintenance staff for their support and assistance.

Valda Taylor
P&C President 2013

Student representative’s message

Six Year 6 students are elected by students from Years 3 to 5 as Captains and Vice Captains. The Student Parliament has elected representatives from grades 2-6. The combined group of Prefects and Student Parliament work together as members of the school leadership team. In addition, students elect representatives to fill the roles of House Captains and Vice Captains and Environment Team representatives while other students are selected as Library Monitors.
Our student executive has 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.

This year also saw the development of a school Student Parliament. Lunchtime meetings were held fortnightly with open meetings held at the school assembly once per semester where motions were discussed, “put” and voted on. Students responded positively and enthusiastically to the change in structure and the opportunity to debate different topics was embraced.

Student information

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

Student enrolment profile

Total student enrolments over the last 4 years have remained relatively stable with a slight change in balance between girls and boys.

Student attendance profile

Attendance rates have remained stable and in line with region and State average.

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.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
<td>3</td>
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<tr>
<td>Classroom Teachers</td>
<td>11</td>
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<tr>
<td>Learning and Support Teacher</td>
<td>0.5</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Primary Teacher of RFF</td>
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<tr>
<td>Primary Part Time Teacher</td>
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<tr>
<td>School General Assistant</td>
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<tr>
<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>20.71</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school has no staff members who identify as indigenous.

**Teacher qualifications**

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

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<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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**Financial summary**

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

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<td>Total income</td>
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<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Casual relief teachers</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</tbody>
</table>

The school receives annual funds for Teacher Professional Learning as part of the Tied Funds area reported above. In 2013, $16159.56 was received in Government Funding. A total of $38025.99 was expended on staff training in leadership, school improvement, new curriculum implementation, and the teaching of literacy and numeracy.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2013**

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 & talented programs such as Create South 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. Two students from Stage 3 were requested to audition for, and were successful in gaining selection to visual art positions in the CREATE South production.

In semester 1, the stage 3 Art enrichment group students submitted work into the Schools Reconciliation Challenge 2013 which was based on the theme 'Say Something'. Stage 1 and stage 3 Art students also participated in Koori Art Expressions 2013 and were successfully accepted into the exhibition at the Australian National Maritime Museum in semester 2. Selected children’s works across all stages were exhibited at the Sutherland Shire Schools Music Festival in term 3.
Music

The school music program offered extensive opportunities for students to build skills and expand their musical knowledge.

Students from year 2 commenced learning recorder as a prelude and skill builder to the school band program which commences for students in year 3. Year 2 students again participated in the Sutherland Shire Schools Music Festival (SSSMF) choir under the direction of music teacher Mrs Amanda DeLore. All students participated in incursions from Musica Viva and OzOpera who presented fantastic programs to broaden and enrich students’ understanding of the different types of music and instruments available.

Stage 3 classes also were involved in some unique new performance programs – chair drumming and Rap Tap dance. Mrs DeLore worked with students to develop routines which were presented throughout the year at events including a Flashmob at the University of Western Sydney, the Forever Young concert at the Sydney Town Hall, SSSMF and school events.

Band

2013 was a year of growth for the Band Program. The band program consists of 3 bands – Stage Band, Senior Band and Junior Band. There has been a significant increase in membership of each of the bands compared to 2012. In 2013 all bands participated in the Engadine Bandfest held at the end of term 2. The Stage Band and Junior Band both received gold awards whilst the Senior band received a silver award. All bands continued to perform at assemblies at the end of each term to highlight new musical pieces. The Senior Band and Stage Band performed at a variety of events including Education Week, Presentation Day and at Frank Vickary Village. The Senior Band again 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. The concept of introducing Year 2 to the band program in Term 4 proved to be very successful. The Year 2 children and parents had the opportunity to attend an evening where the Junior Band displayed the skills they had learnt throughout the year. The Annual Band Night provided an opportunity to fundraise as well as all bands performing their favourite pieces of music. The night culminated with the announcement of awards for each band. These awards were presented at the Annual Presentation Day.

Create South

Our school has been involved in CREATE South since the program was introduced in Sydney Region. Students in Years 3 - 6 who are talented in the creative and performing arts are selected by each school to audition for the opportunity to participate in art, dance, choral, drama, band and ICT. After the audition period students are informed whether they have been selected or not selected.

This year the Create South performance was “Castaway”. Over a period of 3 days the selected students participated in workshops to create backdrops, costumes and props as well as creating scripts, animations and dance routines. On the final day all parts were put together and rehearsed to create a wonderful extravaganza for parents and teachers. Our school had students involved in drama, choir, band, and visual 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's Tennis Academy; swimming and learn to swim for all grades K-6; Dance2Bfit dance program; participation in Milo Cup cricket; and the K-2 Sportit gymnastics program.

Sutherland Zone PSSA achievements

2013 was another very successful year for Kareela Public School both individually and as a school. In the major PSSA carnivals we were 4th in Cross Country, 2nd in Swimming and 3rd in Athletics. Eight school records were broken in swimming this year:-

- 10 years girls 50m Freestyle – Ella
- 11 years girls 50m Freestyle – Alani
- 12 years boys 50m Butterfly – Aden E
- Junior girls 200m Medley – Ella
- All age boys 100m Freestyle – Aden
- Junior girls 50m Backstroke – Ella
- Junior girls 50m Butterfly – Ella

We were the Premiership winners in:-

- Junior Yellow soccer team
- Junior boys T-Ball
- Junior girls T-Ball

We were finalists in:-

- Junior boys basketball
- Senior boys cricket

Kareela students represented Sydney East Region at state carnivals in 4 different sports: basketball, swimming, rugby league & water polo.

Sports Champion Awards

Boys Champion - Rhys

- Rhys represented NSW in rugby league at the Schools Sport Australia national championships in Perth.
- He also received the MVP medallion for the winning Sydney East team at the state carnival in Dubbo.

Girls Champion - Ashlyn

- Senior girls Swimming Champion
- Sutherland Zone Swimming Champion
- Senior girls Athletics Champion

Premiers Sporting Challenge Medal - Aden

- Senior boys Swimming Champion
- Sutherland Zone Swimming Champion
- Sydney East Water Polo team

Swimming Champions

Jnr Boy - Noah
Jnr Girl - Ella (Suth. Zone Swimming Champ)
11Yr Boy - Flynn
11Yr Girl - Alani
Snr Boy - Aden (Suth. Zone Swimming Champion)
Snr Girl - Ashlyn (Suth. Zone Swimming Champ)

Athletics Champions

Jnr Boy - Noah
Jnr Girl - Kaitlyn
11Yr Boy - Jai
11Yr Girl - Alani
Snr Boy - Rhys
Snr Girl – Ashlyn

Academic achievements

NAPLAN

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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 and enter the school name in the Find a school and select GO to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In year 3 reading 85.5% of students were placed in the top three bands compared to 78% of students in statistically similar schools and 68% of the state Department of Education and Communities (DEC) schools.

In year 3 spelling 87.5% of students were placed in the top three bands compared to 80.7% of students in statistically similar schools and 69.9% of the state DEC schools.

In year 3 grammar and punctuation 83.4% of students were placed in the top three bands compared to 81.6% of students in statistically similar schools and 72.1% of the state DEC schools.
In year 3 writing 89.6% of students were placed in the top three bands compared to 85.2% of students in statistically similar schools and 73.8% of the state DEC schools.

**NAPLAN Year 3 - Numeracy**

In year 3 numeracy 81.3% of students were placed in the top three bands compared to 73.5% of students in statistically similar schools and 64.1% of the state DEC schools.

**NAPLAN Year 5 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In year 5 reading 90.3% of students were placed in the top three bands compared to 77.6% of students in statistically similar schools and 62.3% of the state DEC schools.

In year 5 spelling 90.3% of students were placed in the top three bands compared to 75.3% of students in statistically similar schools and 62.2% of the state DEC schools.
In year 5 grammar and punctuation 90.3% of students were placed in the top three bands compared to 75.8% of students in statistically similar schools and 60.2% of the state DEC schools.

In year 5 numeracy 85.4% of students were placed in the top three bands compared to 67.2% of students in statistically similar schools and 50.8% of the state DEC schools.

In year 5 writing 68.4% of students were placed in the top three bands compared to 61.9% of students in statistically similar schools and 48.3% of the state DEC schools.

Other achievements

Public Speaking 2013

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.

Several students in each stage then proceeded to the school finals with this year’s finalists being Max, Shay, Coralie, Ruby and Tasha from stage 1. Stage 2 representatives were Grace, Lara, Minna and Aiden. Finally, from stage 3, James, Will, Sarah, Shiv and Matthew. 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, Sarah was successful in moving through 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. Sarah continued to speak with clarity and persuasiveness and was again successful, moving through to the Sydney Region finals. This proved to be quite a day for Sarah as she and her brother James were also selected as the MC's for the Sydney Region Forever Young concert which was being held that night at the Sydney Town Hall. Sarah and James were due to introduce items and interview one of the special guest performers, Kamahl, live on stage. Despite these two high profile events being back to back on the same day, Sarah was unperturbed and was successful in taking out first place in the Sydney Region Public Speaking. This was quite an exceptional performance by a very talented student.

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.

Congratulations to all of our students who participated in our Public Speaking competitions this year.

Gifted and Talented - Brain Busters

This year Kareela Public School offered Gifted and Talented special interest clubs during lunch times. These sessions were aimed at providing skills in problem solving, critical and creative thinking. The critical thinking component consists of problem solving strategies being learned and implemented using concepts in mathematics and literacy. The creative thinking component is designed to develop lateral thinking strategies.

Students were selected via a two-step process which included parent, teacher and student nomination during term 1. The program ran from term 2 to term 4 and consisted of two groups, a year 2-3 group and a year 4-6 group. During these sessions students displayed better use of analytical skills in their investigations when solving abstract problems and were able to take back these skills into their classrooms. Similarly, due to the increased focus on creative thinking skills, students were able to produce work of a higher and more creative standard. This was highlighted by work being selected to be displayed in a state wide competition known as the World’s Biggest Classroom: This was one of the Schools Spectacular affiliated programs.

Significant programs and initiatives

Aboriginal education

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

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

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

As part of NAIDOC week this year, a school incursion introduced students to Aboriginal elder Walangari who presented an educational and entertaining program of traditional dance, music and storytelling.
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.

One staff member has been designated to the role of Anti-Racism Contact Officer (ARCO) and Anti-Discrimination Contact Officer (ADCO). This staff member has attended training.

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 2013 the theme was “Hands across Australia”. Students came to school dressed in their national colours and donated a gold coin to assist the bushfire appeal for Dunnally Public School in Tasmania. Students, as a whole school, performed the song “Hands across Australia” and learnt about what it means to work together and assist others.

**Other programs**

**Learning Support Team**

The Learning Support Team (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), ESL teacher, School Principal and class teachers.

Students are identified for referral to LST 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 SPAT, Neal Phonemic Skills Reading Test, curriculum based measures, PM Benchmark, CELF 4 language Screener, Waddingtons 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 as well as Fitzroy Readers
- Year 1 students had a program based around reading fluency and comprehension through small guided reading sessions as well as Fitzroy Readers.
- Year 2 students had a program based around reading fluency and comprehension through small guided reading sessions as well as Fitzroy Readers.
- Year 3 students used a specific fluency and comprehension program to assist for NAPLAN preparation.
- The stage 2 and 3 program was used for improving knowledge of number concepts and outcomes with a small group of students.
- Specific programs and Personalised Learning Plans were designed and implemented for individual students across the school.

Parent helpers were recruited to assist with individual reading programs based in classes and in support for the LaST programs. We continued to keep parents informed and involved with our programs.

**School Chaplaincy Program**

The school chaplaincy program has continued in 2013. This is thanks to the continuance of Federal Government funding which has been guaranteed until the end of 2014. The chaplain position is funded by the Federal Government as part of the
National School Chaplaincy Program. The Chaplaincy position 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 kids during lunch time. Anne makes a safe space for kids wishing to connect with others in the playground. It provides space for conversations and general support, 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 kids 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. Anne meets regularly with the Kids Hope coordinator from Gymea Baptist Church and keeps in contact with teachers, mentors and students who are all part of the program.

- **1:1 support**
  The chaplain facilitates sessions with kids, staff and parents when needed. Anne provides a listening ear, spiritual guidance as well as working on developing skills to manage anxiety, anger, grief, time management, conflict resolution, building resilience and communication. Anne is also able to connect and refer children and families with external organisations that can assist with support, wellbeing and skill development.

- **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. No teaching is involved. Anne just creates the 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 kids 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. Anne has also facilitated a class program; helping children in K-2 classes to hone the social skills needed for the classroom and playground.

- **Esteem Designz**
  Esteem Designz is a program for girls, which uses creativity to explore themes of self-worth, empowerment and resilience. Anne ran this program during terms 3 and 4.

- **Community awareness programs**
  In 2013 these included the 40 hour famine and other world vision partnerships, Salvation Army food drives. Anne’s aim is to raise social awareness and compassion, to build community and promote generosity and empathy. Many kids have participated in these projects and have really benefited from the opportunity to give in a different way.

**Peer Support Program**

Throughout 2013 all students from Kinder to Year 6 were involved with an eight week Peer Support Program. It was held on Thursdays in weeks 9 & 10 of term 3 and weeks 1 to 6 of term 4.

Students were put in groups of approx. 10 and each group had one year 6 Leader and one year 5 co-leader. The remaining eight students included the year 6 leader’s kindergarten buddy plus other students from years 1 to 4.

We followed the Peer Support Foundation program on Bullying and topics covered were:

- recognising the types of bullying
- describing the bullying triangle
- responding to bullying behaviour
- telling someone about bullying
- making our school a safer place

The leaders and teachers were both given the opportunity to submit their self-evaluation at the conclusion of the program as in previous years. Changes adapted from 2012 included: making fewer groups with several more members, matching year 6 leaders with year 5 co-leaders based on student selections and including more practical ('hands on') activities.

The completion of the peer support anti-bullying module was part of a whole school focus on anti-
bullying. Regular information was presented to parents via weekly newsletters and all students attended the anti-bullying incursion “The Power of One”. This presentation focussed students’ attention on the bullying triangle and what each individual can do to stop bullying in their community.

Drug Education Program Life Education Van

In term 4 we had the bi-annual visit by Healthy Harold and the Life Education staff and mobile classroom caravan. Over five days all classes attended and enjoyed various interactive activities that reinforced the importance of: no smoking, avoidance of alcohol, dangers of illegal drugs, healthy diet and regular sport and exercise. Students were able to purchase merchandise on the last day to show their support of this organisation.

Student Parliament

The student parliament is now successfully up and running with students from years 1-6 involved. Two representatives from each class in years 1-4 are voted in for a semester, while in stage 3, two representatives from each class are voted in for the year. These students from stage 3 along with the school captains form the caucus of our student parliament. At the beginning of the year the student parliament elects a prime minister, a range of ministers, a speaker, a secretary and an usher of the black rod. These students have been able to assist in other areas of the school within their field and run the parliamentary sessions.

The student parliament met once a week and discussed student issues, concerns and ideas for bettering the school. The parliament was a successful alternative to SRC, which enabled students to further develop leadership and teamwork skills. The parliament conducted several successful whole school parliamentary sessions during terms three and four, as well as fortnightly parliament sessions where only the selected student parliament members attended. Some of our motions were passed including: new sports equipment in the sports shed; a vegetable garden; a whole school mascot; bike and scooter racks; and more visual arts time in class.

The vegetable garden motion is currently being looked into further by the environment team.

The parliament raised funds three times this year that were aimed towards specific charities. The first charity was Stewart House where bouncy balls were sold. The second charity was Cystic Fibrosis where students coloured and styled crazy hair for a gold coin donation. The third charity was the heart foundation with the whole school involved in a skipping jump off.

The members of the Student Parliament were also responsible for:

- Running school assemblies
- Attending transition to school program for 2013 Kindergarten.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out evaluations of the teaching of spelling, writing and mathematics. Evaluations were completed using prepared surveys.
School Planning Evaluation - Literacy

The teaching of spelling

Background

Surveys were conducted of parents, teachers and students from years 2 – 6 to evaluate the teaching of spelling in line with the School Management Plan. Responses were received from 70 parents, 51 students and 8 teachers.

