KARUAH PUBLIC SCHOOL
ANNUAL SCHOOL REPORT
2012
Our school at a glance

Students
In 2012 there were 81 students at Karuah Public school. The school had a staffing establishment of 5.136 teaching positions and 1.406 non teaching positions.

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

Significant programs and initiatives
We currently have 36 students who identify as Aboriginal and live centrally within the township of Karuah. We employ additional staff at our school to support our Aboriginal students, particularly those who fall below national benchmarks in Literacy and Numeracy.

We currently are a PSP school and our three focus areas in our school plan are Numeracy, Literacy and Student engagement. This additional funding allows staff additional release to collaboratively review class assessment and plan literacy lessons based on class needs (LOT – Literacy on Track). The numeracy component has allowed staff to attend professional learning in Count Me In Too (CMIT), test all students in number strategies using (SENA), group students and plan number lessons according to the needs of the students.

The student engagement component includes the ‘Kindy at Karuah’ orientation program which involves a significant parent training component. National Partnerships funding in 2012 has allowed the PPS Principal to be relieved from his teaching load to support Best Start and the Language, Literacy Learning (L3) program in Early Stage One. The Principal also delivers small group literacy instruction across all other stages and supports stage two and three during CMIT group numeracy sessions.

The 2012 NAPLAN assessment was positive in a number of areas. Student achievement included:

- 30.8% of year 3 students achieved in the top 2 skills bands for writing.
- 14.3% of year 5 students achieved in the top 2 skill bands for writing.
- 30.8% of year 3 students achieved in the top 2 skill bands for reading.
- 28.6% of year 5 students achieved in the top 2 skill bands for reading.
- 100% of year 5 students achieved greater than or equal to expected growth in Spelling, Grammar and Punctuation.

Messages

Principal’s message
In Term Two Mr Craig Partridge accepted the position of Principal at Seaham Public School after relieving in the position for two school terms. I continued to act as Principal of Karuah Public School until the end of 2012 when Mrs Julie Hubbard accepted the position of School Principal.

2012 was an engaging year of student growth in academic results, students’ engagement with school and student enrolments. Students have enjoyed a positive year of dynamic learning and welfare programs that have been provided and supported by a dedicated team of teachers, support staff and parents. Our active P & C have worked continuously to support school improvements. I would like to thank all teachers, staff and parents who have assisted in providing the best educational outcomes for Karuah Public School students in 2012.

Mr Roderick Pye - Relieving Principal

Student achievement in 2012

P & C and/or School Council message
Thanks to previous P&C members - without the involvement of these people we would not have been able to raise the money that we did.

We have been involved in various fundraisers such as Easter and Christmas raffles, pie drives, mother and father’s day stalls, movie nights and discos to name a few.

With funds raised we have purchased slinky’s for K/1 and 1/2, heavy duty tarps for students at sporting carnivals, new board games for 3/4, funding new home readers and reading eggs for 1/2 and also ended 2012 with a healthy looking bank balance.

Thank you to each and every one of you. Here’s to a great 2013!

Emma Jarmain, President.

Student representative’s message

In 2011 Aiden and I were announced as Captains and Ellen and Ngarie as Vice Captains.

Firstly we would like to thank Mr Pye and all the staff members for their encouragement and help throughout the year.

Secondly we would like to thank the P&C for organizing the Discos, movie nights and the Easter and Christmas raffle.

Finally we would like to wish the Leaders for 2013 the best of luck in leading our great school.

Jacinta Landa, Aiden Bills, Ellen Presbury and Ngarie Farnsworth.

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

Karuah Public School had 81 enrolments in 2012. Enrolments have remained stable over the last 4 years.

Management of non-attendance

Non attendance is managed by daily roll marking, follow up with parents of students with unexplained absences and utilising the Home School Liaison Officer (HSLO) if the need arises.

Class Sizes

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
The school had four teaching positions and a non-teaching Principal funded by National Partnerships.

The teaching staff were supported by a School Administration Manager, one School Administration Officer and a General Assistant, one day per week.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6.106</td>
</tr>
</tbody>
</table>

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

On our staff we have an Aboriginal community member who liaises with the community and supports our classroom programs.

**Staff retention**

Mr Rod Pye continued in the relieving Principal’s role for 2012. Megan Robarts was employed as the 1/2 teacher in Mr Pye’s place. Ms Shaona Folwell was employed as the Year 5/6 teacher. Anne Marie Chyzy was employed as librarian and RFF teacher in 2012.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></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>30/11/2012</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>104013.77</td>
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<tr>
<td>Global funds</td>
<td>84137.96</td>
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<tr>
<td>Tied funds</td>
<td>98618.40</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>28292.05</td>
</tr>
<tr>
<td>Interest</td>
<td>4845.13</td>
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<tr>
<td>Trust receipts</td>
<td>2970.85</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>322878.16</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>5614.30</td>
</tr>
<tr>
<td>Excursions</td>
<td>20148.75</td>
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<tr>
<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
<td>85101.79</td>
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<td>Casual relief teachers</td>
<td>12803.53</td>
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<tr>
<td>Administration &amp; office</td>
<td>26676.08</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15303.55</td>
</tr>
<tr>
<td>Maintenance</td>
<td>10824.18</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2921.11</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8518.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>204512.63</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>118365.53</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School’s parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

In 2012 students of Karuah Public School again had the opportunity to participate and showcase their artistic and musical talents across the school and wider community.
Renae Lamb along with Karuah Strong supported our school by providing the means to teach the students Aboriginal Dance. Renae visited the school once a week to teach the students about the Aboriginal Culture through the power of dance and storytelling. Students would perform once a Term in traditional lap laps and body paint.

Joffa’s Tonn, a talented cartoonist, visited in Term 4. He demonstrated everything students need to learn to be a better cartoonist. Students enjoyed this demonstration and were given time in CAPA lessons to practise skills.

Stephaine Callaghan and the Karuah Preschool collaborated along with students from the centre and school to create a symbolic Aboriginal Artwork. The collaboration was funded by Karuah Strong. The artwork is divided into 5 canvases that join to make a larger picture of Karuah and is to be distributed among the community.

Tantrum Drama Group visited in Term 3 to deliver workshops with students from all classes K -6. Karen enthusiastically taught children about acting and incorporated many techniques and skills through skits, games and mimes. Teachers continued to implement teaching techniques within their Term 4 CAPA programs.

As a conclusion to Presentation Day students performed their annual Christmas Play to the community. The play was titled "The Very Best Present in the Whole Wide World". The play had a moral that ‘it is always better to give than receive’. Students wore costumes and helped design the set. We required the assistance of Becky Hill to play the piano and Claire Hill assisting with props. Students rehearsed their lines and practised as part of Interest Groups, held in once a week.

Debating

During 2012, our debating team participated in a number of local and district debating competitions. Students were able to share each other’s knowledge, experience and ideas to learn how to work together as a team. The debating team produced winning speeches and rebuttals that allowed them to reach round three. The team experienced friendly competition, met new friends and built confidence within themselves. The Karuah debating team finished 8th out of a field of 32. We are all very proud of their significant achievements.

Kindergarten Transition

Up to 11 students and their parents and caregivers participated in the ‘Kindy at Karuah’ orientation program in term 4. Over a period of 5 weeks students and parents participated in dual information and activity programs in preparation for Kindergarten 2013. Each week the ‘Kindy at Karuah’ program offered relevant and up-to-date information for parents from a range of speakers from the school community. Guest speakers included the School Counsellor, Home School Liaison Officer, P& C President, Busways Regional Athletics in the Small Schools Section.

* the opportunity for students to participate in Cricket N.S.W. selection, with 1 of our students being selected for the Regional Team.
* the Beep Test was introduced in the Infants area, with all K-2 students achieving from the pre-tests to the post-tests.
* the whole school being involved in the 'Jump Rope For Heart' program, with a visiting specialist demonstrating 'Jump Rope' skills and techniques.
* the primary students participated in a 'Rotational Boot Camp' for sport. Skill development was also introduced for throwing, catching, kicking, passing and trapping (ball skills).
* the opportunities for students to participate and develop skills in the following sports; soccer, tennis, jogging, bike-riding and walking.
* a visiting professional from the Cricket N.S.W. Schools Program, who provided and demonstrated the skills and techniques of cricket for our primary students.

Kindergarten Transition

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representative, Port Stephens Road and Safety Officer and representatives from Karuah Public School teaching staff. The program concluded with a Celebration Ceremony followed by afternoon tea and a power point display of the children’s activities during the program.

**Accelerated Literacy**

Accelerated Literacy is a valuable literacy program that encompasses and engages students. At Karuah the program involved participating in Text and Language Orientation before students attempted individual reading of a text. They became familiar with the information in the text, why it was included, how the structure of the text works to create the meaning, the word and language choices the author made and how they contribute to the meaning.

At Karuah Mrs Henry taught all classes each Friday, following the guidelines and strategies of the Accelerated Literacy (AL) program. Evaluations of the AL program concluded student engagement increased and was highly successful in involving students to learn, read and decode texts.

**Academic**

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

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

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

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

**Literacy – NAPLAN Year 3**

**Reading**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2012</strong></td>
<td>383.8</td>
<td>351.8</td>
<td>419.6</td>
</tr>
</tbody>
</table>

- no year 3 students in band 1 for reading
- higher percentage of students achieved in band 5 compared to the school average from 2010 to 2012.
- 43% of students in Year 3 achieved Band 4 or higher.

In 2012, 13 students in year 3 sat the NAPLAN tests in Literacy.

**Writing**

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average score, 2012</strong></td>
<td>399.8</td>
<td>365.2</td>
<td>418.7</td>
</tr>
</tbody>
</table>

- no year 3 students in band 1 for writing
- higher percentage of students achieved in band 4 and 5 compared to the school average from 2011.
### Spelling

- **Average score, 2012**
  - School: 394.8
  - SSG: 364.8
  - State DEC: 422.9

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>22.6</td>
<td>14.2</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td>46.2</td>
<td>27.4</td>
<td>19.7</td>
<td>8.6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>15.4</td>
<td>16.1</td>
<td>19.8</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
<td>7.7</td>
<td>19.4</td>
<td>22.7</td>
<td>25.1</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>7.7</td>
<td>4.8</td>
<td>13.8</td>
<td>19.3</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>3</td>
<td>23.1</td>
<td>9.7</td>
<td>9.8</td>
<td>28.6</td>
</tr>
</tbody>
</table>

- No year 3 students in band 1 for spelling
- 52% of students achieved band 3 or higher in spelling

### Grammar and Punctuation

- **Average score, 2012**
  - School: 395.1
  - SSG: 351.1
  - State DEC: 426.0

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>Number in Bands</th>
<th>Percentage in Bands</th>
<th>School Average 2008-2012</th>
<th>SSG % in Bands 2012</th>
<th>State DEC % in Bands 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>7.7</td>
<td>16.4</td>
<td>16.5</td>
<td>6.4</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>0</td>
<td>0.0</td>
<td>16.4</td>
<td>22.3</td>
<td>8.7</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>46.2</td>
<td>27.9</td>
<td>22.3</td>
<td>13.7</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>15.4</td>
<td>19.7</td>
<td>19.8</td>
<td>19.3</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>2</td>
<td>15.4</td>
<td>4.8</td>
<td>11.5</td>
<td>20.9</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>2</td>
<td>15.4</td>
<td>9.7</td>
<td>8.2</td>
<td>31.0</td>
</tr>
</tbody>
</table>

- 82% of year 3 students achieved band 3 or higher in Grammar and Punctuation

Numeracy – NAPLAN Year 3

**Numeracy**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>358.6</td>
<td>341.0</td>
<td>400.2</td>
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</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>0.0</td>
<td>38.5</td>
<td>15.4</td>
<td>23.1</td>
<td>23.1</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>9.8</td>
<td>24.6</td>
<td>31.1</td>
<td>13.1</td>
<td>16.4</td>
<td>4.9</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>14.6</td>
<td>23.4</td>
<td>30.8</td>
<td>19.3</td>
<td>8.0</td>
<td>3.8</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>4.8</td>
<td>10.6</td>
<td>21.1</td>
<td>26.9</td>
<td>19.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

- no year 3 students in band 1 for Numeracy
- 46% of students achieved in Band 4 and 5

**Percentage in bands:**
- Year 3 Numeracy

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students</td>
<td>50</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>0</td>
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<td>Bands</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
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</table>

- 28% of students achieved in Band 7

Reading – NAPLAN Year 5

**Average score, 2012**

<table>
<thead>
<tr>
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<th>School</th>
<th>SSG</th>
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</tr>
</thead>
<tbody>
<tr>
<td>459.5</td>
<td>433.8</td>
<td>492.4</td>
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**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
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<th>5</th>
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<th>7</th>
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<tbody>
<tr>
<td>Number in Bands</td>
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<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>14.3</td>
<td>28.6</td>
<td>28.6</td>
<td>0.0</td>
<td>28.6</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>14.5</td>
<td>29.1</td>
<td>25.5</td>
<td>9.1</td>
<td>18.2</td>
<td>3.6</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>26.0</td>
<td>20.5</td>
<td>25.1</td>
<td>17.0</td>
<td>8.9</td>
<td>2.5</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>9.3</td>
<td>11.2</td>
<td>23.7</td>
<td>24.0</td>
<td>19.7</td>
<td>12.1</td>
</tr>
</tbody>
</table>

In 2012, 7 students in year 5 sat the NAPLAN tests in Literacy.
- the majority of students fell in the lowest three bands in reading, which is an area for further investigation.

Writing – NAPLAN Year 5

**Average score, 2012**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>467.5</td>
<td>425.6</td>
<td>479.8</td>
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**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>7</th>
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</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>14.3</td>
<td>0.0</td>
<td>42.9</td>
<td>28.6</td>
<td>14.3</td>
<td>0.0</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>23.9</td>
<td>15.3</td>
<td>39.9</td>
<td>15.9</td>
<td>3.9</td>
<td>1.2</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.8</td>
<td>9.7</td>
<td>35.3</td>
<td>27.4</td>
<td>13.1</td>
<td>7.6</td>
</tr>
</tbody>
</table>

- 84% of students in year 5 achieved in band 5 or higher
Spelling – NAPLAN Year 5

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>456.8</td>
<td>450.2</td>
<td>502.9</td>
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<tr>
<td>Number in Bands</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Percentage in Bands</td>
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<td>1.43</td>
<td>2.86</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td>18.2</td>
<td>16.4</td>
<td>27.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>15.6</td>
<td>21.6</td>
<td>23.9</td>
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<tr>
<td>State DEC % in Bands 2012</td>
<td>4.7</td>
<td>12.5</td>
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Year 5 NAPLAN Grammar and Punctuation

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<td>496.5</td>
</tr>
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<td>5</td>
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<tr>
<td>Percentage in Bands</td>
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<td>1.43</td>
<td>4.29</td>
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<tr>
<td>School Average 2008-2012</td>
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<tr>
<td>SSG % in Bands 2012</td>
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<tr>
<td>State DEC % in Bands 2012</td>
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Year 5 NAPLAN Numeracy

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<td>Number in Bands</td>
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<tr>
<td>Percentage in Bands</td>
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</tr>
<tr>
<td>School Average 2008-2012</td>
<td>14.5</td>
<td>18.2</td>
<td>27.3</td>
</tr>
<tr>
<td>SSG % in Bands 2012</td>
<td>18.4</td>
<td>25.8</td>
<td>28.6</td>
</tr>
<tr>
<td>State DEC % in Bands 2012</td>
<td>6.4</td>
<td>13.2</td>
<td>24.6</td>
</tr>
</tbody>
</table>
75% of students achieved in band 5 or higher

Progress in reading

Average progress in Reading between Year 3 and 5

Progress in Spelling

Average progress in Spelling between Year 3 and 5

Progress in Grammar & Punctuation

Average progress in Grammar & Punctuation between Year 3 and 5

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal education

Under the Norta Norta Tutoring Program we were able to employ an Aboriginal tutor to work with targeted Aboriginal students. These students indicated in evaluative feedback that they valued the close support provided to them in the classroom learning environment. Results from the 2012 NAPLAN showed that Aboriginal students in both Years 3 and 5 achieved strong growth in both literacy and numeracy elements.
National partnership programs

2012 was the third year of the four year National Partnerships program. The funding for this program continued to allow the school to provide extra support in literacy and numeracy teaching. The funding of a class teacher to relieve the Principal has allowed for closer support in whole school teaching and in particular, the opportunity to work with the Kindergarten L3 program. Overall supervision of numeracy based teaching programs further provided students with opportunities to develop numeracy skills in weekly specialized numeracy lessons. The Principal has additionally had greater opportunities to develop welfare connections and to work with Karuah Strong student-based programs.

Other Programs

KARUAH PUBLIC SCHOOL AND KARUAH COMMUNITY PRESCHOOL ‘Cultural Art Project’

Background
Funding sourced by Karuah Community Preschool enabled a ‘Cultural Art Project’ to be conducted by students of Karuah Public School and Karuah Preschool.

On 11th May 2012, thirteen Aboriginal students from Karuah Public School attend an excursion to Newcastle Art Gallery exhibition – Desert Country, and Birabahn, University of Newcastle along with Mr Rod Pye, Principal Karuah Public School; Troy Farley, Parent; Stephanie Callaghan, Norta Norta Student Support Officer and Mr Dave Feeney, CEO Karuah Local Aboriginal Land Council driving the group in the Land Council bus.

Inspired from the excursion, students then participated in the Art Project at the school from development to completion. Students discussed themes and details for the project, agreeing that the Karuah River would be the major theme through the painting with animals in the river and on the land to be included. Each student then sketched animals, designs and other ideas which were incorporated into the artwork.

Lisa Craven, Karuah Strong Project, arranged purchase of the canvases, paints and brushes. Rick Ridgeway drew the river layout on the five panels from a google earth picture projected onto five canvas panels. Students then drew or traced animals onto the canvas panels then used acrylic to paint the river, surrounding land and animals while learning a variety of painting techniques including dotting, line work, sponging and colour mixing. The preschool students’ contribution was the printing of hands and feet as a border for the artwork. A number of students then carried out touch up work and dotting around animals to complete the painting.

Karuah Strong and the Smith Family

The Smith Family’s funding through the Karuah Strong Project has allowed the school to fund and run a Homework Club one afternoon a week. The Homework Club was further supported with financial assistance to provide a second afternoon for homework tutoring each week. The Karuah Strong Project was enhanced with further support of the breakfast program, ‘Brekkie Club’ and we were able to extend the service from three mornings a week to four. The provision of a food service for students has ensured that all students have the opportunity to begin each school-day nutritiously.

Other Karuah Strong Projects included an indigenous artworks project that collaborated with the local Karuah Preschool to produce a series of paintings reflecting the local area. The Karuah Strong Choir was further strengthened with the employment of a choir teacher who conducted weekly music workshops for both students and local citizens. A songwriting music workshop was established in term Two and allowed students the opportunity to develop music songwriting skills.

Rock and Water Program

In addition to continuing to support existing student learning programs at Karuah Public School, including the Literacy On Track (LOT),
Language, Literacy and Learning (L3) and Count Me In Too (CMIT) programs, we established key educational programs to enhance student engagement, literacy and numeracy skills in 2012. Welfare programs established this year included teacher training and development in the Rock and Water behaviour program. Students from Years Four, Five and Six received teaching development in this program in Terms Two, Three and Four from Ms Robarts.

Tantrum Theatre

A drama and social skills program coordinated by the Newcastle theatre company Tantrum Theatre was established in Term Three.

A whole-school weekly ‘Focus Groups’ program was established in Term One to allow for development of literacy skills in reading support, debating and numeracy support in separate boys and girls numeracy lessons. The Year Three and Year Five teachers worked closely with students from Years Three and Five in these ‘Focus Group’ lessons to assist students with extension comprehension lessons.

Progress on 2012 targets

Target 1
To improve literacy outcomes for all students
Our achievements include:

2012 NAPLAN results show
- 30.8% of Year 3 students achieved in the top 2 writing skill bands.
- 30.8% of Year 3 students achieved in the top 2 skill bands for reading.
- 14.3% of Year 5 students achieved in the top 2 skill bands for writing.
- 85.7% of Year 5 students achieved expected growth in NAPLAN reading.
- No Aboriginal students scored in the bottom 2 bands for Year 5 NAPLAN writing.
- In Spelling 100% of Year 5 students and in Grammar and Punctuation 71.4% of Year 5 students achieved greater than or equal to expected growth.

Target 2
To improve numeracy outcomes for all students

Our achievements include:
- Implementation of Count Me In Two strategies across all classes K - 6

2012 NAPLAN results show
- 23.1% of Year 3 students achieved in the top 2 skill bands for numeracy.
- 14.3% of Year 5 students achieved in the top 2 skill bands.
- 57.1% of Year 5 students achieved expected growth in NAPLAN numeracy.

Target 3
To improve student engagement

Our achievements include:
- Increase in student Attendance rate. From 90.0% in 2011 to 90.45% in 2012.
- 16% of Aboriginal students attended Homework Club (HWC) each week in 2012.
- Almost all of our Aboriginal families were able to discuss student’s progress with teachers and sign Personalized Learning Plans.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of: Small Group Literacy Instruction (L3) and Student Engagement

Background

The Language Learning and Literacy (L3) program involves small group instruction in reading, writing and reading to in the kindergarten classroom. Using Best Start and class based assessment Early Stage One students are grouped according to their needs and are taught in specific small group literacy lessons. Year 3 literacy NAPLAN results and kindergarten Best Start data at Karuah showed that students were performing below state averages in literacy in the early years. The L3 program has brought
improvements to literacy learning in Early Stage One students’ literacy assessments.

What we did - strategies

The Early Stage One teacher began L3 training in 2011. Through regional support and professional development this teacher has developed her knowledge of explicit L3 teaching methods as well as extended her professional leadership of the L3 program in Kindergarten. Within the school and classroom environment support has been provided to the L3 program with timetabled support from the Principal who has worked in 2012 to provide group L3 support, specific small group teaching, follow-up analysis, assessment and planning. The Aboriginal School Learning Support Officer (ASLO) was employed to additionally support this literacy initiative. The ASLO works each morning in the Kindergarten classroom focusing on group writing tasks. Parent volunteer support further enhances the daily L3 program and provides small group literacy extension to Kindergarten students.

Findings and conclusions

Through on-going assessment, teacher feedback, parent interviews and student focus groups the following feedback indicated:
- the Early Stage One (ES1) teacher has developed a sound working knowledge of the L3 program through professional development and support. This teacher is now confident in delivering the L3 program in her second year of L3 training.
- the ES1 teacher has increased her expectations of students under the L3 program and she has developed deeper understandings of literacy learning in Kindergarten.
- the ES1 teacher noted that individual student reading development has developed earlier in the Kindergarten year than in previous years before L3 teaching.
- Principal has seen a new-found enthusiasm in the ES1 teacher in working with the L3 program.
- parents indicated that the L3 program is providing specific skills to their children in reading development and that they are pleased to see reading development in the first year of their child’s education.
- parents felt happy that they have the opportunity to work in the classroom on specific literacy tasks. Parents interviewed felt that they are making a valuable contribution to student learning with specific literacy tasks.
- parent volunteer feedback indicated that they enjoy assisting with small group work and the short sessions of rotating group work.

Changes in systems and practices

- ES1 teacher is programming new learning activities for individual student needs.
- L3 strategies and teaching methods embedded into early Stage One teaching and learning cycle.
- ES1 teacher regularly assesses students’ reading levels and analyses student reading data to plan teaching
- Parents happy to volunteer and participate in daily Kindergarten literacy lessons

Conclusion

Focus group discussions and interviews with staff, students and parents reflect the impact that the L3 program has had at Karuah Public School in the last two years. Results of reading levels have shown that reading targets set for 2012 will be met in Kindergarten. This will assist students moving into Year One to develop stronger reading skills. The L3 program has brought a key approach to literacy teaching in Kindergarten and provided an effective and proven method to teaching specific reading skills for students.

Future directions

The L3 program will continue in 2013 with the Early Stage One teacher now trained and independently programming L3 lessons. The L3 teacher will work with the Year One teacher in 2013 to provide key L3 strategies for Year One students. The Principal will continue to assist in the assessment and analysis of L3 development alongside the teacher. The Principal will also assist in daily literacy L3 sessions. The school will continue to employ the ASLO to support specific L3 writing groups. Parents of Kindergarten students will be encouraged and supported to assist in daily group literacy work. The ES1 teacher will also continue to be supported by the school with access to L3 network meetings and professional development courses.

Student Engagement

Background

In order to improve student’s engagement with school and classroom learning as well as improve student attendance rates a key target in the 2012 – 2014 School Plan was set for ‘student engagement’. The aspect of student engagement
at Karuah Public School includes the wider aspect of maintaining positive relationships with outside community partners, students’ families and professional educational agencies. The attempt to meet the school target of improved student engagement and attendance included the key aspects of achieving:

- Increased engagement during class instruction time and decreased evidence of negative behaviours impacting on others
- Attendance rate for all students to be more than 92%
- Increased participation of Aboriginal families in school-based programs and community workshops.

What we did - strategies

In order to increase student engagement during class instruction time a breakfast program (‘Brekkie Club’) was begun in 2011 with the support of the Smith Family ‘Karuah Strong’ project. This project has assisted in funding the breakfast program to students of Karuah Public School since August 2010. In 2011 the program ran three mornings a week. The popular program saw a need to increase the program in 2012 to four mornings a week. Over 7500 breakfasts are projected to be served to students in 2012 based on an average daily attendance of 47 students and over 3500 breakfast served up to August 2012.

In order to improve the percentage of students scoring in the bottom two bands in NAPLAN literacy and numeracy a weekly ‘Focus Groups’ time was offered to students at the beginning of 2012. The main impetus for these groups was to provide close support for Year 3 and Year 5 students in NAPLAN literacy and numeracy revision for NAPLAN style assessment. Whilst NAPLAN support for Year 3 and Year 5 students was timetabled in 2012 the secondary element of offering a weekly GATS workshop as well as a structured reading support group and a boys and girls numeracy lesson provided the stimulus for improving student engagement for all students at Karuah Public School.

The ‘Focus Groups’ were timetabled in Term one of 2012 and provided the main support to Year 3 and Year 5 students in NAPLAN practise. The provision of a GATS-style program for students demonstrating advanced abilities was an effective strategy to engage gifted students at school. A reading support group for students not achieving expected targets in reading was led by the LAST and another staff member to provide extra school and individual support to struggling readers.

A drama workshop program funded through a grant obtained by the Karuah Strong Project (Smith Family) was conducted in Term 3 of 2012. These workshops led by a Newcastle drama company, Tantrum Theatre, provided positive skills practise for students as well as team building and positive relationship strategies for all students. All students in the school were involved in the ten week, one hour workshops.

With the provision of funding under National Partnerships, the Principal has been able to support welfare programs offered to the school. The Principal has been able to work closely with the school counsellor and to provide support and assistance to families in accessing the monthly paediatric outreach clinic that visits the school. The Principal has also worked closely with the Smith Family’s ‘Karuah Strong’ initiative in order to provide student engagement activities (Tantrum Theatre workshops program, ‘Karuah Stories’) and positive behaviour programs (Rock and Water program).

Eleven students from Stages 2 and 3 were trained in the Rock and Water positive behaviour program in 2012. These students were trained by a teaching staff member who completed a professional learning course in the Rock and Water program in March 2012. This program was planned to assist both male and female Karuah Public School students in maintaining positive behaviour when interacting with other school students as well as teaching self-control strategies and self-confidence techniques. The program was demonstrated to parents of Aboriginal students at a community workshop that was partnered with the Family Action Centre’s Project Officer.

Celebrating and rewarding students who did not receive a ‘Yellow Card’ and have to attend ‘Planning Room’ was a key initiative introduced as a student engagement strategy. Celebrating students who made consistently positive choices in behaviour was celebrated at the end of each term in excursion events. This initiative was implemented to recognise students’ positive behaviour choices at school.

Findings
The introduction of the breakfast program for students four mornings a week, has supported students in being able to focus and engage in the classroom for more sustained periods in class time. All teaching staff support this program and agree that it has made an impact for engaging students at school. The operation of school canteen on Fridays does not allow for the running of ‘Brekkie Club’ and teachers noted a difference on Fridays in class concentration for students who regularly access the Brekkie Club. Parent feedback indicated a high level of satisfaction at the school providing a breakfast program. Community volunteers staffing the program reflect the wider community’s support of this program.

Teacher, student and parent feedback has indicated that the Tantrum Theatre workshops achieved an outstanding level of support amongst students. Students were provided with a one hour lesson in team-building exercises, drama performance and for each week in Term Three of 2012. Four teachers and the Principal attended a professional development workshop in order to maintain a sustainable approach to extending the program for students at the school.

Two teachers and the Principal have been trained in the Rock and Water program and eleven students from Stages 2 and 3 were involved in a ten week participant workshop. The teacher leading these workshops was assisted by our Norta Norta tutor who was additionally trained in the program. This tutor has noticed positive changes in the students who have been Rock and Water trained. Teachers on playground duty have commented that strategies taught in Rock and Water have been used by students in the playground at school. Students who participated in the program commented on their increased self-confidence and self-control.

The ‘No Yellow Card Reward Days’ were a successful outcome for each term in 2012 in recognising and rewarding positive behaviour at Karuah Public School. Student feedback highlighted the incentive they had in maintaining positive and acceptable behaviour throughout each term. Parent feedback indicated that such an initiative recognised students’ positive efforts and were keen to see this popular initiative continue.

**Changes in systems and practices**

Students, teachers, staff, parents and community partners have all provided feedback indicating that Karuah Public School supports students closely and that the school has offered practical and engaging programs for all students in 2012. An increased focus on student engagement programs has been made possible with the Principal being able to access welfare supported programs and liaise with community partners.

**Conclusion**

Whilst there has been an increase in student based activities and programs at Karuah Public School in 2012 there is scope for more student engagement programs. Feedback from teachers indicated that the breakfast program has assisted students in classroom engagement. There has been a measured decrease of documented negative classroom and playground behaviour through programs designed to increase student engagement at school.

**Future directions**

The ‘Brekkie Club’ breakfast program will continue to operate four mornings a week in order to support students who have not had breakfast before school. The Term One ‘Focus Groups’ program will continue in 2013 in order to assist Year 3 and Year 5 students in NAPLAN support. A whole school focus on recognising and rewarding positive behaviour at school will be supported with ‘No Yellow Card’ celebrations at the end of school terms. The Rock and Water program will continue to be taught to all Stage 2 and Stage 3 students.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Most parents believe that teachers have a positive influence in all areas of student learning.

Staff are satisfied with the support that they received throughout 2012.

Students are happy and feel valued when they are at school.

**Professional learning**

Throughout the 2012 school year staff at the school undertook professional learning activities in a number of areas.

These included:
School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014

2012 Targets to achieve this outcome include:
- Reducing the gap in school performance compared to state for writing.
- Reducing the gap in school performance compared to state for reading.
- Reducing the gap in school performance for Aboriginal students compared to non-Aboriginal students for reading.
- Reducing the gap in school performance for Aboriginal students compared to non-Aboriginal students for writing.

Strategies to achieve these targets include:
Continue ES1 focus on the language, Learning, Literacy (L3) program. ES1 teacher trained in L3 in 2011. Support in 2012 will be guided by District and Regional support staff.

Purchase resources (PM readers) to support Early Stage one ‘Language, Literacy Learning (L3) reading sessions. Books were purchased in early levels in 2011. Upper level (3-10) will need to be increased.

Continue to employ Aboriginal SLSO to support Aboriginal students during the L3 guided reading and writing sessions and to support the LAST program.

Continue to employ classroom teacher to take on stage 3 teaching load. Principal will be released as literacy/numeracy mentor to support ‘Best Start’ Kindergarten assessment and L3

This will include:
- Supporting the grouping process
- Demonstrating small group specific teaching.

All teachers continue to participate in professional learning, reflection, analysis and planning of literacy across 5 week timeframes using current scope and sequence to be initiated during staff development days and with RFF in week 5 of each term. Literacy on Track (LOT)

Areas of weakness identified from analysis are included in LOT teaching cycle.

Further establish the ‘Accelerated Literacy’ (AL) pedagogy across all classrooms. Utilising in school expertise to team teach and provide professional learning for all staff.

Relieving classroom teachers to access professional learning in using SMART to analyse student performance and access classroom strategies to support need.

Classes organised into guided reading groups with students reading at their instructional level with opportunity for movement across stages.

Ensure that a PLP has been initiated or updated for all Aboriginal students.
Target Aboriginal and Torres Strait Islander students for intensive literacy support which is included in PLP.

Parent education classes focusing on technology and to build capacity of Aboriginal community

Add to school data base which tracks students reading benchmark level

School priority 2

Outcome for 2012–2014

- To improve numeracy outcomes for all students.
- Strengthen the school/home partnerships to improve numeracy outcomes.

2012 Targets to achieve this outcome include:

- Reducing the gap in school performance compared to state for numeracy.
- Reducing the gap in school performance for Aboriginal students compared to non-Aboriginal students in numeracy.

Strategies to achieve these targets include:

Staff released to test all students using SENA in Term 1 and Term 4.

Planning day where SENA results analysed and teachers released to plan teaching and learning based on number results and student needs.

Number teaching groups updated and changes made depending on SENA results. This information is to be used to drive numeracy teaching and learning. Count Me in Too (CMIT) strategies utilised during CMIT number groups.

Targeted Numeracy Teaching (TNT) and support continues for ES1 and S1 teachers.

All staff will participate in training and development to embed ICT into numeracy (CMIT) teaching practice through regional support and released to visit other schools where technology is used effectively to support number program.

School priority 3

Outcome for 2012–2014

- Improved student engagement and attendance.
- Improving outcomes for students in the use of information technology.
- Increased participation of Aboriginal families in school based programs and community workshops.

2012 Targets to achieve this outcome include:

- Increased engagement during class instruction time and decreased evidence of negative behaviours impacting on others.
- Attendance rate for all students to be more than 92%.
- Increased participation of Aboriginal families (more than 50%) in school based programs and community workshops.
- Digital learning resources, linked to curriculum, evident in class programs and available and used in classrooms.

Strategies to achieve these targets include:

Continue the ‘Kindy at Karuah’ transition program for students transitioning from preschool into early stage one which involves a six week intensive training program for new students and their parents.

Connected classroom initiated in stage three which includes access to other schools within local LMG to assist in forming relationships with other Stage 3 students in our area.

Engage experienced volunteers to provide ‘Breakfast Club’ three mornings per week.
Continue homework centre after school two afternoons per week for all students in conjunction with Aboriginal Homework centre already operating

STLA program to be reviewed to include support of at risk students in the classroom and assisting teachers to develop programs that can be sustained without additional support in the room.

Stage 3 staff to be trained in the ‘Rock and Water’ Program. ‘Rock and Water’ implemented in Stage 3 as part of the PDHPE program.

Investigate Positive Behaviour Learning (PBL) at schools in the local LMG. Begin training of teachers in the PBL process.

Teachers released from face to face teaching to contact Aboriginal families, organise and participate in Personalised Learning plans for all Aboriginal students.

Continue the Karuah Leadership program where stage three students are trained as leaders and implement welfare programs such as ‘Brekkie club’ and ‘Playground happenings’.

Utilise additional funds from the ‘Smith Family’ through the ‘Karuah Strong- Communities for Children’ project to initiate activities and events to promote healthy families, healthy children and a healthy environment.

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.

Rod Pye - Relieving Principal
Kath Henry – Teacher/ Accelerated Literacy
Ruta Woolley – Teacher
Megan Robarts - Teacher
Trish Johnson – LAST/ Aboriginal Programs

Shaona Folwell - Teacher
Emma Jarmain - P&C President

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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:

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.

Rod Pye