2010 Annual School Report
Kareela Public School

NSW Public Schools – Leading the way
**Messages**

**Principal’s message**

Our students in 2010 have continued to excel in academic, sporting and creative pursuits.

Academically, results across all grades were exceptionally high in school-based assessments. In NAPLAN, all year 3 results in literacy and numeracy were above state and national averages and Sydney Region results. In year 5, results in writing were above these averages with outstanding growth in writing from years 3 to 5. Six year 6 students gained entry into selective high schools and four year 4 students gained entry into opportunity classes.

In the Australasian Schools competitions in English, mathematics, science and computers, students received five certificates of high distinction, 61 distinctions and 160 credits. Many children in all classes participated in the Premier’s Reading Challenge.

Our school continues to focus on the development of the whole child. Strong and effective student welfare programs and a highly successful values system permeate all school programs. Several wellbeing projects also support student engagement in the life of the school.

The staff participated in professional development opportunities at the school and regional level and also with other local schools. These initiatives further improved teachers’ skills in teaching and learning for the benefit of all students.

Building projects with the federal government’s *Building an Education Revolution* (BER) program were finalised in 2010. All students and staff are now benefiting from the:

- refurbished library;
- new classroom;
- upgrade to all toilets;
- upgrade to canteen and staff kitchen;
- covered walkways; and
- improvements to the grounds at the front of the school.

These grants continue to improve resources at the school together with funds raised by an enthusiastic Parents’ and Citizens’ Association (P&C), funds obtained by the school through a contract with Tom Thumb Kindergarten to provide Out of School Hours (OOSH) care, and a community use agreement with Sylvan Dance Academy for their use of the school hall.

I am honoured to lead and manage Kareela – a public school of excellence that promotes a lifelong love of learning and engages students in developing strong values that will shape their future lives.

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

Details of many highlights are included in this report and I hope that you enjoy reading about your children’s and our school’s achievements. I thank everyone who contributed information to this report, to parents who attended our focus group and students, staff and parents who responded to our many surveys.

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.

Dr Margaret Turner - Principal

**P & C message**

The P&C is a voluntary organisation to advance the best interests of the school by bringing together parents, citizens and teaching staff into close cooperation. Membership is open to all parents of children attending KPS, and members of the wider community.

This has been a year of fun and a bit of work. I have been fortunate to have had the opportunity to be part of a great team of dedicated parents on the P&C who have produced an excellent fundraising result in a difficult year.

The P&C raised $22,000 towards school improvements, bringing the total of contributions for the last five years to $137,000. The P&C took over the role of managing the canteen in term 4 2009. A supervisor was employed to run the canteen in conjunction with the canteen sub-
committee and supports the DET Healthy Food Strategy. Fundraising included a chocolate drive, Election Day stalls, a trivia night, Mother’s and Father’s Day stalls, sale of entertainment books and gift cards. Thanks to the executive, committee coordinators, members of the P&C and parents for such a fantastic team effort.

Thinking about joining the P&C? The benefits of being a committee member are that you keep informed about activities within the school and its various interest groups, assist in fundraising to provide facilities and equipment for the school, take an active interest in the general welfare of the children, have the opportunity to get together socially with other parents and staff and help to further enrich the school community. The P&C meets on Tuesday evenings at 7.30pm on the 3rd and 8th week of each term.

In closing, I would like to thank the staff for their support of the P&C and their commitment to the improvement of the quality of education of our children.

Graeme Wright - P&C President

Student representative’s message

What a great year 2010 has been for me. It all started on Presentation Evening 2009. I sat anxiously in my seat waiting to hear the announcing of the school captain for 2010. ‘The school captain for 2010 is….. Brandon Shimooka.’ I felt like I was on top of the world, a feeling that I will never forget for the rest of my life. I felt so honoured that I had earned such an important role in Kareela Public School that I had wanted since kindergarten. I also felt honoured that teachers and peers voted for me because they thought I was fit for the job.

Throughout 2010, I have had the privilege to represent our great school at a number of occasions eg. the Official Opening of the School Year that I went to with my fellow captains and our principal. I also represented our school at a number of sporting events such as PSSA soccer.

Being school captain gave me opportunities to practise new skills such as public speaking. Before becoming school captain, having to write speeches and say them in front of audiences would make me very nervous. However, once I became comfortable with having to write and read these speeches, I started to enjoy talking in front of such a large group of people.

I started my school life at KPS in 2004. My first teacher was one of the nicest teachers I have ever had. I was also lucky enough to have my cousin in year 2 and was welcomed by my buddy in year 6 who has probably now finished high school. I will never forget my friendships, my teachers and my experiences that I have had. I hope that in the years to come, others will love Kareela Public School as much as I did.

Brandon Shimooka – School captain

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>185</td>
<td>198</td>
<td>196</td>
<td>193</td>
<td>176</td>
</tr>
<tr>
<td>Female</td>
<td>185</td>
<td>174</td>
<td>170</td>
<td>161</td>
<td>162</td>
</tr>
</tbody>
</table>
As in the last three years, enrolled males were greater than enrolled females. Total student enrolments have been declining slightly since 2007.

Student attendance profile

As in 2007 and 2009, student attendance is greater than attendance for the region and the state.

Management of non-attendance

As the graph above indicates, non-attendance for full days is not a concern at our school, however, attendance is still constantly monitored throughout the year by the school and also by visits from the home school liaison officer (HSLO). The graph, though, does not report on partial attendances and these are a concern. Many students arrive late to school and leave school early for unjustified reasons.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2G</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3/4J</td>
<td>3</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>3/4J</td>
<td>4</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KJM</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1P</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1WH</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>5/6B</td>
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<tr>
<td>5/6O</td>
<td>5</td>
<td>15</td>
<td>26</td>
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<tr>
<td>5/6O</td>
<td>6</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>5/6S</td>
<td>5</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>5/6S</td>
<td>6</td>
<td>11</td>
<td>27</td>
</tr>
</tbody>
</table>

Structure of classes

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

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
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<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
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<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>19.2</strong></td>
</tr>
</tbody>
</table>

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

No staff at KPS has an indigenous background.

Staff retention

Staff retention was exceptionally stable. One executive staff was relieving at another school and this position was filled with a temporary appointment. Two teachers were on maternity leave and these positions were also filled with temporary appointments. Another temporary teacher was successful in gaining a permanent position at the end of term 1 and this position was then filled with another temporary appointment.

Teacher qualifications

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

Enter text here

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>79%</td>
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<tr>
<td>Postgraduate</td>
<td>21%</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.

Date of financial summary: 30/11/2010

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<th>Income</th>
<th>$</th>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>162064.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>42154.09</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>325651.33</td>
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<tr>
<td>Interest</td>
<td>6700.04</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19994.12</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>673132.29</strong></td>
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</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>59052.15</td>
</tr>
<tr>
<td>Excursions</td>
<td>56741.83</td>
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<tr>
<td>Extracurricular dissections</td>
<td>138025.93</td>
</tr>
<tr>
<td>Library</td>
<td>3225.77</td>
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<tr>
<td>Training &amp; development</td>
<td>14425.88</td>
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<tr>
<td>Tied funds</td>
<td>51086.56</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>29063.15</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>56655.69</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>28497.67</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28497.67</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>22447.45</td>
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<tr>
<td>Capital programs</td>
<td>23056.43</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>511951.09</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>161181.20</strong></td>
</tr>
</tbody>
</table>

The total amount received from the voluntary school contribution was $21714. This amount is included in ‘School & community sources’. All of the funds from the voluntary school contribution were used directly in classrooms to support teaching and learning programs. ‘School & community sources’ also includes payments for excursions, sport, band, dance and all other extra-curricular activities.

‘Administration & office’ includes payments to suppliers of $35178 for GST. This amount is recouped from the ATO but is included in income in ‘Global Funds’.

The balance carried forward includes funds already committed to:

- unpaid salaries for teachers, ancillary staff and teachers’ aides (special);
- tied and trust accounts;
- unpaid accounts and orders, including maintenance costs; and
- asset replacement including the purchase of a photocopier and another IWB for the new classroom.
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

The school offers a wide range of extra-curricular activities. Several highlights in the arts, sport, public speaking and gifted programs such as Create and Tournament of Minds are outlined in the following reports. Results from the National Assessment Plan (NAPLAN) in Years 3 and 5, and school-based assessments in literacy and numeracy across all grades are also outlined.

Achievements
Arts
Visual arts
Students in all grades entered artworks in the school competition to design our values awards. In each class, designs by a boy and a girl were chosen to represent each of the seven values and these were awarded to deserving students throughout the year.

Students also displayed their talents in the program cover competition and visual arts display at Sutherland Entertainment Centre for the Sutherland Shire Schools Music Festival.

Students in stages 1, 2 and 3 entered Operation Art in support of the Children’s Hospital 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. A stage 3 boy’s work was selected by a DET executive to hang in his office in Bridge Street. This work will be included in a teacher’s resource CD and will tour the regional hospitals with Art Bank. A stage 3 girl’s work was selected from 699 pieces to be projected during the performances of the Schools Spectacular.

Stage 3 boy’s artwork ‘Botany Bay’

One of our teachers was selected by Operation Art to run workshops for children over two days at Olympic Park.

Stage 2 and 3 students attended ceramic, painting and art appreciation workshops at Hazelhurst Regional Art Gallery. Many children now enrol in after school programs organised by the gallery.

All students considered the message, ‘Breaking the silence - Not Silent, Not Violent’ as part of the inaugural White Ribbon Art Exhibition. Students in stage 3 explored the issue of violence to women and how to express their collective ideas to help raise awareness for others. Sculptural pieces and ink drawings were accepted and displayed at the Pine Street Gallery in Chippendale.

Drama
Through drama, the junior students explored mime and the importance of gestures and facial expression to convey meaning. The senior students created their own plays and ballads concentrating on delivering content in an informative and entertaining way.

Stage 2 students explored the meaning of play building and how they could represent their scripts through technology, using podcast and radio dramas, pivot and claymation.

Students were able to present a wide range of talent when they performed at Thomas Holt Retirement Village.
**Band**

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

The stage band consists of a group of talented students from years 4, 5 and 6 and this band was also invited to perform in a concert at Wollongong early in the year.

The performance and stage bands received gold awards at Bandfest whilst the intermediate band received a silver award. The training band performed for the first time at BandFest and also received a silver award.

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

**Choir**

The K-6 music program that operates in all classes as part of the Release from Face-to-Face (RFF) teaching program has resulted in improved student understanding of the components of music, and has also improved their performance skills.

The students in the senior choir performed at many school events and also at the Sutherland Shire Schools Music Festival.

Stage 2 students performed at school events and also entertained the senior citizens from St John’s Anglican Church at Thomas Holt Village. The year 4 choir auditioned to sing at the Opera House and was successful. This performance was an outstanding opportunity for all students involved.

The Year 2 choir sang in the combined choir in the Sutherland Shire Schools Music Festival and entertained various audiences within the school.

Students were also members of the Children’s Youth Choir, Sing NSW Sutherland Choir and the Sydney Region Choir. They performed throughout the year at various venues.

A year 5 student performed at an outstanding level in various local musical productions, professional shows and in TV work.

**Dance**

The stage 1 dance troupe performed at:
- Sydney Region Dance Festival;
- Shire Youth on Parade;
- Kurranulla; and
- K-2 Christmas Concert.

The stage 2 dance troupe performed at:
- Shire Youth on Parade;
- Kurranulla;
- Education Week at Westfield Miranda; and
- Thomas Holt Retirement Village.

One dance student also represented the school at Create South, a workshop and performance for gifted and talented creative and performing arts students.
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 tutor the students in their workshops in preparation for the final performance.

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

Sport

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

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

Kareela this year was once again very successful at all three Sutherland zone carnivals gaining 3rd place in swimming, 2nd in cross country and 2nd in athletics. This was an outstanding achievement.
Students were also runners-up in:
- senior boys’ and girls’ basketball.

Students from KPS represented Sydney East Region at state carnivals in:
- athletics;
- basketball;
- hockey; and
- water polo.

Year 3-6 students not involved in PSSA, and K-2 students were involved in a range of leisure sports to enhance and develop a range of fundamental movement skills. Sports activities included modified water polo, tennis and modified games of cricket, netball, basketball, t-ball and yoga.

In yoga, year 3-6 students had the opportunity to be taught basic postures to promote strength, flexibility and endurance. They also learnt strategies to help them to relax and how to practise different focusing techniques.

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

The Learn to Swim program was attended with enthusiasm by 90 K-2 students.

In term 3, the whole school participated in a Fun Run sports day. The day was enjoyed by all students, funds were raised for the school and the health benefits of exercise were promoted as part of the PDHPE program at the school.

Public speaking

Public speaking is a highly valued integrated program at Kareela 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 the semi-finals. Several students in each stage then proceed to the finals. Parents are encouraged to attend and be an audience at the finals. Children are also selected to showcase their musical expertise in a variety of ways. From the finals, one student in each stage is selected to proceed to the Sutherland Western Zone Competition. This year a stage 1 student was successful in proceeding further to the District Competition.
Tournament of Minds

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

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

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Literacy – NAPLAN Year 3
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in reading between Year 3 and Year 5

- School
- SSG
- State DET
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
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<tr>
<th>Subject</th>
<th>Percentage</th>
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</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>97</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>
Student achievement in school-based assessments

School-based assessments in literacy

The results below are based on continuous assessment in classes throughout the year.

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<thead>
<tr>
<th></th>
<th>Working towards outcomes</th>
<th>Achieving expected outcomes</th>
<th>Working beyond outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>10%</td>
<td>62%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Key - L: Limited; B: Basic; S: Sound; H: High; O: Outstanding

<table>
<thead>
<tr>
<th>Year</th>
<th>%L</th>
<th>%B</th>
<th>%S</th>
<th>%H</th>
<th>%O</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
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<td>19</td>
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<td>Year 2</td>
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<td>Year 3</td>
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<td>Year 4</td>
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School-based assessments in numeracy

<table>
<thead>
<tr>
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<th>Working towards outcomes</th>
<th>Achieving expected outcomes</th>
<th>Working beyond outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>2%</td>
<td>53%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Key - L: Limited; B: Basic; S: Sound; H: High; O: Outstanding

<table>
<thead>
<tr>
<th>Year</th>
<th>%L</th>
<th>%B</th>
<th>%S</th>
<th>%H</th>
<th>%O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>0</td>
<td>10</td>
<td>79</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>0</td>
<td>4</td>
<td>52</td>
<td>38</td>
<td>6</td>
</tr>
<tr>
<td>Year 3</td>
<td>0</td>
<td>8</td>
<td>44</td>
<td>38</td>
<td>10</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

No students at the school are identified as Aboriginal or Torres Strait Islander. All students participate in programs that build knowledge and understanding of Aboriginal Australia including aspects of history, traditional culture and current culture and events. Aboriginal perspectives are included across the curriculum and in greater depth in the Key Learning Area, Human Society and Its Environment. Many school excursions this year involved Aboriginal guides and activities to improve students’ education about Aboriginal Australia. All staff was updated on the Aboriginal Education Policy. An ‘Acknowledgement of Country’ is made at school assemblies and functions to show respect for Aboriginal culture and heritage and the ongoing relationship the Traditional Custodians have with the Land.

Multicultural education

The total number of students at the school with language backgrounds other than English (LBOTE) is 32.6%, with students coming from a wide variety of non-English speaking backgrounds (NESB).

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

The school’s target for 2010 focused on an intensive literacy support program for stage 1 students. The ESL program was included in this target and supported students from LBOTE in team teaching in both early stage 1 and stage 1.
On Harmony Day we shared the values, cultural experiences and heritage of all students from countries other than Australia. Students also donated funds through World Vision to sponsor a six year old child from the People’s Republic of China.

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

Respect and responsibility

There is a strong focus on the development of respect and responsibility in the school’s student welfare and values programs, and class teaching and learning programs, especially in Human Society and Its Environment (HSIE) and in Personal Development, Health and Physical Education (PDHPE).

Restorative justice practices are employed in dealing with inappropriate student behaviours and a strong and effective award system is implemented across the school to reward and reinforce student effort, progress and success.

The school’s values system is embedded in the life of the school with the school’s values being recognised on a daily basis and with students being awarded with values awards each week.

A Buddy Program operates for new kindergarten students and also for new students enrolling in other classes throughout the year. The Buddy Program develops student leadership and represents the school’s values in action.

Support Teacher Learning Assistance (STLA)

The STLA is allocated to the school for one day each week through the Sutherland Area. The STLA’s main role is to assist students with high literacy needs with specific focus on year 3 and year 5 who perform in the lowest bands and/or below the national benchmark in NAPLAN.

In 2010, the STLA supported the literacy team in the implementation of the school’s target to improve writing and spelling skills.

The STLA also supported the implementation of K-6 assessment of phonemic awareness and reading fluency. This assessment provided valuable information to classroom teachers that enabled them to plan effective programs to target the needs of their students. It highlighted the students requiring additional support in literacy and provided a focus for the STLA program. It also provided an effective means of monitoring student progress from K-6.

The STLA then monitored those students who were not reading at a grade appropriate fluency rate, as reading at an appropriate fluency rate is essential for comprehension.

The STLA supported the implementation of a variety of fluency and phonemic awareness programs for small groups of students in K-6. These students made gains in phonemic awareness which resulted in improved fluency and accuracy scores.

School chaplaincy program

The school chaplaincy program completed its third year at KPS in 2010. The chaplain position is funded by the Federal Government as part of the National School Chaplaincy Program. Some highlights from the year included:

- One-on-one social, emotional and/or spiritual support and mentoring.
- Students in various stages participated in a ‘Perspectives’ group, ‘Brave Buddies’, and a social skills group.
- ‘The Friendship Tree’ – a social support area of the playground, operated two lunchtimes per week and has been a valuable alternative playground option. It has also provided an opportunity for informal leadership development amongst peer helpers.
- Over 100 students participated in the World Vision ‘40 Hour Famine’. A total of $2554 was raised to support children and communities in India, Nepal, Kenya and Cambodia. This amount earned the school the title ‘Top Fundraising School in Sydney’. Six students also received individual prizes for outstanding fundraising efforts.
- Anti-Poverty Week was recognised by creating a banner of students’ handprints that was subsequently presented to the local Federal MP for Cook.
A fundraising event was also organised to respond to the tragic devastation caused by the earthquake in Haiti early in 2010.

The ‘Homework Club’ was re-started during term 4 supporting students with homework.

Coordination of the weekly Special Religious Education (SRE). SRE concluded with a whole school Christmas celebration.

A Christmas food collection for the Salvation Army, Menai, saw the KPS community contribute many hundreds of dollars worth of food to support families in the local area.

The Learning Support Team (LST)

This year has been extremely busy for the LST. Students requiring support from K-6 were identified through NAPLAN and school-based assessments. Groups were formed to target specific needs both academically and socially. Support programs were devised and implemented by our STLA and other support personnel.

In kindergarten there was a specific program aimed at developing language and social skills. Years K, 1, 3 and 4 were supported with reading and writing programs. Years 2, 5 & 6 were supported with phonemic awareness and spelling programs to improve reading and writing.

Two kindergarten students were referred to the Language Support Class at Caringbah PS where they were accepted and attended for the second half of this year. Both students happily settled in and made pleasing gains in a small group setting. One will be returning in 2011 whilst the other will continue in the Language Class next year.

Under the umbrella of LST, we always endeavour to keep parents informed and involved with our programs. This year we would also like to thank the small group of parents who came to the school and helped with support programs for individual students. Their regular visits contributed to the progress for some of our students who required extra assistance.

Student leadership

The broad range of opportunities in student leadership at Kareela ensures that many students have the opportunity to take on leadership roles.

The four areas of leadership include:

- Captains and vice-captains;
- Sports house captains and vice-captains; and
- Student Representative Council (SRC); and
- Environment Team (E Team).

Each area of leadership provides a variety of opportunities and encompasses different responsibilities. Each group of leaders meets regularly with their coordinators to establish goals, timelines and specific roles.

The captains and vice-captains have had a major role in school governance, coordinating the effective daily operation of the school.

The sports house captains and vice-captains assisted the sports patrons at our three carnivals and monitored the use and organisation of sports equipment on a daily basis.

The members of the SRC:

- ran the school assemblies and delivered reports when needed;
- raised funds through various activities for:
  - charities focusing on the local community and wider needs areas including Stewart House, Sydney Children’s Hospital and Southern Community Welfare; and
  - the purchase of equipment and library books for the school.

Students enjoy the SRC Disco
Environmental education for sustainability

There is a strong focus on environmental education at KPS. Initiatives implemented throughout the year include:

- weekly E team meetings involving students in gardening and school grounds maintenance, comingled recycling and environmental discussions;
- lunchtime eating arrangements supervised by class teachers to provide opportunities for comingled recycling and reduction of rubbish in the playground;
- green vouchers awarded to students for environmentally friendly behaviours;
- Earth Hour Day with class and assembly talks, turning off all power for several hours and a prize draw of an energy saving torch for all families participating in Earth Hour Day;
- Clean-up Australia Day removing all litter from the school grounds;
- National Tree Day planting native trees and shrubs in the school grounds;
- more efficient organisation of cardboard, paper and comingled recycling;
- ongoing mobile phone recycling in the Phone for Trees program and to raise funds for the school;
- emphasis on waste-free lunches using display boards as daily student reminders;
- canteen’s support of waste-free lunches by introducing reusable lunch bags;
- regular environmental tips in the parent newsletter;
- attendance at network meetings and participation in training to prepare the School Environment Management Plan (SEMP);
- presentation by the E Team at the Transition to School program for new kindergarten families; and
- student led monitoring of power and water usage and reducing litter.

Another student enjoys the SRC Disco

Year 2 students planting seedlings in the new front garden

Students participating in Clean-Up Australia Day
Transition to school
The Transition to School program at Kareela ensures new families and their children feel welcome in the school environment and are informed about the school’s procedures and processes, and school and class organisation. The program was held over four weeks in terms 3 and 4 and sessions included:

- attending an expo evening to find out about learning in the 21st century including a demonstration of the use of IWBs;
- introductions to year 5 buddies;
- experiencing developmental play afternoons in a kindergarten classroom including fine and gross motor activities, using the computers, stories, dress-ups, shopping and restaurant corner and music activities;
- attending 12 stations providing information about school programs, curriculum, support programs, parent groups and many more;
- enjoying afternoon tea with current parents and staff and having a tour of the school.

Year 5 students also presented their kindergarten buddies with a welcome card, a book about school and a buddy bag filled with school activities.

Progress on 2010 targets
Target 1
To improve levels of literacy across the school with emphasis on:
- reading;
- Year 3 literacy skills; and
- literacy success for boys.
Our achievements include:
- reading groups using appropriate texts pitched at instructional level;
- age appropriate choice of proportion of factual texts/fictional texts selected;
- texts chosen for appeal to boys as well as girls;
- promotion of home reading scheme at assemblies and in weekly newsletters and at Meet the Teacher night;
- students home reading at independent level;
- all students involved in and recording home reading regularly;
- more parents signing off on home reading;
- all teachers monitoring and recording home reading of students;
- Bronze awards given to encourage home reading;
- 100 nights of reading awards for stage 1 students; and
- 200 nights of reading awards for stage 2 students.

Target 2
To develop connected learning through improved ICT
Our achievements include:
- further access to online programs, resources and projects for both staff and students;
- students in all stages demonstrate a higher use of ICT in the classroom; and
- students use webquests, online projects, blogs and wikis on a regular basis.

Target 3
To develop teaching and learning programs and implement whole school practices for improved sustainability
Our achievements include:
- display boards advertising high, low and no-waste recess and lunches promoted at school events and assemblies;
- students with waste-free recess and lunches rewarded with green vouchers;
- environmental information presented to students at assemblies and in the parent newsletter;
- stage 3 students and teachers involved in Clever Climate project to reduce the school’s environmental footprint;
- raised awareness of environmental concerns and ways to improve our practices for improved sustainability.
Target 4
To further improve practices to support the learning and wellbeing of students
Our achievements include:
- increased student understanding and demonstration of school’s values;
- *Friendship Tree* focus on values – star cards to integrate into class award system
- improved student engagement in learning in senior years through introduction of the individualised learning project;
- increased communication and closer links between our school and our feeder high school - Gymea Technology High School;
- more opportunities for students to visit high schools to support transition especially for those with special needs or anxiety; and
- school counsellor and chaplain support for children with anxiety or special needs.

Target 5
To further improve professional learning, planning and resources to provide quality teaching and learning
Our achievements include:
- attendance by staff at in school and/or regional professional learning;
- feedback to staff from regional professional learning;
- provision of regular stage planning time; and
- needed resources purchased and organised for effective use by all staff.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of the school’s culture and the teaching of guided reading.

**Educational and management practice**
The school’s culture

**Background**
The online Zoomerang survey instrument was used to survey parents, students and teachers about the school’s culture. Responding to the survey were:
- 35 parents;
- 110 students; and
- 15 teachers.

**Findings and conclusions**

<table>
<thead>
<tr>
<th>Statement about school culture</th>
<th>Parents agree &amp; strongly agree</th>
<th>Students agree &amp; strongly agree</th>
<th>Teachers agree &amp; strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows families &amp; community</td>
<td>83%</td>
<td>84%</td>
<td>100%</td>
</tr>
<tr>
<td>Leaders have a positive influence</td>
<td>80%</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td>Praises &amp; rewards achievement</td>
<td>80%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Support school</td>
<td>80%</td>
<td>77%</td>
<td>100%</td>
</tr>
<tr>
<td>Proud of school</td>
<td>86%</td>
<td>89%</td>
<td>100%</td>
</tr>
<tr>
<td>Encourages new students &amp; families to be involved</td>
<td>86%</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>Encourages students to achieve their best</td>
<td>89%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Caters to learning needs of all students</td>
<td>80%</td>
<td>85%</td>
<td>93%</td>
</tr>
<tr>
<td>Continually finding ways to improve</td>
<td>83%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Makes changes when needed</td>
<td>83%</td>
<td>70%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Future directions**
Parents, students and teachers responded very positively to all criteria in the survey and, therefore, a continuation of current processes is encouraged.

**Curriculum**
The teaching of guided reading

**Background**
The online Zoomerang survey instrument was used to survey parents, students and teachers about the teaching of guided reading. Responding to the survey were:
- 35 parents;
- 110 students; and
- 15 teachers.

**Findings and conclusions**

**Parents**

<table>
<thead>
<tr>
<th>Statement about guided reading</th>
<th>Parents agree &amp; strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program meets child’s needs</td>
<td>86%</td>
</tr>
<tr>
<td>Improvement in reading skills</td>
<td>88%</td>
</tr>
<tr>
<td>Enjoys reading &amp; displays enthusiasm</td>
<td>88%</td>
</tr>
<tr>
<td>Reads 3-5 nights a week</td>
<td>91%</td>
</tr>
<tr>
<td>Reads at home to self or others</td>
<td>100%</td>
</tr>
<tr>
<td>Brings home readers or library books</td>
<td>74%</td>
</tr>
<tr>
<td>Assist child’s reading skills</td>
<td>94%</td>
</tr>
<tr>
<td>Teacher given assessment information</td>
<td>69%</td>
</tr>
<tr>
<td>Interested in workshops</td>
<td>60%</td>
</tr>
</tbody>
</table>

**Students**

<table>
<thead>
<tr>
<th>Statement about guided reading</th>
<th>Students agree &amp; strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in reading groups 4-5 times a week</td>
<td>86%</td>
</tr>
<tr>
<td>Enjoy participating in reading groups</td>
<td>96%</td>
</tr>
<tr>
<td>The books are interesting</td>
<td>96%</td>
</tr>
<tr>
<td>Teacher listens to me and gives feedback</td>
<td>82%</td>
</tr>
<tr>
<td>Reading has improved</td>
<td>98%</td>
</tr>
<tr>
<td>Read at home a few times a week</td>
<td>80%</td>
</tr>
<tr>
<td>Mum or dad read to me</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Teachers**

<table>
<thead>
<tr>
<th>Statement about guided reading</th>
<th>Teachers agree &amp; strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided reading lessons 3-5 times a week</td>
<td>80%</td>
</tr>
<tr>
<td>Lessons 30-45 minutes daily</td>
<td>73%</td>
</tr>
<tr>
<td>Guided groups 5-8 students</td>
<td>66%</td>
</tr>
<tr>
<td>Guided groups in the morning</td>
<td>80%</td>
</tr>
<tr>
<td>Parent support in classroom reading</td>
<td>20%</td>
</tr>
<tr>
<td>I use a home reading log</td>
<td>87%</td>
</tr>
</tbody>
</table>

**Future directions**
While parent workshops are held each year for parents of younger students, parent workshops need to be offered to parents of older students. Parent support in classrooms could also be encouraged to improve student reading skills.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school.

Background

The online Zoomerang survey instrument was used to survey parents, students and teachers about their satisfaction with the school. Responding to the survey were:

- 110 students;
- 35 parents; and
- 15 teachers.

Their responses are presented below.

<table>
<thead>
<tr>
<th>Statement about satisfaction</th>
<th>Parents agree &amp; strongly agree</th>
<th>Students agree &amp; strongly agree</th>
<th>Teachers agree &amp; strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A friendly school tolerant and accepting</td>
<td>88%</td>
<td>82%</td>
<td>100%</td>
</tr>
<tr>
<td>Supportive student welfare programs</td>
<td>92%</td>
<td>85%</td>
<td>100%</td>
</tr>
<tr>
<td>Fair discipline</td>
<td>89%</td>
<td>81%</td>
<td>100%</td>
</tr>
<tr>
<td>Promotes uniform policy</td>
<td>100%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>Wide range of extra-curric activities</td>
<td>100%</td>
<td>92%</td>
<td>100%</td>
</tr>
<tr>
<td>Set high standards of achievement</td>
<td>97%</td>
<td>81%</td>
<td>100%</td>
</tr>
<tr>
<td>Regular access to technology</td>
<td>88%</td>
<td>79%</td>
<td>93%</td>
</tr>
<tr>
<td>Office staff friendly and prompt</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>Weekly newsletter informative</td>
<td>100%</td>
<td>83%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Website a useful tool: 89% 83% 100%

A focus group was also attended by 14 parents from all classes across the school. No parents currently had other students attending high school and nine parents had their first child at school.

Parents discussed:

- what we do well at KPS;
- what we can do better at KPS;
- how we can improve school to home communication and home to school communication; and
- how we can improve parental involvement in the school.

Parent responses included:

- What we do well at KPS:
  - The wide range of student wellbeing programs including effective student discipline and values system, and the work of the school chaplain;
  - The enthusiasm of staff and the way in which they encourage students;
  - The friendly office staff;
  - Daily fitness, home reading program, Mathletics, focus on technology and the music program;
  - Effective communication through the school newsletter;
  - Willingness of staff to take risks and embrace change;
  - Transition to School program; and
  - The positive atmosphere of the school.

- What we can do better at KPS:
  - More opportunities for web-based learning;
  - Introduction of languages;
  - More opportunities to discuss student progress with teachers; and
  - More parent workshops especially in maths.
• How we can improve school to home communication and home to school communication
  
  **School – home**
  – Earlier contact by teachers if students falling behind;
  – increased use of email; and
  – Two way communication in student diaries
  
  **Home – school**
  – Increased use of email.

• How we can improve parental involvement in the school
  – Survey parents for most convenient day/time for P&C meetings;
  – Larger and more regular ads in newsletter for parental help at school; and
  – Encouraging grandparents to play an active role in the school.

**Professional learning**

Staff professional learning was related to the school’s three-year priority areas or student centred needs areas. Departmental funding of $11,052 was supplemented by school funds. In total $25,478 was allocated to provide high quality teacher professional learning through regional projects and school-based initiatives. All staff attended the School Development Days on the first day of terms 1, 2 and 3 and last two days of term 4, and weekly professional learning meetings before school.

**School development 2009 – 2011**

As a result of the school’s self-evaluation process and an analysis of the data from the NAPLAN results, school-based assessments, focus groups and surveys, three year priority areas have been developed to address needs areas.

Priority Areas for 2009-2011 include:

• Quality Teaching and Learning
  – Literacy;
  – Information Communication Technology (ICT); and
  – Sustainable Schools;

• Student Engagement; and

• Teacher Quality and Wellbeing.

The following targets are for implementation in 2011.

**Targets for 2011**

**Target 1**

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

• reading;

• Year 3 literacy skills; and

• literacy success for boys

Strategies to achieve this target include:

• consistent whole-school approach for identification of students needing extra support in reading;

• involvement of STLA to provide advice on reading assessment procedures and professional support for all staff;

• professional learning sessions on boys’ literacy for all teaching staff;

• adequate, quality time allocated for literacy;

• students frequently exposed to quality texts;

• in class support for teachers of, and students in Year 3;

• resources purchased to support literacy target;

• time allocated to team meetings for literacy planning;
• in school and/or regional support for professional development in reading; and
• use of library for library lessons and research skills.
Our success will be measured by:
• the implementation of the above strategies.

Target 2
To develop connected learning through improved ICT
Strategies to achieve this target include:
• integration of ICT into KLAs in all stages;
• implementing scope and sequence of ICT skills across the stages;
• continued access to online activities for students and staff;
• improved professional learning programs in ICT; and
• wide use by staff and students of updated School Intranet.
Our success will be measured by:
• the implementation of the above strategies.

Target 3
To develop teaching and learning programs and implement whole school practices for improved sustainability
Strategies to achieve this target include:
• the development a School Environment Management Plan (SEMP);
• changes to the Environment Team;
• E team class representatives responsible for turning off lights, fans;
• classes rostered to clean up litter in specific areas in the playground;
• introduction of composting food scraps;
• redirection of all waste bubbler water into gardens;
• timers to be installed in all toilets;
• further promotion of environmental issues;
• involvement in special environmental days throughout the year:
  – Clean-Up Australia Day
  – Earth Hour Day
  – Walk Safely to School Day
  – Schools Tree Day
  – Planet Ark Day
• attendance at SSEEN meetings.
Our success will be measured by:
• the implementation of the above strategies.

Target 4
To further improve practices to support the learning and wellbeing of students
Strategies to achieve this target include:
• continuation of Bounce Back program K-4;
• staff attend ‘Positive Psychology’ professional learning course;
• audit of existing wellbeing programs;
• further focus on school’s values program with two values each term linked to special days;
• introduction of music to bell system;
• values songs incorporated into music program;
• implementation of Kids Hope program;
• visit to a neighbouring school to see how school parliament operates; and
• review and refine SRC to include school parliament.
Our success will be measured by:
• the implementation of the above strategies.

Target 5
To further improve professional learning, planning and resources to provide quality teaching and learning
Strategies to achieve this target include:
• in school and/or regional professional learning;
• organisation of regular stage planning time;
• purchasing of needed resources in classes and across whole school by individual teachers and stage teams;
• individual staff responsible for resource organization; and
• development of social activities to provide regular support for staff.

Our success will be measured by:
• the implementation of the above strategies.

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.

Ms Sonya Bruyn: Assistant Principal
Mrs Jennifer Field: Assistant Principal (Rel.)
Ms Jo Graham: Assistant Principal
Mrs Deepa Pracy: Parent Representative
Dr Margaret Turner: Principal

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School Code: 4488

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