School context statement

The school enrolment for 2014 was 371. Students were placed in 15 classes: 12 single grade and 3 composite classes.

Students from a Language Background other than English (LBOTE) numbered 104 which equated to 28% of enrolments. Thirty-one different language groups are represented in the school with Greek and Chinese being the most predominant.

There were 2 students who identified as indigenous.

Principal’s message

2014 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 Brain Busters problem solving groups; Stage 3 enrichment groups which comprise filmmaking, maths Olympiad, 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. These areas will form the basis for the development of future school planning documents throughout 2015 and beyond.

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 the DEC average across all aspects of literacy and numeracy and is comparable in many aspects with our statistically similar schools group.

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: 10 Distinctions, 16 Credits; English: 2 High Distinction, 10 Distinctions, 13 Credits; Spelling: 1 High Distinctions, 6 Distinction, 13 Credits; Science: 1 High Distinctions, 3 Distinction, 18 Credits; Computer Skills: 2 High Distinctions, 9 Distinctions, 23 Credits.

Three year 4 students gained entry into an opportunity class for 2015.

Many students from Kindergarten to year 6 also successfully completed the Premier’s Reading Challenge and 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 2014 included extensive training associated with the implementation of the new Science and Technology Syllabus; implementation of the new Maths syllabus; a focus on the teaching of mathematics, in particular the teaching of numeracy; and continued improvement in practice for the Learning support team supporting students through the new Every Student, Every School Policy and our participation in the National Collection of Data on Students with a Disability.

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

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 rose in 2014 leading to the creation of an additional class. This has been the result of smaller grades exiting the school from year 6 with increasing Kindergarten enrolments occurring at the same time.

Student attendance profile

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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</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>
<tr>
<td>School General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21.71</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
</tbody>
</table>
Professional learning and teacher accreditation

The staff was involved in school, district and regional professional learning in 2014. The staff participated in numerous courses including:

- Anaphylaxis training
- Annual CPR training
- Teaching outside the classroom (Royal National Park)
- Network meetings – ESL and LaST
- Health care procedures certification (SLSO)
- Primary executive network and Principal network conferences and meetings
- Women in sport – Leadership Initiative
- Implementation of the new Science and Technology Syllabus
- Premiers Sporting Challenge
- Supervising and mentoring teachers
- Not Just a Brush – visual art
- Assistive technology for students with special needs
- Road safety
- Consultative decision making
- Assessment and adjustment – implementing the new mathematics syllabus
- Core financial literacy for NSW Govt schools
- Foundation netball coaching accreditation
- Step into Maths
- Best Start
- Rich talk about texts in English
- Speaking and listening in English
- Annual child protection update

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>
<th>30/11/2014</th>
</tr>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>185201.49</td>
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<tr>
<td>Global funds</td>
<td>189450.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>76643.34</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>323329.93</td>
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<tr>
<td>Interest</td>
<td>4438.94</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20109.80</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>799173.50</td>
</tr>
</tbody>
</table>

| **Expenditure**             |            |
| Teaching & learning         |            |
| Key learning areas          | 45857.58   |
| Excursions                  | 61592.16   |
| Extracurricular dissections | 192856.93  |
| Library                     | 4868.28    |
| Training & development      | 12950.04   |
| Tied funds                  | 62733.77   |
| Casual relief teachers      | 65049.94   |
| Administration & office     | 67281.22   |
| School-operated canteen     | 0.00       |
| Utilities                   | 36111.15   |
| Maintenance                 | 50862.70   |
| Trust accounts              | 22803.71   |
| Capital programs            | 31486.00   |
| **Total expenditure**       | 654453.48  |

| **Balance carried forward**| 144720.02  |

A full copy of the school’s 2014 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 2014

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

Children have had opportunities to participate in workshops outside the school and to compete at the regional and state levels in showcasing their art.

Students were able to design a program cover in the SSSMF competition and displayed their talents in a comprehensive visual arts display which featured work from all classes on paper, canvas and wooden models at The Sutherland Entertainment Centre.

Students in early stage 1, stage 1, 2 and 3 entered Operation Art in support of the Children's Hospital at Westmead.

Artworks were framed and exhibited for the public to view.

Four children's works were selected to be hung by Operation Art in the Armoury at Olympic Park.

Two of our early stage one children were selected to be a part of a travelling exhibition.

One of our teachers was selected by Operation Art to be a tutor and run workshops for children over two days at Olympic Park and a day workshop at Cronulla South Primary School.

A nominated group of children were selected to participate in The Koori Art exhibition to extend their art talents using acrylic paint on canvas. They cooperatively researched, designed, drew and painted their concept on the theme 'Serving Country: Centenary and Beyond.' The artwork was selected for display at the Eora College Gallery in Sydney.

Create South

Once again KPS was well represented at the Regional Gifted and Talented initiative 'Create South'.

Create South is a three-day workshop for talented creative and performing arts students culminating in a matinee and evening performance.

As in past years, one of our teachers was selected to select and tutor the students in the art workshops in preparation for the final performance.

Students from KPS were selected in most strands of the creative and performing arts; drama, choir, band and Technology. One child was selected to sing solo in the choir and another to play solo in the band.

Music and Choir

The school music program offered extensive opportunities for students to build skills and expand their musical knowledge. All students participated in incursions from OzOpera, Barber of Saville who presented fantastic programs to broaden and enrich students’ understanding of the different types of music and instruments available.

The Year 2 choir in 2014 was comprised of 66 students. For the first part of the year the primary focus was the Sutherland Shire Schools Music Festival, culminating in the concert in August. They worked hard to learn the large repertoire required and performed with excellence. Students reaped the benefits of regular rehearsals where they learned about musical concepts such as pitch, rhythm, dynamics, beat, and vocal production. The choir also performed at a number of school events throughout the year, including Open Day/Grandparent's Day and Kareela Public School's Annual Performing Arts Showcase Evening.

All students in year 2 at Kareela Public School learn the recorder as an introduction to joining the band in year three. By learning the recorder, the students explore technical features such as musical notation, pitch, tempo and dynamics. The year 2 recorder group performed at a number of school events throughout the year, including Open Day/Grandparent's Day and Kareela Public
School's Annual Performing Arts Showcase Evening.

The year 4 choir accompanied by Mr. Peacock consisted of 29 students. Students participated in the Sydney Public School Music Festival which combined 300 students to perform at the Sydney Opera House. The choir was extended to include all year 4 students for school performances.

A Stage 3 choir was created for performances on Anzac Day, Kareela Public School’s Annual Performing Arts Showcase Evening as well as the Sutherland Shire Schools Music Festival. All students.

Sport

Student participation in physical education and sport is highly valued at Kareela Public School. 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; Gilmores 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. Additionally, this year students again participated in the Premiers Sporting Challenge with student sports house captains training as program leaders for the first time in a new initiative.

Sutherland Zone PSSA achievements

2014 was another very successful year for Kareela Public School both individually and as a school. In the major PSSA carnivals we were 1st in Swimming, 1st in Cross Country and 2nd in Athletics. We were the Sutherland Zone champion school in 2 of the major carnivals and runner-up in the third.

Kareela provided the Sutherland Zone girls age swimming champions in all 3 categories Junior, 11’s and Senior: Olivia, Ella & Alani.

Eight school records were broken this year (6 in swimming & 2 in athletics):

- 11Yrs Girls 50m Freestyle – Ella
- 11Yrs Girls 50m Backstroke – Ella
- 11Yrs Girls 50m Butterfly – Ella
- 12/13Yrs Girls 200m Medley – Alani
- Senior Girls 4 x 50m Relay – Norman house (Alani, Ella, Lauren & Charlotte)
- Senior Girls 4 x 50m Relay – Sutherland Zone Record (Alani, Ella, Lauren & Charlotte)
- 11 Yrs Boys High Jump – Noah
- 12/13 Yrs Boys 800m – James

We were Premiership Runners Up in:-

- Senior Boys Basketball
- Senior A Netball

Kareela students represented Sydney East Region at state carnivals in 9 different sports: - athletics, cross country, netball, girls cricket, girls football, swimming, rugby league, rugby union & water polo.