Findings and conclusions

Parents:

- 94% agreed or strongly agreed with the statement: I am happy with how the school is teaching spelling
- 93% agreed or strongly agreed with the statement: My child's homework has a strong focus on spelling
- 96% agreed or strongly agreed with the statement: My child benefits from learning a set of list words each week
- 88% agreed or strongly agreed with the statement: The weekly list words are relevant for my child
- 87% agreed or strongly agreed with the statement: I am happy with the range of spelling activities in my child's homework
- 98% agreed or strongly agreed with the statement: I am confident in assisting my child with spelling homework
- 49% agreed or strongly agreed with the statement: I am provided with useful feedback on my child's progress in spelling
- 82% agreed or strongly agreed with the statement: My child has developed new skills in spelling in the last 12 months
- 84% agreed or strongly agreed with the statement: I am interested in learning more about how I can help my child with spelling
- 59% agreed or strongly agreed with the statement: I understand how spelling is taught in school

Students:

- 74% agreed or strongly agreed with the statement: I do spelling activities every day in class.
- 78% agreed or strongly agreed with the statement: In spelling lessons I do a range of different activities.
- 40% agreed or strongly agreed with the statement: I enjoy spelling lessons in class.
- 74% agreed or strongly agreed with the statement: My teacher uses the whiteboard and computer based programs for spelling activities.
- 78% agreed or strongly agreed with the statement: My teacher teaches me spelling rules.
- 76% agreed or strongly agreed with the statement: My teacher teaches me the 4 spelling knowledges.
- 86% agreed or strongly agreed with the statement: The meanings of words from my spelling list are taught in class.
- 82% agreed or strongly agreed with the statement: Spelling activities are part of my homework.
- 85% agreed or strongly agreed with the statement: I use what I have learnt in spelling lessons in my writing tasks.
- 39% agreed or strongly agreed with the statement: Learning how to spell is important to me

Staff:

- Staff members were surveyed and extended written responses were required regarding resource use, teaching practice, scope & sequencing of planning, activities used in class and how does lesson differentiation occur. Results will be analysed for future staff professional learning and resource allocation in relation to implementation of the new syllabus.

Future directions

The results of the survey indicate that parents feel the need for more information on the teaching of spelling and how their child is progressing. Information presentations on the new English syllabus will be an appropriate forum in which to present information on teaching practice. Many students indicated that they don’t enjoy spelling activities and feel that spelling is
not important. More work on engagement and relevance are required to address these areas.

School Planning Evaluation - Literacy

The teaching of writing

Background

Surveys were conducted of parents, teachers and students from years 2 – 6. Responses were received from 66 parents, 67 students and 9 teachers.

Findings and conclusions

Parents:

- 82% agreed or strongly agreed with the statement: My child enjoys writing
- 83% agreed or strongly agreed with the statement: I feel confident helping my child with writing
- 40% agreed or strongly agreed with the statement: I am provided with useful feedback on my child's writing
- 92% agreed or strongly agreed with the statement: I am interested in learning more about how I can help my child with writing
- 34% agreed or strongly agreed with the statement: The school keeps me well informed about the teaching of writing
- 64% agreed or strongly agreed with the statement: The school provides the opportunities for students to participate in external writing competitions / workshops
- 95% agreed or strongly agreed with the statement: I believe that handwriting is an important component of writing
- 84% agreed or strongly agreed with the statement: I believe that a good writer needs to be a good speller
- 70% agreed or strongly agreed with the statement: my child generally uses correct punctuation in their writing
- 71% agreed or strongly agreed with the statement: my child generally uses correct grammar in their writing
- 72% agreed or strongly agreed with the statement: my child generally uses correct spelling in their writing
- 65% agreed or strongly agreed with the statement: my child prefers writing imaginative texts
- 60% agreed or strongly agreed with the statement: my child prefers writing factual texts
- 87% agreed or strongly agreed with the statement: My child has improved their writing skills in the last 12 months

Students:

- 69% agreed or strongly agreed with the statement: I enjoy writing lessons in class
- 91% agreed or strongly agreed with the statement: My class talks about different types of writing
- 93% agreed or strongly agreed with the statement: My teacher shows me lots of examples of writing
- 49% agreed or strongly agreed with the statement: We write stories as a class
- 94% agreed or strongly agreed with the statement: There are helpful things such as posters in my classroom to help my writing
- 93% agreed or strongly agreed with the statement: My teacher talks to me about my writing and gives me ideas to make it better
- 56% agreed or strongly agreed with the statement: I am only proud of my writing when it is neat
- 67% agreed or strongly agreed with the statement: I type up my writing on the computer
- 85% agreed or strongly agreed with the statement: We use the IWB to look at writing
- 74% agreed or strongly agreed with the statement: I plan my writing before I write it

Staff:

- Staff members were surveyed and extended written responses were required regarding resource use, teaching practice, scope & sequencing of planning, activities used in class and how does lesson differentiation occur. Results will
be analysed for future staff professional learning and resource allocation in relation to implementation of the new syllabus.

