Messages

Principal's message

Our students in 2009 have continued to excel in academic, sporting and creative pursuits.

Academically, achievement across all grades was exceptionally high with the National Assessment (NAPLAN) results indicating significantly higher achievement than other schools in the country, the state and ‘like schools’ in almost all areas of literacy and numeracy.

Two year 4 students were offered places for year 5 2010 in the opportunity classes (OC) at Sutherland and Caringbah Public Schools, one year 6 student gained entry for 2010 to the Newtown High School of the Performing Arts and seven year 6 students gained entry to selective high schools at Sydney Boys, Sydney Tech. and Caringbah.

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. Six staff also visited a Melbourne school to observe an innovative program of individualised learning in the senior years. This program has been further developed and tailored to suit the school environment at KPS and will be implemented in years 5 and 6 in 2010.

With grants from the federal government under the Building an Education Revolution (BER) program, the school self-managed National School Pride (NSP) funds and work is due to commence in 2010 under the Learning in the 21st century (P21) program. 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 and to 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 Parents and Citizens Association (P&C) is a voluntary organisation to advance the best interests of the school by bringing parents, citizens and teaching staff into close cooperation. Membership is open to all parents of children attending KPS, and members of the wider community.

2009 was a difficult year for fundraising, however, thanks to the hard work and dedication of the fundraising committee, we successfully conducted a chocolate drive, trivia night and raffle, outdoor movie night and sausage sizzle, and two Bunnings BBQs.

This hard work from fundraising allowed the P&C to make a donation of $20,000 to the school to assist with the installation of three interactive whiteboards in classrooms. This donation brings the total of contributions by the P&C to the school in excess of $115,000 in the last four years.

This was a year of change for the school canteen and the canteen committee under the governance of the P&C was successful in reopening the canteen for term 4. The P&C now runs the canteen and has employed a canteen manager. Any profits will be returned to the P&C. The new look canteen offers a fresher range of healthy foods.

The objectives of the P&C are to promote the school’s targets as set out in the school’s three-year management plan and to further resource classrooms and the school environment.

The benefits of joining the P&C are to keep informed about activities within the school and its various interest groups, assist in fundraising to provide facilities and equipment for the school and its students, to 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. You can help by joining and new members are always welcome.

The P&C meets at the school on the 3rd and 8th Tuesday evening of each term.

Graeme Wright - President

Student representatives’ messages

I feel very lucky to have been school captain at KPS in 2009. There were lots of things I enjoyed. I especially enjoyed going to different functions to represent the school. My favourite function was the Official Opening of the School Year 2009 which was at Angel Place in the city. I loved having the chance to mingle with students from other schools and hear their inspirational speeches.

But my favourite thing all year was giving a speech at the Year 6 Farewell. I wrote the speech myself and I was really happy I had the chance to remind my friends of all their achievements while at Kareela. I even managed to make my friend’s mum cry!

I hope that everyone enjoys their years at KPS as much as I did.

Lachlan McGilp – School captain

What a fabulous year 2009 was for me. It started at Presentation Evening 2008 when I was thrilled to hear my name read out as school captain for 2009. I felt honoured to have been appointed to such a responsible role by my peers, and the teaching staff.

During 2009, I was very privileged to represent our school on numerous occasions including the Official Opening of the School Year with my fellow captains and our principal.

Being a school leader gave me many opportunities to develop new skills and to gain a greater understanding of what Kareela PS represents and how it operates. As school captain I knew that it was important to uphold the school standards and I did my best to undertake all my duties with care, and a smile of course!

Having started at Kareela in 2002 when only four and a half years old; I loved my teacher so much that I decided to spend two years in kindy! I have great memories of my primary school years and the friendships I have made at Kareela. I hope that all KPS students enjoy their years at Kareela as much as I did.

Georgie Greig – 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

As in 2008, enrolled males were greater than enrolled females. Total student enrolments were slightly fewer than previous years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>181</td>
<td>186</td>
</tr>
<tr>
<td>2006</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td>2007</td>
<td>198</td>
<td>174</td>
</tr>
<tr>
<td>2008</td>
<td>196</td>
<td>170</td>
</tr>
<tr>
<td>2009</td>
<td>193</td>
<td>161</td>
</tr>
</tbody>
</table>
Student attendance profile

In 2009, student attendance rates at KPS were higher than in the previous year, and also higher than 2009 rates for Sydney region and the state.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.7</td>
<td>96.2</td>
<td>95.0</td>
<td>96.0</td>
</tr>
<tr>
<td>Region</td>
<td>95.0</td>
<td>95.0</td>
<td>95.2</td>
<td>93.7</td>
</tr>
<tr>
<td>State</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

As the table and graph above indicate, non-attendance 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).

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 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KJM</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KW</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1F</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>K/1F</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2J</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2/3T</td>
<td>2</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>2/3T</td>
<td>3</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>4O</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5B</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>4/5B</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>5G</td>
<td>5</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6S</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>

Structure of classes

There were 14 classes in 2009. Four of these classes were multi-age with 10 single age groups.

All class sizes were within the DET guidelines of:
- Kinder: 20 students
- Year 1: 22 students
- Year 2: 24 students
- Years 3-6: 30 students

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.

Of the four multi-age classes, three of these were cross-stage classes (K/1F, 2/3T, 4/5B). These cross-stage classes were inevitable but made whole school organisation of assemblies, excursions and special events more difficult.

Job sharing with two teachers teaching the same class occurred in several 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 retention

Staff retention was exceptionally stable. One teacher returned from maternity leave in the second semester. Two teachers took maternity leave and these positions were filled with temporary appointments.

Staff establishment

Permanent staff positions are allocated to the school by the DET. Where teachers have taken leave, these temporary positions are filled by the school. The appointment of a Support Teacher Learning Assistance (STLA) is through the Sutherland Education Area not the department. The school is not allocated a permanent support teacher’s position and must apply for this position every three years.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<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 (SASS)</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>19.6</td>
</tr>
</tbody>
</table>

No staff at KPS has an indigenous background.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools. The table below indicates the proportion of teaching staff holding particular academic qualifications.

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

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>212 018.05</td>
</tr>
<tr>
<td>Global funds</td>
<td>201 669.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>203 621.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>277 948.75</td>
</tr>
<tr>
<td>Interest</td>
<td>6 850.78</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26 928.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>929 036.67</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

Key learning areas: 34 802.32
Excursions: 64 073.04
Extracurricular dissections: 120 106.17
Library: 6 490.08
Training & development: 24 258.10
Tied funds: 262 664.41
Casual relief teachers: 38 565.69
Administration & office: 92 902.34
School-operated canteen: 0.00
Utilities: 22 818.42
Maintenance: 55 848.81
Trust accounts: 25 485.49
Capital programs: 64 453.80
Trust accounts: 25 485.49
Capital programs: 64 453.80
Total expenditure: 812 468.67

Balance carried forward: 116 568.00

The total amount received from school contributions was $18,532.00. This amount is included in ‘School & community sources’. All of the funds from the school contributions 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 $58,497.12 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;
- asset replacement including the purchase of a photocopier;
- the purchase of another IWB; and
the installation of ‘wireless’ access in the stage 3 classrooms.

As the canteen was leased by a private operator during the first semester of 2009, profits from the canteen went directly to the leasee. The canteen was closed during term 3 for refurbishment and reopened in term 4 under the management of the P&C. Any profits during term 4 went directly to P&C funds.

A full copy of the school's 2009 financial statement is tabled at the first meeting the P&C Association. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

The school offers a wide range of extra-curricular activities. Several highlights in the arts, sport and public speaking are outlined in the following reports.

Our students continue to excel academically and 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 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 Harmony Day poster competition and visual arts display at Sutherland Entertainment Centre for the Sutherland Shire Schools Music Festival.

Students in kinder, stage 1 and 2 entered Operation Art in support of the Children’s Hospital Westmead. Artworks were framed and exhibited for the public to view.

The K-2 students designed class displays for the library to celebrate Book Week.

Students attended workshops at Hazelhurst Art Gallery and also displayed their diversity of talent by submitting artworks to the gallery as part of the Not Just a Brush (NJAB) program. Whole class works and individual student pieces were displayed, and demonstrated a variety of media and ideas through their works.

Band

The three bands performed at school and at venues and events including the University of NSW State Band Festival, Engadine BandFest, Miranda Fair in Education Week, and Presentation Evening. The bands performed at consistently high levels.

The intermediate band was awarded silver at the BandFest and gold at the University of NSW State Band Festival with the performance band receiving silver in both events. The school received a special encouragement award at the State Band Festival. This award involves the performance band receiving tuition from a world class conductor early in 2010.

This year saw the introduction of the stage band. The stage band consists of a group of students in years 4 and 5 who displayed commitment and talent playing drums, keyboard, saxophones, trumpets and trombones. Their first performance was at the school’s Annual Band Night.
Choir

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

The students in the senior vocal ensemble performed at many school events including Grandparents’ Day, Anzac Day and our Remembrance Day ceremony, Education Week, Presentation Evening and also at the Sutherland Shire Schools Music Festival.

Stage 2 students performed at school events including Grandparents’ Day, Education Week and Presentation Evening and also entertained the senior citizens from St John’s Anglican Church at Thomas Holt Village. The year 4 choir auditioned to play at the Opera House and were 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 4 student performed at an outstanding level in various local musical productions, professional shows and in TV work.

Dance

In dance, the stage 1 dance troupe, year 3 and 4/5 troupes performed at school assemblies, Grandparents’ Day, Education Week Open Day and at Westfield Miranda, the Sutherland Shire Schools Music Festival, Thomas Holt Village, Kurranulla Dance Competition and the Christmas Concert. The stage 1 troupe also performed at the Transition to School Expo.

One dancer from the senior school was selected to perform in the gifted and talented arts program ‘Create’.

Kindergarten and stage 1 dancers also performed at the K-2 Christmas Concert.

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 concentrating on delivering content in an informative and entertaining way.

In semester 1, year 3 was taken through a comprehensive drama program where they learnt to take on roles, use the elements of drama and devise their own pieces using narrative, movement and mime.

Two classes in stage 2 were involved in Play Day where they play-built and devised their own drama pieces which explored the theme of teamwork and presented them to their peers from other schools at St George Bank auditorium.

Create South

Once again KPS was well-represented at the tenth anniversary of the Regional Gifted and Talented initiative ‘Create South’. Create South is a three-day workshop for talented creative performing arts students culminating in an evening performance.

As in past years, one of our very talented 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, as well as in science and technology. One child was selected to sing solo in the choir and four played superbly in the band.

Our dance representative at Create was selected to attend the Newtown High School of the Performing Arts in year 7 2010. Students demonstrated teamwork and professionalism in their performance of ‘Accidental Hero’.

**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 2nd place in swimming, 1st in cross country and 2nd in athletics. This was an outstanding achievement.

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

Students were premier winners in:
- junior boys’ and junior girls’ basketball;
- senior girls’ basketball;
- junior and senior soccer green teams;
- senior cricket; and
- junior girls’ touch - undefeated.

Senior soccer green team wins premiership

Boys’ relay 1st place at Zone Athletics Carnival

Dance student performing in Create
Students were runners-up in:
- senior boys’ basketball;
- junior boys’ soccer yellow team;
- junior boys’ t-ball; and
- junior B and senior B division 1 netball.

Students from KPS represented Sydney East Region at state carnivals in:
- athletics;
- rugby league;
- softball;
- basketball;
- netball;
- golf; and
- water polo.

Sydney East Netball Team

We were also very proud of a year 6 student who represented NSW at the Australian Schools National Basketball Carnival. This same student was awarded the Australian Schools National Basketball Council Award for her outstanding performance.

Year 6 student representing NSW at the National Basketball Championship

Year 3-6 students not involved in PSSA, and K-2 students were involved in a variety of tabloid and leisure sports including yoga, gymnastics, swimming, tennis, netball and basketball.

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 focussing techniques.

Students displaying their flexibility in yoga sessions

K-2 students were also involved throughout terms 1 and 2 in learning about, and practising fundamental movement skills with a team of students from the Australian College of Physical Education (ACPE).
In term 3, K-2 students improved their gymnastics skills through their involvement in the weekly gym program SportIt.

All sports were played with great enthusiasm and excellent team spirit resulting in improved skills levels.

All students in term 2 also attended a cricket coaching clinic held at the school by five cricket coaches from St. Patrick’s Cricket Club. Students were coached in correct batting, running, fielding and bowling. An enjoyable game of modified cricket was played with great enthusiasm and improved skill at the end of each session.

In term 3, the whole school participated in a Fun Run sports day to raise funds for local charities. The day was enjoyed by all students, funds were raised 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, all students present both prepared and impromptu speeches to their peer groups. Students are then selected by class teachers to present their prepared and impromptu speeches at the school's semi-finals. Several students in each stage then proceed to the finals. From the finals, one student in each section is selected to proceed to the Sutherland Western Zone Competition.

This year a year 1 and a year 6 student were successful in proceeding further to the District Competition with the year 1 student coming second in this competition and then proceeding to the inaugural Sydney Region Competition.

Students also participated in the Multicultural Public Speaking Competition.

**Year 1 student wins 2nd place at the District Public Speaking Competition**

**Academic**

In the National Assessment Program (NAPLAN), 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 the 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**

The NAPLAN results this year, as detailed in the graphs below, were outstanding. These results reflect the exemplary work being done at KPS by staff, students and parents.

In all strands of literacy and numeracy, in both years 3 and 5, overall results were above results for like-school groups and significantly above results for the state.
In year 3 reading, 84.5% of students were in the top two bands with 48.9% of these students in the top band compared to 24.9% for the state. No students were in band 1.

![Percentage of students in bands: Year 3 reading](chart1.png)

In year 3 spelling, 71.1% of students were in the top two bands with 24.4% in the top band compared to 24.8% for the state. While no students were in bands 1 or 2, focus on moving some of the 46.7% of students in band 5 up into band 6 will be a priority for teaching and learning in 2010.

![Percentage of students in bands: Year 3 spelling](chart2.png)

In year 3 grammar and punctuation, 74.6% of students were in the top two bands with 44.4% in the top band compared to 21.9% for the state. No students were in bands 1 or 2.

![Percentage of students in bands: Year 3 grammar and punctuation](chart3.png)
In year 3 writing 82.2% of students were in the top two bands with 51.1% in the top band compared to 23.4% for the state. No students were in band 1.

Numeracy – NAPLAN Year 3
In year 3 numeracy, 73.4% of students were in the top two bands with 35.6% in the top band compared to 17.6% for the state. While results in the top two bands were outstandingly high, a priority for teaching and learning in 2010 will be to improve results in bands 1 and 2.

Literacy – NAPLAN Year 5
In year 5 reading, 61% of students were in the top two bands with 29.3% in the top band compared to 15.3% for the state. No students were in the bottom two bands.
In year 5 spelling, 56.1% of students were in the top two bands with 29.3% in the top band compared to 12.8% for the state. No students were in the bottom band.

In year 5 grammar and punctuation, 70.7% of students were in the top two bands with 31.7% in the top band compared to 15% for the state. No students were in the bottom band.

In year 5 writing, 48.8% of students were in the top two bands with 24.4% in the top band compared to 10.4% for the state. Two students were in the bottom two bands. A priority for teaching and learning in 2010 will be to focus on improved writing strategies for these students.
Numeracy – NAPLAN Year 5

In year 5 numeracy, 63.5% of students were in the top two bands with 41.5% in the top band compared to 15.6% for the state. No students were in the bottom two bands.

Progress in numeracy

Growth rates from year 3 to year 5 in numeracy, were above like-school groups and state averages, and were significantly higher than in previous years.

Minimum standards

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

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

As the table below indicates, all year 3 students are achieving at or above the minimum standard in all areas.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

As the table below indicates, all year 5 students are achieving at or above the minimum standard in all areas except 2% of students in writing.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</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.

<table>
<thead>
<tr>
<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>53%</td>
</tr>
</tbody>
</table>

School-based assessments in numeracy

<table>
<thead>
<tr>
<th>Working towards outcomes</th>
<th>Achieving expected outcomes</th>
<th>Working beyond outcomes</th>
</tr>
</thead>
</table>

<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>11</td>
<td>49</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Year 2</td>
<td>0</td>
<td>7</td>
<td>73</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Year 3</td>
<td>0</td>
<td>2</td>
<td>60</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>Year 4</td>
<td>0</td>
<td>2</td>
<td>71</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Year 5</td>
<td>0</td>
<td>2</td>
<td>52</td>
<td>46</td>
<td>0</td>
</tr>
<tr>
<td>Year 6</td>
<td>0</td>
<td>3</td>
<td>56</td>
<td>37</td>
<td>4</td>
</tr>
</tbody>
</table>

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

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 latest 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 104 or 30%, 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 2009 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 6 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 has attended training.

**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 students who perform in the lowest bands and/or below the national benchmark in NAPLAN.

In 2009, the STLA supported the literacy team in the implementation of the school’s target to improve comprehension in reading. The STLA provided professional learning sessions for all staff focusing on the various aspects of the effective teaching of comprehension.

The STLA supported the implementation of K-6 assessment of reading comprehension skills. 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 targeted 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 programs for small groups in years 3-6. Students’ rates improved on average by an impressive 40%.

**The Learning Support Team (LST)**

The LST plays an active role within our school. It provides the necessary links between parents, teachers, specialist staff and other support agencies. The role of the LST is to discuss the needs of individual students referred by class teachers and to make decisions about student support. Support may be school-based or accessed through the district. In some cases referrals to external agencies may be required. Student progress is monitored and updated.

Members of the LST are:
- principal;
- LST coordinator;
- counsellor;
– STLA;
– chaplain;
– class teachers; and
– team leaders.

The LST discusses strategies to assist the class teacher to best cater for referred students. Almost 100 children from K-6 are being monitored by the LST. Parents are notified by letter if their child has been referred to the LST.

School chaplaincy program

The school chaplaincy entered its second year. This position is funded by the Federal Government as part of the National School Chaplaincy Program. Some highlights include:

– one-on-one social, emotional or spiritual support and mentoring was accessed by approximately 30 students. Informal or situational support was accessed by many children and families;
– the introduction of ‘The Friendship Tree’ two lunchtimes per week has been a valuable support for children experiencing social difficulties and as an alternative playground option. Various games and activities (such as board games, drawing, puzzles etc) are available for children to play;
– attendance at the stage 3 overnight excursion, year 6 camp, other excursions/incursions and whole-school events allowed many opportunities for the chaplain to continue to build strong relationships with a range of students;
– a World Vision half-day event called ‘Act-Lead-Change’ was arranged by the chaplain and attended by nine students from stage 3. These students participated in interactive activities to gain further understanding about the plight of the world’s poorest people;
– over sixty students participated in the World Vision ‘40 Hour Famine’. A total of $2,713.60 was raised to support children and communities in both Kenya and Cambodia. This amount earned the school the title ‘Top banking public primary school in NSW’;
– seven students in year 6 completed a cognitive-behavioural skills group called ‘Check It Out’ aimed to assist children in managing anxiety. This program was run in conjunction with the school counsellor. Positive feedback was received from many students and families involved;
– the introduction of ‘Homework Club’ supervised by the chaplain during lunchtime once per week has supported students in completing homework and class tasks;
– the chaplain is also the Special Religious Education (SRE) co-ordinator. SRE was taught by 14 volunteer teachers for half an hour per

week. SRE concluded with a whole school Christmas Celebration involving carols, readings, items from three scripture classes, a puppet show and a Christmas message; and
– a collection for the Salvation Army, Menai in the lead up to Christmas saw the KPS community contribute many hundreds of dollars worth of food to support families in the local area. The Salvation Army expressed great appreciation for the school’s generosity.

Student feedback chart to school chaplain

Australian Government Quality Teaching Program (AGQTP)

This year our school had the opportunity to be part of the ‘Safe Schools - making the links’ Quality Teaching Project. This involved Gymea high school and local schools working together to enhance and improve transition to high school, and technology programs especially for children in the middle years (5 & 6).

Students from year 6 visited the high school and were involved in timetabled lessons including cooking, science, PE and visual arts.

Although the focus of the project was on the middle years, at Kareela we included children from K-6 as part of our welfare initiatives and school values.

The introduction of ‘The Friendship Tree’ was popular and helped support students by providing a place to meet others to play board games and chat. Our ‘Restorative Practice’ and ‘Bounce Back’ programs to help develop resilience were implemented in K-6.

There was also an informative and fun night provided for parents to outline these programs so they could provide follow-up and use some of the strategies at home.
Staff professional development also involved year 6 teachers attending the high school to participate in workshops aimed at improving their technology skills. The culmination of the program was a sharing conference, where our school showcased our role in the project to other schools across NSW.

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 meet 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 from two school discos and a 'Drawtism' competition for:
  o charities focusing on the local community and wider needs areas including Stewart House, Sydney Children's Hospital and Southern Community Welfare; and
  o the purchase of flags, banners, a new lectern, music equipment, and library books for the school.

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Environmental education for sustainability
There is a strong focus on environmental education at KPS with the following initiatives implemented throughout the year:
− 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;
− extension of waste-free lunch days;
− ongoing mobile phone recycling in the Phone for Trees program and to raise funds for the school;
− regular environmental tips in the parent newsletter;
− reduction of energy usage by removing fluorescent tubes in lights across the school;
– 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.

Throughout the kindergarten students’ first year at school, their buddies shared many experiences with them including activities to celebrate National Reading 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:
– introductions to year 5 buddies;
– experiencing a developmental play afternoon 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;
– meeting school personnel and being entertained by year 1 and 2 dancers;
– enjoying afternoon tea with current parents and staff and having a tour of the school; and
– attending an expo evening to find out about learning in the 21st century including a demonstration of the use of IWBs.

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

Kindergarten student enjoying National Reading Day with his buddy

Progress on 2009 targets

Three-year school priorities as described below were developed at the end of 2008 for the period 2009-2011.

Priority Areas for 2009-2011
– Quality Teaching and Learning: Literacy
– Quality Teaching and Learning: Information Communication Technology (ICT)
– Quality Teaching and Learning: Sustainable Schools
– Student Engagement
– Teacher Quality and Wellbeing

Progress on 2009 targets is outlined below.

Target 1

To improve levels of literacy across the school with emphasis on:
– reading
– Year 3 literacy skills
– literacy success for boys

Our achievements include:
– coordinated, whole school reading assessment was carried out by benchmarking every student;
– involvement of STLA in devising literacy plan, providing written reading assessment guidelines for all class teachers and presenting professional learning sessions to support staff in improving the teaching of reading. STLA also analysed benchmark data and provided written advice for teachers to address needs of students;
selected staff attended regional in-service courses to gain knowledge and skills in the teaching of reading and writing. Subsequently these teachers shared information with colleagues;

- greater time spent on teaching literacy due to reduced disruption to literacy sessions by timetabling literacy blocks and limiting interruptions at literacy times;
- provision of in-class literacy support for students in year 3;
- more effective home reading habits of students due to extra emphasis on home reading in assemblies, newsletters, parent information sessions and in weekly homework. Also, extra levelled home readers were purchased. A new emphasis on number of nights of home reading encouraged greater participation. K-2 students received ‘100 and 200 nights’ awards and year 3 students received ‘200 nights’ awards;
- increased numbers of students completed the Premier’s Reading Challenge;
- the whole school celebrated Literacy and Numeracy week on National Reading Day; and
- purchase of quality texts with a balance of literary and factual material for each stage. Levelled readers were also purchased to match the students’ instructional levels.

Target 2
To develop connected learning through improved ICT

Our achievements include:
- improved student engagement in ICT in class lessons;
- improved access to online classroom resources for staff and students;
- staff becoming confident in the use of IWBs in their classrooms; and
- more planned approach to the teaching of ICT.

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

Our achievements include:
- the development a School Environment Management Plan (SEMP);
- targeting environmental outcomes in COGs for inclusion in teaching and learning programs;
- the establishment of an E Team consisting of year 3-5 students;
- E Team monitoring of power, water and litter;
- improvement of processes for reuse, and recycling of all waste;
- the installation of water tanks to water the oval and service two toilet blocks; and
- the installation of reduced water flush in all toilets.

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

Our achievements include:
- refined transition program through consultation and evaluation from parents, staff, students and with local preschools;
- all kindergarten students assessed and valuable data collected to support learning programs;
- increased teacher understanding of students’ areas of need transitioning from year 2 – 3;
- greater access and use of online student data to cater for diverse needs of learners;
- implementation of Safe Schools Project: Making the links and friendly schools;
- increased communication and closer links between our school and our target high school - Gymea Technology High School;
- increased understanding of developing resilience in learners;
- demonstration of strategies learnt through Bounce Back Program;
- regular information provided to parents;
- school chaplain role reviewed through consultation with staff and LST; and
- increased student understanding and demonstration of school’s values.

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

Our achievements include:
- attendance by all staff at in school and/or regional professional learning;
- provision of regular stage planning time;
- needed resources purchased and organised for effective use by all staff; and
- staff supported through various strategies.

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 2009 our school carried out evaluations of the planning and management of extra-curricular activities across the school, and the teaching of reading.
Educational and management practice
The planning and management of extra-curricular activities across the school.

Background
The school has always offered a wide range of extra-curricular activities for students in all grades, but especially for students as they move into the senior years. Parents have always reported positively about these activities in their evaluations of what they believe the school does well. Staff has also reported favourably about these activities but at the same time has reported that they impact negatively on teaching and learning time in classes. It was, therefore, decided that it was timely to evaluate these activities. All extra-curricular activities were listed and staff responded as to whether they believed the activity should be continued. If so, they were asked if there needed to be any changes to the current activity.

Findings and conclusions
Unanimously, staff wanted to continue with all of the extra-curricular activities, however, they wanted changes to almost all activities so that they were did not impact as negatively on teaching and learning time in classes.

Future directions
Many extra-curricular activities would remain as previously organised but several other activities would;
- operate every second year;
- operate less often;
- be more streamlined with fewer options to enable more efficient organisation;
- be organised for less impact on teaching and learning time in classes; and
- be more effectively timetabled.

Curriculum
The teaching of reading.

Background
Staff and 44 year 3 students were surveyed.

Findings and conclusions
The staff survey regarding literacy practice and progress revealed that 77% of teaching staff rated the school as high or outstanding in the provision of school and regional support for professional development in reading. 23% gave a rating of sound.

Survey results revealed general satisfaction with assessment procedures, identification of students with special literacy needs, reading resources and the home reading scheme.

The findings of the year 3 survey are presented in the table below:

<table>
<thead>
<tr>
<th>Question</th>
<th>Boys’ responses</th>
<th>Girls’ responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like reading?</td>
<td>Yes: 20</td>
<td>Yes: 22</td>
</tr>
<tr>
<td></td>
<td>No: 2</td>
<td>No: 0</td>
</tr>
<tr>
<td>Do you think reading is easy or hard?</td>
<td>Easy: 21</td>
<td>Easy: 16</td>
</tr>
<tr>
<td></td>
<td>Hard: 1</td>
<td>Hard: 4</td>
</tr>
<tr>
<td></td>
<td>Non-committal: 2</td>
<td></td>
</tr>
<tr>
<td>When you read, which books do you like best?</td>
<td>Fiction: 4</td>
<td>Fiction: 7</td>
</tr>
<tr>
<td></td>
<td>Non-fiction: 3</td>
<td>Non-fiction: 3</td>
</tr>
<tr>
<td></td>
<td>Both: 14</td>
<td>Both: 12</td>
</tr>
<tr>
<td></td>
<td>Non-committal: 1</td>
<td></td>
</tr>
<tr>
<td>At home, does anyone read to you?</td>
<td>Yes: 11</td>
<td>Yes: 15</td>
</tr>
<tr>
<td></td>
<td>No: 11</td>
<td>No: 7</td>
</tr>
<tr>
<td>If yes, who reads to you?</td>
<td>Dad: 7</td>
<td>Dad: 5</td>
</tr>
<tr>
<td></td>
<td>Mum: 10</td>
<td>Mum: 8</td>
</tr>
<tr>
<td></td>
<td>Sibling: 1</td>
<td>Sibling: 3</td>
</tr>
<tr>
<td></td>
<td>Grandfather: 0</td>
<td>Grandfather: 2</td>
</tr>
<tr>
<td></td>
<td>Grandmother: 0</td>
<td>Grandmother: 2</td>
</tr>
<tr>
<td>At home, if you need help with your reading, does anyone help you?</td>
<td>Yes: 20</td>
<td>Yes: 21</td>
</tr>
<tr>
<td></td>
<td>No: 2</td>
<td>No: 1</td>
</tr>
<tr>
<td>If yes, who helps you?</td>
<td>Dad: 11</td>
<td>Dad: 12</td>
</tr>
<tr>
<td></td>
<td>Mum: 13</td>
<td>Mum: 14</td>
</tr>
<tr>
<td></td>
<td>Sibling: 2</td>
<td>Sibling: 5</td>
</tr>
<tr>
<td>At school, does anyone read to you?</td>
<td>Yes: 12</td>
<td>Yes: 18</td>
</tr>
<tr>
<td></td>
<td>No: 10</td>
<td>No: 4</td>
</tr>
<tr>
<td>If yes, who reads to you?</td>
<td>Teacher: 12</td>
<td>Teacher: 12</td>
</tr>
<tr>
<td></td>
<td>Librarian: 0</td>
<td>Librarian: 7</td>
</tr>
<tr>
<td></td>
<td>Other student: 0</td>
<td>Other student: 3</td>
</tr>
<tr>
<td>At school, if you need help with your reading, does anyone help you?</td>
<td>Yes: 13</td>
<td>Yes: 16</td>
</tr>
<tr>
<td></td>
<td>No: 9</td>
<td>No: 6</td>
</tr>
<tr>
<td>If yes, who helps you?</td>
<td>Teacher: 13</td>
<td>Teacher: 15</td>
</tr>
<tr>
<td></td>
<td>Librarian: 0</td>
<td>Librarian: 0</td>
</tr>
<tr>
<td></td>
<td>Other student: 0</td>
<td>Other student: 3</td>
</tr>
</tbody>
</table>
Future directions

One area for improvement from the staff survey was the use of library for library lessons and research skills. Some suggestions for future development include:

− applying analysis of NAPLAN data for specific needs eg. boys’ education;
− better tracking of students’ progress;
− further reduction in interruptions in literacy block time; and
− better resources for stage 3 home reading.

Future directions from the student survey include:

− continuing emphasis on the reading in class of quality texts; and
− further focus on reading to interest boys.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Overall parents, students and teachers expressed great satisfaction with the school.

An analysis of their responses is presented below.

Parent satisfaction with the school

All parents were given the opportunity to respond to two questions:

What do you think the school does well?

What would you like the school to improve?

In total there were only 10 responses.

What do you think the school does well?

Parents who responded believed that:

− the staff was dedicated, enthusiastic, talented and caring;
− the school was well-organised with good parent communication;
− there was a focus on quality teaching and learning including an emphasis on technology; and
− there was a wide variety of extra-curricular activities.

What would you like the school to improve?

There was a broad range of comments with no trends. Comments included homework, canteen, scripture, health, safety, computers, teaching languages, consistency by staff, library, scripture and transition to high school.

Student satisfaction with the school

Members of the Student Representative Council (SRC) were interviewed and asked the two questions below. There were 21 responses from K-6 boys and girls.

What do you like at our school?

Trends included:

− playground: equipment, oval, handball courts etc;
− nice teachers;
− new canteen
− Interactive Whiteboards (IWB); and
− new uniforms.

What would you like to change?

Most children responded that they loved our school the way it was. Only suggestions for improvement included:

− more sports equipment; and
− better PSSA uniforms.

Teacher satisfaction with the school

Nine teachers responded to the following questions.

What do you think we do well at KPS?

Responses included:

− quality teaching and learning;
− public relations;
− student wellbeing; and
− extra-curricular activities.

What would you like to change?

Reponses included:

− staff welfare needs;
− better use of cooperative planning time;
− resolving of technology issues;
− improved management of resources; and
− playground litter and student care of belongings.

Professional learning
Staff professional learning was related to the school’s three-year priority areas or student centred needs areas. Departmental funding of $11,052.80 was supplemented by school funds. In total $24,258.00 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
− Quality Teaching and Learning: Literacy
− Quality Teaching and Learning: Information Communication Technology (ICT)
− Quality Teaching and Learning: Sustainable Schools
− Student Engagement
− Teacher Quality and Wellbeing

The following targets are for implementation in 2010.

Targets for 2010

Target 1
To improve levels of literacy across the school with emphasis on:
− reading
− Year 3 literacy skills
− literacy success for boys

Strategies to achieve this target include:
− further development of consistent whole school approach to identification of students needing extra support in reading;
− involvement of STLA in assessment process and in supporting staff;
− professional learning sessions on boys’ literacy for all teaching staff;
− adequate quality time allocated for literacy;
− students frequently exposed to quality texts;

− library time better utilised to support enhanced outcomes in reading;
− gather, organise and maintain quality literacy resources; and
− Home Reading Scheme strengthened.

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:
− final installation of IWBs in classrooms;
− using connected classroom by engaging in video conferences and virtual excursions;
− integration of ICT into all KLAs in all stages;
− implementing draft scope and sequence of ICT skills across the stages;
− continued access to online activities for students and staff;
− provision of professional learning programs in ICT; and
− update 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);
− involvement in Climate Change Energy Savers Program in stage 3;
− changes to the Environment Team to include K-6 students;
− links with the wider community;
− E Team class representatives monitoring of power and water usage in classes;
− one class each week rostered to clean up litter in the playground;
− facilitation of the reuse of paper;
− assess need for use of non-biodegradable items eg. contact, laminating, foam cups, etc.;
− further promotion of waste-free recess and lunches;
− redirection of all waste bubbler water into gardens;
− improved practices in water-usage in classes eg. water from paint brushes emptied onto gardens;
− involvement in special environmental days throughout the year;
  o Clean-Up Australia Day
  o Earth Hour Day
  o Walk Safely to School Day
  o Schools Tree Day
  o Planet Ark Day; and
− 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:
− establishment of Community of Schools
− continuation of Best Start program of assessment in kindergarten classes;
− use of Best Start individual learning programs to assist student learning;
− continuing focus on supporting students transitioning from year 2 to year 3, especially in literacy;
− improvement of processes for students transitioning to high school;
− trial of individualised learning in the senior classes with the establishment of a Senior Learning Unit (SLU);
− continuation of, and a specific time provided for implementation of Bounce Back program K-4;
− continuation of parent information on a variety of wellbeing issues;
− implementation of ‘Kids Hope’ and ‘Social Justice’ program; and
− further focus on school’s values program.
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 organisation; 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.

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

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