Sports Champion Awards

Boys Champion 2014 - James

- Senior Boys Athletics champion
- Sutherland Zone Athletics Champion
- Senior Boys Cross Country champion
- Sutherland Zone Cross Country Champion
- Represented Sydney East at the state cross country carnival

Girls Champion 2014 - Alani

- Senior Girls Swimming Champion
- Sutherland Zone Swimming Champion
- Senior Girls Athletics Champion
- Sutherland Zone Athletics Champion
- Represented Sydney East at 3 state carnivals – netball, swimming and athletics
- Captained the Sydney East Regional Netball team

The Premiers Sporting Challenge Medal 2014 - Ella

- Has 10 school swimming records to her name
- 11Yrs Girls Swimming Champion
- 11 Yrs Girls Sutherland Zone Swimming Champion
- Sydney East regional 50m Freestyle Champion

**Swimming Champions**

Jnr Boy - Mitchell
Jnr Girls - Olivia (Sutherland Zone Champion)
11Yr Boys – Noah M
11Yr Girls – Ella (Sutherland Zone Champion)
Snr Boys - Flynn
Snr Girls - Alani (Sutherland Zone Champion)

**Athletics Champions**

Jnr Boys - Kade
Jnr Girls - Taharna
11Yr Boys - Noah D
11Yr Girls - Kaitlyn
Snr Boys - (Sutherland Zone Champion)
Snr Girls - Alani (Sutherland Zone Champion)

**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](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 60.7% of students were placed in the top two bands compared to 65.4% of students in statistically similar schools and 46.1% of the state Department of Education and Communities (DEC) schools.

In year 3 writing 66.1% of students were placed in the top two bands compared to 60.9% of students in statistically similar schools and 43.4% of the state DEC schools.
In year 3 spelling 64.2% of students were placed in the top two bands compared to 67.8% of students in statistically similar schools and 48.6% of the state DEC schools.

In year 3 grammar and punctuation 62.5% of students were placed in the top two bands compared to 70.4% of students in statistically similar schools and 50.6% of the state DEC schools.

In year 5 reading 33.3% of students were placed in the top two bands compared to 45.9% of students in statistically similar schools and 32.1% of the state DEC schools.
In year 5 writing 22.2% of students were placed in the top two bands compared to 25.1% of students in statistically similar schools and 15.6% of the state DEC schools.

In year 5 spelling 53.4% of students were placed in the top two bands compared to 54.1% of students in statistically similar schools and 41% of the state DEC schools.

In year 5 grammar and punctuation 51.1% of students were placed in the top two bands compared to 58.5% of students in statistically similar schools and 41.2% of the state DEC schools.

In year 5 numeracy 28.8% of students were placed in the top two bands compared to 43.5% of students in statistically similar schools and 26.5% of the state DEC schools.
Other achievements

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.

Several students in each stage then proceeded to the school finals with this year’s finalists being Jade, Chiara, Max and Jayden from stage 1. Stage 2 representatives were Shay, Tasha, Ruby and Lachlan. Finally, from stage 3, James, Taharna, Sarah and Lara. 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, James 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. James continued to speak with clarity and persuasiveness and was again successful, moving through to the Sydney Region finals where he was successful in taking out first place. This followed on from James’ success in winning the Sydney Region Multicultural public speaking finals in 2012. Congratulations James and well done!

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.

Peer Support

Throughout 2014 all students from Kinder to Year 6 were involved with an eight week Peer Support Program. It was held on Thursdays in weeks 1 to 9 of term 4 (Peers Support did not run in week 7 due to Year 6 camp).

Students were put in small groups of approximately 12 and each group had year 6 leaders and year 5 co-leaders. The remainder of the group was comprised of students from across all grades and included the year 6 leader’s kindergarten buddy.

We followed the Peer Support Foundation program on Keeping Friends and the skill development focus was:

- critical thinking
- empathy
- conflict resolution
- assertiveness
- relationship building

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 2013 included: providing explicit feedback for student leaders to develop and enhance their leadership capacity and developing relationships across the school community through planned and systematic opportunities for social interaction.

The completion of the peer support Keeping Friends module was part of a whole school focus on student well-being. Regular information was presented to parents via weekly newsletters.

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.

**Maths Olympiad**

This year Kareela Public School took part in the Australasian Problem Solving Mathematical Olympiads for 2014. The Olympiads consist of five separate contests held approximately one month apart between May and September. The overall aim is to encourage students to develop important mathematical problem solving skills in an enjoyable environment.

Seventeen students were selected across years 4-6 to represent Kareela Public School and they participated in organised practice sessions on a Tuesday afternoon as part of the school enrichment program. Practice sessions were used to regularly practice mathematical problem solving and reflect on student progress.

Kareela Public School competed in Division J as team 223204A and finished with a team score of 101 and had one student achieve in the top 25% of the 2014 Australasian Problem Solving Mathematical Olympiad.

**Tournament of the Minds**

This year four teams of seven students participated in the Sydney East Regional Tournament of Minds Challenge. Students from Year 3 to 6 were involved the TOM challenge. This was the first time we had such a range of students in Tournament of Minds. The teams were entered in Applied Technology, Social Science and Language-Literature. Each team spent six long weeks solving a problem and preparing a presentation for tournament day.

All teams performed well on the day with the adjudicators being very impressed with their teamwork, ingenuity and passion to represent the school in this Australia wide tournament.

**Band**

2014 was a year of development for the Band Program. The band program in 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 2013. In 2014 all bands combined to perform in the Engadine Bandfest held at the end of term 2. The combined band received gold award whilst the junior band members were commended on their first performance. All bands continued to perform at assemblies at the end of each term to highlight new musical pieces. The Senior Band performed at a variety of events including Education Week, Presentation Day. The concept of introducing Year 2 to the band program in Term 4 once again 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

**Significant programs and initiatives – Policy and equity funding**

**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 dancer Sean Choolburra who presented an educational and entertaining program of dance, stories, paint and fire creation, didgeridoo playing with a wonderful array of artefacts from fishing nets to hunting shields.

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 and anti-racism**

Students from a language background other than English (LBOTE) numbered 105 which equated to 28% of the total school enrolment. Thirty two language groups are represented in the school, with Greek and Chinese being the most predominant.

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

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

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

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

**Aboriginal background**

The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students.

Two students are identified as Indigenous background. Individual PLPs are written for each student. Additional resources are allocated as required. Students participate and are engaged in a variety of programs which improve the outcomes of all students. School based strategies monitor and support the regular attendance of students.

**Socio-economic background**

The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment Registration Number (ERN) system.

Schools have the flexibility to decide how these resources will be best used to support students with additional learning needs associated with their socio-economic funding.

The Learning Support Team provides holistic planning and programs to address identified student needs. Funds were expended to provide additional SLSO support to students, additional mathematics assistance and for Student financial assistance.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Professional dialogue to evaluate teaching practices and programs
- Student feedback on school programs and initiatives
- Parental written feedback is received and evaluated

**School planning 2012-2014:**

**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 achievement of outcomes in 2014:**

• Naplan Year 3: In Measurement, Data and Space & Geometry 90% of students achieving >Band 3 and 60% of students achieving Bands 5 and 6.
• In Number and Patterns & Algebra 90% of students achieving >Band 3 and 70% achieving Bands 5 and 6.
• Year 5: In Measurement, Data and Space & Geometry 90% of students achieving >Band 5 and 70% of students achieving Bands 7 and 8.
• In Number and Patterns & Algebra 90% of students achieving >Band 5 and 70% achieving Bands 7 and 8.
• All students in Year 5 show at least two bands of growth in Numeracy compared to their Year 3 results.
• Uniformed professional learning in 2014 has provided a platform to converse in common language about the effective implementation of the new mathematics syllabus.
• Across the school grades utilise the available data to inform their programming.
• K-2 explicitly track the students on the numeracy continuum and years 3 -6 are continuing to implement this initiative.
• PAT testing has proved effective in developing monitoring and tracking of student progress with results shared across years via the SENTAL platform

**Strategies to achieve these outcomes in 2014:**

• Use of whole school planning and team planning processes to evaluate the current quality of numeracy teaching.
• Development of a whole school scope and sequence focusing on the new Mathematics syllabus
• Implementation of school based professional learning to 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 achievement of outcomes in 2014:**

• Continued training on NSW English Syllabus for the Australian Curriculum
• Implementation 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 tracking students’ progress
• Reading resources improved with emphasis on guided readers, including both literary and factual texts
• Analysed data to identify students and needs in English through Learning and Support Programs and parent tutors
• Promotion of English and new syllabus through newsletter as well as school based activites.
• 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 focusing 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
• 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

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 achievement of outcomes in 2014:
• Development and implementation of whole school assessment policy and timeline
• Teachers, support staff and LST now use SENTAL data to differentiate programs targeting under performing and high achieving students
• Introduction of Tasting China and Mandarin language Program as well as Robotics program and Film making in Stage 3.
• Expanded school involvement in district and regional programs by commencing an in school debating program during lunchtimes. Senior students participation in maths Olympiad
• Developed partnership with local TAFE for placement of Social work students to assist with delivery of support programs at school level.
• External providers provide increase access to PD/H/PE programs Eg Gymnastics, Dance 2BFit, Involvement in Premier’s Sporting Challenge
• Staff surveyed to prioritise QTF into annual focus element(s)

Strategies to achieve these outcomes in 2014:
• Expanded school involvement in Maths Olympiad through incorporation into stage 3 program.
• Continue a systematic and scheduled approach to entering data into the SENTRAL platform 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 (HSK mandarin language program) and expansion of enrichment groups
• Continue to build infrastructure and capacity of school computer network and improve hardware reliability with additional wireless points and cabling installed

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Parents:
“I think all the programs offered at Kareela are really good for our kids and because of the broad range it allows them to shine in the areas they are good at.”
“Sporting opportunities are done very well at KPS. I would like to see study groups available to middle primary and senior primary either before or after school in both English and maths.”
“Student behavior is faultless, the way in which the staff both reward and reprimand the children in order to train them as responsible citizens is brilliant.”

Students:
“We love access to the library at lunchtime.”
“The older students and interested and care for the younger students.”

Additionally, data was collected using the Tell Them from Me student survey across years 4-6. Respondents reported the following:

- 83% of students had a high sense of belonging (DEC norm 81%)
- 90% of students had positive relationships (DEC norm 85%)
- 91% of students valued school learning outcomes (DEC norm 96%)
- 49% of students had positive homework behaviours (DEC norm 74%)
- 95% of students had positive behavior (DEC norm 83%)
- 70% of students were interested and motivated in their learning (DEC norm 75%)

Teacher:
“As teachers we are here to ensure we provide each child with an education that will empower them to make choices and decision, which influence the direction their lives will take.”

“The school caters for the whole child and students who struggle academically still feel successful and included at school.”

“I like to see each child attempt new challenges with appositive outlook and a desire to develop as an individual.”

“As a school we should all aim to encourage manners and respect to all people in our school and wider community and promote a love of learning now and in the future.”

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.