Future directions
The results of the survey indicate that parents feel the need for more information on the teaching of writing and how their child is progressing. Information presentations on the new English syllabus will be an appropriate forum in which to present information on teaching practice. Many students indicated that they feel that they don’t write stories as a class. Deconstruction and reconstruction of text is a valuable learning activity and current practice in this area will be reviewed.

School Planning Evaluation - Numeracy
The teaching of mathematics
Background
Surveys were conducted of parents, teachers and students from years 2 – 6. Responses were received from 74 parents, 79 students and 9 teachers.

Findings and conclusions
Parents:

- 100% agreed or strongly agreed with the statement: Mathematics is an important subject for all students
- 87% agreed or strongly agreed with the statement: my child enjoys most aspects of mathematics
- 51% agreed or strongly agreed with the statement: I have a clear understanding of the mathematical content that is taught in my child's grade
- 77% agreed or strongly agreed with the statement: My child is challenged by their teacher in mathematics
- 70% agreed or strongly agreed with the statement: my child is well supported by their teacher in mathematics
- 90% agreed or strongly agreed with the statement: textbooks should be used to support the teaching of mathematics
- 89% agreed or strongly agreed with the statement: mathletics should be used to support the teaching of mathematics
- 94% agreed or strongly agreed with the statement: interactive whiteboards and other technologies should be used to support the teaching of mathematics
- 94% agreed or strongly agreed with the statement: drill and practice should be used to support the teaching of mathematics
- 100% agreed or strongly agreed with the statement: hands on materials should be used to support the teaching of mathematics
- 80% agreed or strongly agreed with the statement students should be grouped for mathematics instruction in streamed ability groups
- 23% agreed or strongly agreed with the statement: students should be grouped for mathematics instruction in mixed ability groups
- 77% agreed or strongly agreed with the statement: streamed grouping for maths assists my child’s learning of mathematical concepts
- 11% agreed or strongly agreed with the statement: streamed grouping should focus on the number and algebra strand only (40% were unsure)
- 63% agreed or strongly agreed with the statement: children should be grouped for all strands of mathematics instruction
- 94% agreed or strongly agreed with the statement: maths homework should be set weekly
- 79% agreed or strongly agreed with the statement: I feel confident helping my child at home
- 57% agreed or strongly agreed with the statement: I need assistance to understand how maths is taught in school
- 68% agreed or strongly agreed with the statement: I understand that there is a new curriculum for mathematics

Students:

- 94% agreed or strongly agreed with the statement: Mathematics is an important subject
- 65% agreed or strongly agreed with the statement: Graded maths groups assist me in learning and understanding new maths concepts
- 94% agreed or strongly agreed with the statement: I do maths homework each week
- 94% agreed or strongly agreed with the statement: I enjoy doing maths each day
- 90% agreed or strongly agreed with the statement: Maths text books help me with my learning
- 95% agreed or strongly agreed with the statement: Mathletics is used on a regular in my class
- 85% agreed or strongly agreed with the statement: In my class we are taught regularly the strategies to solve the different types of problems
- 74% agreed or strongly agreed with the statement: I find problems and puzzles easy to solve
- 87% agreed or strongly agreed with the statement: My class practises solving problems on a weekly basis
- 87% agreed or strongly agreed with the statement: Interactive games on the computer and white board assist me in learning and reinforcing maths concepts

**Staff:**

- Staff members were surveyed and extended written responses were required regarding resource use, teaching practice, syllabus planning, problem solving and streamed grouping. Results will be analysed for future staff professional learning, and resource allocation in relation to implementation of the new syllabus.

**Future directions**

The results of the survey indicate that parents feel the need for more information on content taught in mathematics. There is also a high reporting of uncertainty surrounding the concept of streamed ability groups for mathematics. A mathematics parent information night is planned to be held again this year. This is to cover the teaching of mathematics. Additionally, a new syllabus information night is also planned. Information and research about grouping and how this relates to the new syllabus will be presented.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Numeracy**

**Outcomes from 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.
- 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.

**Evidence of progress towards outcomes in 2013:**

- All teachers in years 3 – 6 were involved in the Sydney Region TOWN project. As a result teachers were able to complete one on one assessments involving problem solving, place value and multiplication and division. Students were place accurately on the Numeracy continuum.
- Development of K-6 schedule for the recording of student data from SENA & PAT Maths on Edupro
- K-2 Staff engaged with Best Start numeracy training as well as CMIT allowing accurate placement of students on the numeracy continuum
- Students are more actively engaged in numeracy activities through the improved access to technology. This is evidenced by the significant usage and completion of Mathletics tasks.
• Parent information night on the teaching of mathematics held with regional consultant

Strategies to achieve these outcomes in 2014

• Use whole school planning and team planning processes to evaluate the current quality of numeracy teaching. Develop whole school scope and sequence focusing on the new Mathematics syllabus
• Investigate reciprocal numeracy program involving the implementation of teaching methodology and strategies.
• Implement school based professional learning that will increase teachers’ capacity to identify and address student’s numeracy needs.

School priority 2

Literacy

Outcomes from 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.

Evidence of progress towards outcomes in 2013:

• Expansive training on NSW English Syllabus for the Australian Curriculum
• Initial trialling of new syllabus
• Professional Learning sessions relating the Quality Teaching Framework to literacy learning in target areas, for example benchmarking, quality literature and multi model texts

• School wide emphasis on improving feedback to students regarding students’ progress
• Reading resources improved with emphasis on home readers, including both literary and factual texts
• Analysed data to identify students and needs in English through Learning and Support Programs and parent tutors
• Began implementation of Literacy Lexiles for home reading/borrowing
• Implemented Synthetic Phonics into kindergarten and year 1

Strategies to achieve these outcomes in 2014:

• Full implementation of the NSW English Syllabus for the Australian Curriculum
• Continued teacher professional learning on planning, programming, teaching and assessing the NSW English Syllabus for the Australian Curriculum
• Continued teacher professional learning focussing on the Quality Teaching Framework and its application to literacy learning within the new syllabus
• Conceptual based teacher programming and scope & sequence documentation developed over a two year cycle to ensure a variety of quality texts are covered K-6
• Regular modelled, guided and independent writing sessions designed to improve student performance in writing a variety of texts
• School wide emphasis on improving feedback to students regarding their progress
• Parents informed about the school’s approach to English and the NSW English Syllabus
• Explicit teaching of comprehension strategies and regular practice of comprehension skills
• Reading resources improved with emphasis on quality texts related to concepts, including both literary and factual texts
• Reading resources improved to include an extended range of texts focusing on Asian and Indigenous themes and perspectives
• Full implementation of Literacy Lexiles for home reading/borrowing

School priority 3
Engagement and Attainment
Outcomes from 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.

Evidence of progress towards outcomes in 2013:
• Focused on the domains and elements of the Quality Teaching Framework through the implementation of the new syllabus documents for the Australian Curriculum.
• Increased use of online learning programs have been incorporated into homework tasks.
• Developed regular sharing session about ICT use in the classroom
• Improved network access through:
  o New wireless access points installed
  o Recabling and reconfiguration of minilab in H Block
  o Purchase of additional netbook computers and secure charging / storage trolleys
  o Wireless network and netbooks repositioned throughout school
• Improved access to sporting programs for students through the use of outside agencies such as NAB auskick, milo cricket and additional options during school sport activities.
• Stage 3 enrichment groups program enhanced with the employment of a specialist mandarin teacher and the full implementation of the Lego Robotics program

Strategies to achieve these outcomes in 2014:
• Deliver professional learning session to staff about the Quality Teaching Framework and the three domains.
• Expand school involvement in regional programs such as Maths Olympiad and Premiers Debating Challenge through incorporation into stage programs.
• Continue a systematic and scheduled approach to entering data into Edupro and Sentral to be used to differentiate curriculum in the classroom and by support teachers.
• Continue to increase the use of ICT and video conferencing throughout the school.
• Increase curriculum offering through partnerships with external providers and expansion of enrichment groups
• Continue to build infrastructure and capacity of school computer network and improve hardware reliability

Professional learning
Staff professional learning was related to the school’s three-year priority areas or student centred needs areas and to the implementation of the new English syllabus. Departmental funding of $11112.80 for general teacher professional learning and additional funding of $4725.38 to support the implementation of the
new syllabuses for the Australian curriculum was further supplemented by school funds. Additionally, many DEC run courses were offered for the final time in 2013 due to DEC restructuring and changes in the delivery of curriculum consultancy services. This meant that additional training was undertaken in 2013 which originally was planned for 2014. Tied teacher professional learning funds were expended in advance in 2013 from the 2014 budget with a negative balance carried forward in the Annual Financial Statement. This negative balance will be absorbed from allocated in 2014 as well as through utilising additional school funds. In total $34238.58 was allocated to provide high quality teacher professional learning through regional projects and school-based initiatives.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Surveys were conducted of parents, teachers and students from years 2 – 6. Responses were received from 92 parents, 58 students and 11 teachers.

Their responses are presented below.

*Parents:*

- 99% agreed or strongly agreed with the statement: Teachers at this school expect children to do their best
- 90% agreed or strongly agreed with the statement: Teachers at this school motivate my child to learn
- 75% agreed or strongly agreed with the statement: Teachers at this school provide me with useful feedback on my child’s learning
- 87% agreed or strongly agreed with the statement: Teachers at this school treat students fairly
- 97% agreed or strongly agreed with the statement: This school creates an environment that helps my child learn
- 92% agreed or strongly agreed with the statement: My child is making good progress at this school
- 99% agreed or strongly agreed with the statement: My child feels safe at this school
- 94% agreed or strongly agreed with the statement: Student behaviour is well managed at this school
- 96% agreed or strongly agreed with the statement: The school values system is relevant and important
- 99% agreed or strongly agreed with the statement: My child likes being at this school
- 93% agreed or strongly agreed with the statement My child’s learning needs are being met at this school
- 75% agreed or strongly agreed with the statement: This school works with me to support my child’s learning
- 95% agreed or strongly agreed with the statement: I can talk to my child’s teachers about my concerns
- 82% agreed or strongly agreed with the statement: The school listens to parents and their opinions
- 92% agreed or strongly agreed with the statement: The school P&C is a valuable forum for connecting with the school
- 96% agreed or strongly agreed with the statement: This school is well maintained
- 93% agreed or strongly agreed with the statement: Students have easy access to technology

*Students:*

- 97% agreed or strongly agreed with the statement: My teacher expects me to do my best
- 96% agreed or strongly agreed with the statement: My teacher motivates me to learn
- 95% agreed or strongly agreed with the statement: My teacher helps me to learn
- 97% agreed or strongly agreed with the statement: I am making good progress in my learning at this school
• 94% agreed or strongly agreed with the statement: The school values system is relevant and important
• 83% agreed or strongly agreed with the statement: Teachers at this school treat students fairly
• 93% agreed or strongly agreed with the statement: Student behaviour is well managed at this school
• 89% agreed or strongly agreed with the statement: I feel safe at this school
• 92% agreed or strongly agreed with the statement: I like being at this school
• 94% agreed or strongly agreed with the statement: Students have easy access to technology

Staff:
• 100% agreed or strongly agreed with the statement: I expect children to do their best
• 100% agreed or strongly agreed with the statement: I motivate children in my class to learn
• 10% agreed or strongly agreed with the statement: This school creates an environment that helps student learning
• 100% agreed or strongly agreed with the statement: Student behaviour is well managed at this school
• 100% agreed or strongly agreed with the statement: The school values system is relevant and important
• 100% agreed or strongly agreed with the statement: The school has a focus on meeting student learning needs
• 100% agreed or strongly agreed with the statement: Teachers work with parents to support student learning
• 100% agreed or strongly agreed with the statement: The school listens to parents and their opinions
• 72% agreed or strongly agreed with the statement: This school is well maintained
• 73% agreed or strongly agreed with the statement: Students have easy access to technology

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: