Our school at a glance

Students
In 2008 there were 83 students at Karuah Public School. The school had a staffing establishment of 4.936 teaching positions and 1.406 non-teaching positions.

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

Significant programs and initiatives

Student achievement in 2008

Literacy – NAPLAN Year 3
76% of students achieved band 3 or above in writing and 82% achieved band 3 or above in reading

Numeracy – NAPLAN Year 3
76% of students achieved band 3 or above in numeracy.

Literacy – NAPLAN Year 5
70% of students achieved band 3 or above in writing and 60% achieved band 3 or above in reading

Numeracy – NAPLAN Year 5
40% of students achieved band 3 or above in numeracy.

Messages

Principal's message

2008 was an incredibly rewarding year for me personally. Initially I was asked to relieve in the Principal’s position at Karuah Public School and was honoured to do so. After submitting my application and attending an interview I was extremely proud to be offered the position on a permanent basis. I accepted this offer and became the Principal at Karuah Public School early in term 3.

The first thing that was apparent initially was the dedication and passion of the teaching staff. Each member of staff had a major focus or project that they were working on. The Accelerated Literacy program was being driven by our stage two teacher, Mrs Kath Henry. Research shows that this program improves outcomes for Aboriginal students and in a short space of time work samples and classroom observations from Mrs Henry’s class were showing that improvements in writing and reading outcomes were occurring. The goal now in 2009 is for Mrs Henry to coach and mentor our other teachers to implement Accelerated Literacy across all classrooms at Karuah Public School.

2008 also saw the culmination of the Quality Teaching Indigenous Project (QTIP) ‘River Stories’ which created wonderful resources for our school. These stories were celebrated and became a focus for literacy teaching in term four. All teachers planned their literacy lessons around the student’s stories and using specific criteria designed rubrics which enabled focused assessment to take place. The organisation for much of this QTIP work was undertaken by Mrs Johnson and Mrs Folwell, their dedication and expertise contributed greatly to the success of the project.

Teaching and Learning was and will continue to be the major focus at Karuah Public School. We are also striving to improve our image in the community and this was a major focus in the latter part of 2008. Mr Rod Pye should be commended on the role he has played in improving school image. Improvements in our school grounds including the completion of our new building, the creation of our new storage shed and many landscaping projects around the school have occurred due to Mr Pye’s dedication and the very obvious and positive partnerships he has established with the community. Our P&C was also a major player in these improvements. The availability of funding for materials and the organisation of three working bees to undertake the improvements were organised by our P&C.

I am very excited about the prospect of 2009 and am very much committed to improving outcomes for all students at Karuah Public School. I would like to thank the team of individuals that have offered their support in writing this report. I would also like to thank all members of the school community who have participated in discussions and surveys to assist to inform this report.

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.

Craig Partridge
P&C message
The P&C has had a great year in 2008. We have had a busy year with fundraising, pie drives, cheesecakes, cake stalls, photo calendars, raffles to name a few. We were also successful in attaining our Woolworths grant for $1500 to use towards sporting equipment or resources to help follow a healthy lifestyle for children.

The P&C have been involved this year in providing the school with soft fall for the play equipment, book fair awards, presentation day awards, new portable soccer goals, picnic day lunch and a new digital camera. Apart from fundraising we have also had a couple of working bees, which had a great turnout with teachers, parents and even grandparents lending a hand to improve our school.

Throughout the year, we also had an informal afternoon tea to celebrate National P&C day. This was pleasing as many people came forward with ideas and suggestions. It is always helpful to our committee for extra people to come forward and offer help or suggestions. I’d also like to thank our wonderful committee for all of their hard work over the last 12 months.

I look forward to seeing the P&C hopefully grow in the next 12 months and continue the hard work and enthusiasm that has been shown by the previous committee.

Karuah Public School P&C Association
Alison John - President’s Report 2008

Student representative’s message
My name is Jordan Neilson and I was school captain at Karuah Public School in 2008. I was honoured to be school captain. During the period of my captaincy I had to learn many new skills which enabled me to become a better captain and leader. These included becoming a more confident public speaker, becoming more mature and dealing with students across the whole school. These skills and being captain also enabled me to be a member of the Karuah Public School debating team. I also represented the school at public events such as Anzac Day, the Oyster Festival and many more. I was glad to be school captain for 2008 and I would recommend to other aspiring leaders that it would give them a great opportunity to learn new skills like I did and become a positive member of the school.

Jordan Neilson

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
In 2008 there were 4 classes with a total of 85 students at the census date in February. The school was fortunate to have small class sizes across K to Year 3.

Student attendance profile
One of the school's strategic priorities is to improve student attendance. Unfortunately our school attendance rate did drop by 1% in 2008.
Structure of classes
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 2008 class size audit conducted on Tuesday 25 March 2008

Note: Class size data are as provided by schools in the annual class size audit.

<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>YR K/1</td>
<td>K</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>YR K/1</td>
<td>1</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>YR 2/3</td>
<td>2</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>YR 2/3</td>
<td>3</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>YR 3/4</td>
<td>3</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>YR 3/4</td>
<td>4</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>YR 5/6</td>
<td>5</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>YR 5/6</td>
<td>6</td>
<td>13</td>
<td>24</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.7</strong></td>
</tr>
</tbody>
</table>

Staff retention
In 2008 Principal Mr Tony Gadd accepted a position at Tanilba Bay Public School. Craig Partridge, acting AP at Irrawang Public School relieved in the position of Principal during Term 2. The position then went to interview early in Term 3. Craig Partridge was successful in obtaining the Principal’s position on a permanent basis. All other staff positions remained the same with a continued positive relationship with students, parents and the wider community.

Staff attendance
Staff has access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was

In 2008, the average daily staff attendance rate was: 96.3%

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

| Balance brought forward | 195 870.42 |
| Global funds            | 68 460.35  |
| Tied funds              | 135 214.79 |
| School & community sources | 21 416.43 |
| Interest                | 11 849.17  |
| Trust receipts          | 5 874.65   |
| Canteen                 | 0.00       |
| **Total income**        | **438 685.81** |

Expenditure

| Teaching & learning                   |          |
| Key learning areas                    | 5 789.71 |
| Excursions                            | 11 931.17|
| Extracurricular dissections           | 5 160.94 |
| Library                               | 1 492.50 |
| Training & development                | 5 626.00 |
| Tied funds                            | 203 912.24|
| Casual relief teachers                | 13 367.16|
| Administration & office               | 27 156.78|
| School-operated canteen               | 0.00     |
| Utilities                             | 15 494.25|
| Maintenance                           | 4 337.55 |
| Trust accounts                        | 6 855.61 |
| Capital programs                      | 0.00     |
| **Total expenditure**                 | **301 123.91** |

| Balance carried forward | 137 561.90 |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2008

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 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

In year 3 reading in 2008 33% of our students were placed in band 5 which was higher than the state average. There were also fewer students in bands 1 and 2 combined than in previous years.

17% of our students achieved band 6 in numeracy which was a huge increase compared to previous years. A majority of our students (64%) achieved bands 2 or 3 in numeracy.

Numeracy – NAPLAN Year 3
Literacy – NAPLAN Year 5

90% of our year 5 students achieved band 4 or above in reading. We had no students achieving bands 7 or 8 and 10% achieved band 3.

Numeracy – NAPLAN Year 5

Results show 40% of our year 5 students achieved band 3 in numeracy which was an increase compared to previous years and is also well above the state average.

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 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</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 2008

<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>

Significant programs and initiatives

Year 5/6 singing during NAIDOC day celebrations

Quality Teaching Indigenous Project (QTIP)

During 2008 the action learning project QTIP continued across all stages. This project is aimed at improving student outcomes through Teacher Professional Learning and Development in the areas of Literacy, Numeracy and Community involvement.

 Whilst the project is aimed particularly at supporting schools with high numbers of Aboriginal students the professional learning experiences undertaken by the staff support improved outcomes for all students who attend Karuah Public School as well as their families and associated community members.

 The major literacy focus of the program in 2008 was ‘river stories’ where students, staff and community members participated in oral storytelling where a personal story about the Karuah River was shared.

 These stories were recorded digitally, transcribed and re-written by students during class literacy sessions. All stories were then compiled and published into stage resources for use in the classroom.

Literacy on Track (LOT)

LOT is a process where teachers work together to plan units of literacy work based on assessment and the specific needs of the students. During 2008 staff were provided with planning time approximately mid way through each term to plan for the next 5 week block of teaching. During this time specific teaching criteria was determined and relevant lessons planned based on the needs of each class.

 The stage ‘River Stories’ book was utilised as a resource to support this teaching.

Accelerated Literacy (AL)

During 2007 3 staff were trained in the Accelerated Literacy pedagogy. This very specific and structured literacy program has been found to be valuable in areas with a high Aboriginal population. During 2008 Accelerated literacy has been a focus in our 2/3 and 3/4 classrooms. Using extra funding in 2009 it is hoped that this program can be expanded to include all classes.

Aboriginal education

Visiting dance group from Hunter River High School.

In addition to the QTIP project there were a number other key initiatives undertaken at Karuah Public School to support the continuous improvement in academic and social outcomes for Aboriginal students throughout 2008.

Funding was utilised to employ mentors to support aboriginal students who were not meeting literacy and numeracy benchmarks. This involved two Aboriginal community members who worked across all stages supporting the teacher to implement programs in literacy and numeracy.
These Aboriginal students were targeted depending on results from BST/NAPLAN, classroom observation, stage assessment and advice from our school STLA. Some of the programs these mentors supported included the Quality Teaching Indigenous Project, Count Me in Too and the Accelerated Literacy program.

The mentors worked with individuals and in small group situations. The targeted group contained 6 Aboriginal students across the school. All staff were involved, working with the mentors and implementing the teaching programs that the mentors supported.

The extra assistance these groups received resulted in some positive results. The average growth for indigenous students including the targeted cohort in reading benchmark levels in years 2-5 was 6.6 levels in the past 12 months. This is equivalent to 18 months growth.

78.5% of Aboriginal students undertaking the Accelerated Literacy program are at age appropriate reading level or above and data obtained from the South Australian spelling test for year 3 Aboriginal students shows a combined growth of 10 years 3 months between 8 pupils.

Respect and responsibility

2008 saw the continuation of the social skills program ‘You Can Do It’. This program includes the following units:

- Ready, Set, You Can Do It – A unit to build the capacity of students to be successful and to understand what this takes and what it means.
- Confidence – building the students capacity to; Have a go, talk with a strong voice and try harder things.
- Persistence – supporting students to; give effort to all tasks.
- Getting Along – Supporting students to be helpful, listen without interrupting and talk about problems rather than fight.
- Resilience – Supporting students to develop skills to; remain calm when someone else is mean or acts inappropriately.
- Organisation – Students will develop skills to support them in; goal setting and time management.

As well as this important social skills program in class our senior students have been given the opportunity to become leaders in the school. KLP (Karuah Leadership Program) was initiated in Term 4. This involved volunteer students from years 5 and 6 attending a training day and learning about leadership and their role as school leaders and senior students in the school. The main objectives of the KLP program are to:

- Inspire students to make a pro-active contribution to their school, family and greater community.
- Empower students to become positive role models.
- Enhance the student’s emotional intelligence.
- Educate students to become assertive, self-managing and positive thinkers.
- Promote leadership qualities in the individual.
- Create quality environments through human literacy learning.

As leaders in 2009 these students will work in peer group settings and be given various roles to support the other students primarily during play time. The main components of the KLP program are:

- Organised Playground Activities – Where leaders organise and manage organised playground games and activities.
- KLP Help Desk – This primarily is a station set up in the playground where other students who are having difficulties can talk to KLP leaders. This information is recorded and provides teachers with an insight into the playground and areas of need.
- KLP Roles and Responsibilities – This area works on a roster system where day to day responsibilities and tasks are undertaken by the leaders.

KLP leaders during the Presentation Ceremony
Progress on 2008 targets

Target 1
80% or more of students in Year 3 and 5 achieve equal to or better than Band 3 (or equivalent) in NAPLAN numeracy.

Our achievements include:

- 100% of students in Year 5 achieving Band 3 or better and 77% of Year 3 students achieving Band 3 or better in 2008 NAPLAN numeracy.
- BST/NAPLAN results were analysed and keys areas of need were targeted during teacher planning sessions.

Target 2

Improve student attendance by more than 1%.

- Unfortunately student attendance data reported that student attendance had dropped by 1%.

Target 3

Student progress in NAPLAN Literacy from Year 3 to Year 5 is sustained or improved from 2007 BST to 2008 NAPLAN.

Our achievements include:

- Teaching and learning programs better reflect the needs of individual students through the commencement of Literacy on Track planning sessions.
- Accelerated Literacy Pedagogy implemented in Stage 1 and Stage 2.
- Average growth in Literacy from Year 3, 2006 to Year 5, 2008 was 83.8 compared to the state average of 80.7.

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 2008 our school carried out evaluations of School Leadership and Literacy/Writing.

Educational and management practice

School leadership

Background

With a change in leadership at Karuah Public School in 2008 it was important to gather information relating to what students and staff needed and saw evidence of in terms of school leadership. Stage three students and staff completed a survey at school relating to school leadership and its impact on the school.

Findings and conclusions

The following evidence was sourced from the student surveys.

- 41% felt that school leaders usually understand the school and get the best from staff and students.
- 41% agreed that school leaders usually value the contribution of individuals and groups.
- 53% felt that school leaders only sometimes talk to us about our work and find ways to help us improve.
- 41% agreed that school leaders ensure that everyone is treated equally only sometimes.
- 53% felt that school leaders usually introduce change that is good for the students.
- 41% agreed that the school is almost always looking for ways to improve what it does.
- Most students felt that the school sometimes involves all groups within the school community in deciding what it is aiming to achieve.
- 47% agreed that staff, parents and students are almost always encouraged to take leadership roles at school.
- 47% felt that our school leaders almost always inspire and motivate learners.
- 53% agreed that school leaders are almost always open to new ideas.
The following evidence was sourced from the staff survey. As our teaching staff contains only 4 classroom teachers and 3 additional teaching staff the following information was determined by looking at extremes in the survey and conversation during professional learning opportunities.

- All staff felt that leaders almost always improve the school through an understanding of the school’s strengths and weaknesses and an interest in student learning outcomes.

- All staff felt that school leaders almost always model commitment to school improvement and inspire and motivate learners.

- One staff member felt that only sometimes do all groups within the school community develop the statement of school’s purpose.

Future directions
The findings from the survey indicated that communication between community, staff and students was important in ensuring that everyone was clear on the school’s focus, direction and common goal. This will be addressed by:

- Inviting parents and community members to important planning days and communicating findings and future directions through newsletters and P&C meetings.

- Utilising the KLP program to involve school leaders more in decision making.

- Continued work on scope and sequences in literacy and numeracy and the development of a database to store student results which can be accessed by teaching staff during parent interviews and information meetings.

Curriculum
Background
In 2008 a consultancy team from Maitland District Office visited Karuah Public School to evaluate literacy programs in the school.

The purpose of the visit was to provide an independent assessment in terms of the quality systems in place for literacy. The guidelines used for the assessment was a survey tool developed for the purpose and was provided to the school prior to the visit.

The completed survey was handed to the Principal at the conclusion of the visit. It was noted that the rating of embedded could only be used if all stages K-6 were consistent in this process. Some verbal feedback was also provided regarding strengths and areas for development. The points below summarise this verbal feedback.

Findings and conclusions
- Most teachers interviewed commented on the significant impact that the loss of principal and the AP in the last year had had on the school. It is a time of uncertainty, particularly in relation to the appointment of a new principal.

- Most teachers interviewed commented on the unique experience of working in a small school. Each teacher has many roles and there are a lot of playground and other duties. This impacts on the amount of sharing time available to teachers. When sharing has occurred this has been highly valued.

- There are examples of best practice – explicit and systematic teaching of writing. These examples reflect individual teacher practice rather than a school system.

- The River Stories project is highly valued by staff.

- There is a deep and detailed analysis of the BST results. In some classes the BST writing criteria has been used to develop rubrics for writing tasks.

- There is evidence that the areas of development arising from the BST analysis are used to inform T&L.

- There is little of evidence of whole school action oriented TPL in relation to writing. ie a strategy or programming or assessment approach is decided upon, teachers learn about it, trial it with their class and then reflect and refine their practice.

- Teacher Professional Learning by some was seen to be inconsistent... where an idea is introduced at a staff meeting but is then not followed up.

- There is no current K-6 scope and sequence.

- Consideration to be given to the Literacy On Track processes and how they can support the Accelerated Literacy approach.
− There were references to the Quality Teaching Framework, but mainly in relation to the River Stories project.

− There is no K-6 approach to the recording and collection of literacy achievement

− Although a number of transition strategies to high school were mentioned by the teachers interviewed, there is no systematic process in place to share student outcomes and plan for continuity of literacy learning.

Future directions

− Consider introducing an assessment process in Kindergarten such as “best start’ approach.

− Accelerated Literacy (AL) has been identified as a very successful approach to teaching writing. Teachers’ attribute the improvements in BST/NAPLAN writing to AL. There is a plan to take AL whole school in 2009.

− Need to develop a K-6 tracking system for students’ achievement in relation to syllabus outcomes.

− There is currently no K-6 approach to writing but there is a plan for AL to be introduced whole school. Need to consider the role of Jolly Phonics in the K-6 approach.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

− 80% of parents surveyed felt that numeracy and literacy is taught well at Karuah Public School.

− One family thought that there was a lack of homework and little notification of achievements in the area of literacy and numeracy.

− Another comment suggested that teaching methods were good in relation to numeracy and literacy but results did not reflect that.

− 80% of parents surveyed felt that teaching staff at Karuah Public School have good and positive relationships with the students.

− 70% of parents surveyed indicated that communication between the school and home is acceptable however comments included reference to teachers contacting parents if an issue needs to be clarified. Also one parent suggested that there needs to be more opportunity for parents to meet with the class teacher in a more formal setting.

− Personal comments referring to whether parents were generally satisfied with their child’s education at Karuah Public School included “I love the school” and “Quite happy with the school”.

− Other personal comments included “More sporting variety and opportunities need to be available” and “Not near enough team activities” and a “lack of sport”. One parent commented that “More opportunities were needed at school but it is difficult as it is a small school”.

Professional learning

Throughout the 2008 school year staff at the school undertook professional learning activities in a number of areas.

These included:

− Accelerated Literacy Training. For more information please visit www.nalp.edu.au

− The teaching and assessment of writing.

− Career development opportunities.

− Mathematics including initial training in Count Me in Too.

School development 2009 – 2011

Targets for 2009

Target 1

To improve literacy outcomes for all students

Our success will be measured by:

− Most students in Kindergarten to be reading and comprehending at level 9 or better going into Year 1.

− Most (>80%) Stage 2 students to achieve Band 3 for literacy and writing in NAPLAN.

− Most (>80%) Stage 3 students to demonstrate growth of at least 2 skill bands between Year 3 and Year 5 NAPLAN.

− Most students to be at or above PM reading benchmark level 30 before the end of Year 6.
Teaching and learning programs are developed according to the Teaching and Learning cycle and the Quality Teaching Framework.

School Learning Support Structures are in place to support student learning effectively.

School/home partnerships are strengthened to improve literacy outcomes.

Improvement of ATSI NAPLAN results in literacy to >80% of students achieving equal to or better than state average.

**Target 2**

To improve numeracy outcomes for all students.

Our success will be measured by:

- Most (>80%) Stage 2 students to achieve Band 3 for numeracy in NAPLAN.
- Most (>80%) Stage 3 students to demonstrate growth of at least 2 skill bands between Year 3 and Year 5 NAPLAN.
- Teaching and Learning Programs are developed according to the Teaching and Learning cycle and the Quality Teaching Framework.
- School/home partnerships are strengthened to improve numeracy outcomes.
- Improvement of ATSI NAPLAN results in numeracy to >80% of students achieving equal to or better than state average.

**Target 3**

Improved student engagement

Our success will be measured by:

- Increased Parental Involvement at the school. Utilisation of new building for parents of ATSI kids to support their children in their education. Provisions of training for parents to more effectively support their children in their education.
- Implementation of the Karuah Leadership program where stage three students are trained as leaders and implement welfare programs such as ‘No go Bully’, ‘Brekkie room’ and ‘Playground happenings’.
- Personalised learning plans (PLP’s) in place for all ATSI students that focus on building on strengths, supporting student leadership initiatives and involving the community.
- Improved self promotion and communication activities.
- Review of School Newsletter – Send home fortnightly but better quality.
- Celebrate student achievement more regularly

**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.

Craig Partridge - Principal
Kath Henry – Teacher/ Accelerated Literacy
Rod Pye – Teacher
Ruta Woolley – Teacher
Trish Johnson – QTIP/ Aboriginal Programs
Shaona Folwell - Teacher
Alison John – P&C President

**School contact information**

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School Code: 2263

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: