2010 Annual School Report
Karuah Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2010 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. An Aboriginal SLSO (Student Learning Support Officer) is also employed as part of the NORTA NORTA program. This program allows tutoring in numeracy and literacy for Aboriginal students who performed in band 1 in 2009 NAPLAN.

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 2010 has allowed the PP5 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.

Student achievement in 2010
The 2009 NAPLAN assessment was positive in a number of areas. Student achievement in numeracy included:

- 67% of stage 2 students achieved band 3 in numeracy compared to 54% in 2009.
- 62% of students achieved growth of more than 2 skill bands in numeracy.
- Numeracy growth is 9.9 above state average. Student literacy achievement included:
  - 67% of stage 2 students achieved band 3 in writing compared to 60% in 2009.
  - 75% of students achieved growth of more than 2 skill bands in writing.
  - 67% of students in stage 2 achieved band 3 in reading compared to 46% in 2009.
  - 67% of yr 5 students achieved growth of more than 2 skill bands in reading.
  - 81% of yr 5 students in band 5 or higher in writing.
  - In 2009 we had 27% of yr 3 students in band 1 for writing. In 2010 we had 11% of students.
  - 75% of yr 5 Aboriginal students in band 5 and 6 for writing.
  - Writing growth is 42.2 above the state average.
  - Growth in reading from yr 3 to yr 5 is 4.8 above state average. Growth in all areas is high; however growth in spelling, grammar and punctuation is at or just below the state average.

Messages

Principal’s message
2010 was a very exciting and rewarding year at Karuah Public School. An increase in enrolments enabled us to maintain our four classrooms. This meant, particularly in the early years, a reduction in class sizes. This enabled teachers to work with smaller groups and give each student more one on one instruction and assistance. We implemented and consolidated a number of
programs in 2010. These programs were a focus for our teaching and also the professional learning of each teacher.

Literacy on Track (LOT) is a process that enables teachers to work together and plan units of literacy work based on a specific text types. In 2010, as a staff, we consolidated this process. In week five of each term teachers were released as a group to analyse work samples and plan teaching units of work based on the needs of the students.

National Partnerships funding had a significant impact on the organisation of teaching and learning in the early years. Teacher survey results showed that the extra literacy support was beneficial and improved outcomes for their students.

The Karuah Leadership Program (KLP) continued in 2010. Senior students nominated themselves to be leaders. They were then interviewed and took part in a training camp which was sponsored by the Smith Family at Camp Connect at Tea Gardens. As KLP leaders in 2010 they were responsible for organising playground happenings and leading our fitness groups.

We have had many achievements in 2010. Our NAPLAN results showed above average growth in writing and numeracy. This can be directly attributed to the work done during the Count Me In Too and Literacy on Track assessment, planning and teaching during literacy and numeracy time.

I would like to thank all staff at Karuah Public School for their contribution to improving student outcomes in 2010. Also to our P&C who have worked tirelessly to improve our school through fundraising and working bees. I would 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.

Mr Craig Partridge

P & C message

The P&C has had another busy year in 2010 with a hard working committee who are always willing to help out with our functions. Thank you to everybody involved this year and I hope we have another successful year in 2011. Money has been raised for improving the school at our working bees. Quite a few working bees were held throughout the year to improve the appearance of our school.

Thank you to Emma for doing a great job running the school canteen for the past twelve months, the students love their Friday lunches and it’s great to see so many volunteers helping out as well. Also thank you to Mr Partridge for standing by our decisions and co-operating with our ventures.

I believe that our school will only benefit from having enthusiastic parents willing to help out and I hope to continue with you all in the coming year. Any extra money that we can raise will continue to be spent on extras that school funds just don’t cater for. This in turn improves outcomes for our students.

Karuah Public School P&C association

Alison John – President’s Report 2010

Student representative’s message

My time at Karuah Public School was memorable for many reasons. I had good friends, great learning opportunities and my two years as a school leader helped my self esteem in the best possible way. Motivational teachers never failed to inspire me to reach my goals. Primary school is probably the most important stage of a student’s education and I value the knowledge I gained at Karuah Public School.

Sam Myers School Captain 2010

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 2010 there were 4 classes with a total of 81 students at the census date in February. The school was fortunate to have small class sizes across K to Year 2.

Student attendance profile

Since 2008 school attendance has been consistently above 90%.

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

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDER</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YRS 1/2</td>
<td>1</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>YRS 1/2</td>
<td>2</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>YRS 3/4/5</td>
<td>3</td>
<td>8</td>
<td>26</td>
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<tr>
<td>YRS 3/4/5</td>
<td>4</td>
<td>15</td>
<td>26</td>
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<tr>
<td>YRS 3/4/5</td>
<td>5</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>YRS 5/6</td>
<td>5</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>YRS 5/6</td>
<td>6</td>
<td>12</td>
<td>25</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>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>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</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>Total</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

We have had consistency in staffing at Karuah Public School in recent years. The only permanent change has been the retirement of a long serving staff member who was our librarian and release from face to face teacher in 2009.
Teacher qualifications

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

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

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>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>118177.22</td>
</tr>
<tr>
<td>Global funds</td>
<td>70610.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>126731.89</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>17533.37</td>
</tr>
<tr>
<td>Interest</td>
<td>5912.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7845.63</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>346811.26</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

Key learning areas 11274.62
Excursions 4020.51
Extracurricular dissections 9005.75
Library 4020.51
Training & development 2301.54
Tied funds 126731.89
Casual relief teachers 15547.62
Administration & office 21854.59
School-operated canteen 0.00
Utilities 14322.98
Maintenance 17081.03
Trust accounts 9333.28
Capital programs 0.00
Total expenditure 233080.97
Balance carried forward 113730.29

A full copy of the school’s 2010 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 2010

Achievements

Arts

Creative and performing arts is always a focus at Karuah Public School. In 2010 we had some exciting opportunities and achievements. We commenced a cultural dance program involving 20 students from K to year 6. These students were taught by Mr Aaron Taylor, an Aboriginal community member who taught traditional dances as well as educating the students about Aboriginal customs and traditions.

Our Stage 3 students also entered an indigenous art competition. The competition was sponsored by the Smith Family and the theme was about bringing different cultures together. Our artwork depicted a local scene with two hands being held in the foreground. The students were very excited to hear that we had won the competition.

Debating

In 2010 our debating team consisted of Sam Myers, Sara Hollier, Nick John and Johann Kucera. We participated in the 2010 Priority Schools Debating Challenge. Our first debate was against Kearsley Public School and the topic was that ‘Girls have it better than boys’. We debated well and were successful. We then moved into round two against Paxton Public School. We were again successful, debating that ‘Animals should not be kept in cages’. The Round three debate was against Muswellbrook South Public School. The topic was that ‘school should be two hours longer’. Our argument was strong, however Muswellbrook South won the debate on the day. Our debaters gained a lot of experience and confidence from the competition and were pleased with their efforts. A big thank you must go to Mrs Myers who assisted with the debaters throughout the competition.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

67% of students in stage 2 achieved band 3 in reading compared to 46% in 2009.

67% of stage 2 students achieved band 3 in writing compared to 60% in 2009.

67% of students in stage 2 achieved band 3 and above in numeracy compared to 54% in 2009.
Literacy – NAPLAN Year 5

81% of yr 5 students in band 5 or higher in writing.

Numeracy – NAPLAN Year 5

In 2010 our growth between years 3 and 5 is exceptional, well above the state average.
Growth in numeracy is 9.9 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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>78</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
</tr>
<tr>
<td>Spelling</td>
<td>67</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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>87</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

During 2010 the Quality Teaching Indigenous Project (QTIP) funding continued to support numeracy at Karuah Public School. The focus of our action learning project was to consolidate and embed Count Me In Too (CMIT) across all stages by involving and engaging the community, assessing all students in numeracy and delivering a teaching program based on the needs of the students. Teacher professional learning was also important in providing teaching staff with opportunities to engage their students and use technology when teaching numeracy.

We currently have 15 Aboriginal families within our school community. Of these we have strong links with over half and working towards stronger links with the remainder. There has been a change in the value placed on learning by our Aboriginal families since the beginning of the QTIP project. Attendance from our Aboriginal students has definitely improved. Aboriginal community members have been key leaders in a number of school-based activities such as art and craft days. The strong attendance this year at our NAIDOC/Harmony Day celebrations by the whole of the Karuah community was a reflection of this increased engagement and participation.

**Literacy on Track**

From 2009 Karuah Public School received Priority Schools Project (PSP) funding which enabled our staff to implement Literacy on Track (LOT) across the whole school. LOT is primarily teacher professional learning which focuses on collecting evidence and data from literacy sessions in the
classroom. This evidence is then used to assist with teacher programming and organisation of literacy lessons.

The funding is used to release teachers for a day in Week 5 of each term. On this day teachers plan a five week literacy teaching unit based on the ‘Text Type’ from our scope and sequence. The staff also design rubrics to assist in the assessment of each student. This ‘assessment data’ is reviewed during the planning days and used to assist the programming.

**Respect and responsibility**

We continued the KLP (Karuah Leadership Program) in 2010. This program was initiated in Term 4, 2008. The KLP program involves volunteer students from years 5 and 6 attending a training day where they learn about leadership and strategies to become a positive leader and role model 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.

In 2010 we had 17 leaders trained in the KLP program. Their responsibilities included:

- 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.

**National Partnership Programs**

In 2010 Karuah Public School became part of the National Partnership Program. This program provided us with significant funding to support programs in the school and build on community partnerships. We participated in an internal review to discover areas of need. From this review we used the funding to:

- Employ a classroom teacher to take on the stage 3 teaching load. This allowed the teaching Principal to become non-teaching and assume the role as a Literacy/Numeracy mentor.
- Utilise the Principal as Literacy/Numeracy mentor to support the Best Start Assessment and professionally develop staff in
  - Delivering assessment
  - Follow up analysis
  - Supporting the grouping process.
- Enable the Principal as Literacy/Numeracy mentor to continue the ‘Language, Literacy, Learning’ (L3) program 4 mornings per week in the K/1 classroom which will involve specific teaching during literacy groups and professionally develop staff in
  - Assessment of ES1 students using ‘Reading Recovery’ assessment tools.
  - Supporting the grouping process.
  - Specific teaching in guided reading, guided writing and reading to.
Principal leads an L3 guided reading session

- Employ an Aboriginal community member to support the small group sessions during L3.
- Utilise the Principal as Literacy/Numeracy mentor to support teachers in completing PLP’s and appropriate follow up for all Aboriginal students.
- Utilise the Aboriginal community member to attend PLP meetings and support the Aboriginal family.
- Provide our stage 2 teacher with additional release to continue implementation of ‘Accelerated Literacy’ (AL) across K-6
- Organise ‘parent education’ classes focusing on technology and to build capacity of Aboriginal community members employed to support community members during these workshops.

Connected learning

Our Connected classroom was installed in the library in 2010. Teaching staff attended two days of professional development in video conferencing and utilising the smart board as a teaching aid.

Progress on 2010 targets

Target 1
To improve literacy outcomes for all students
Our achievements include:
- 67% of stage 2 students achieved band 3 in writing compared to 60% in 2009.
- 75% of students achieved growth of more than 2 skill bands in writing.
- 67% of students in stage 2 achieved band 3 in reading compared to 46% in 2009.
- 67% of yr 5 students achieved growth of more than 2 skill bands in reading.
- 81% of yr 5 students in band 5 or higher in writing.
- In 2009 we had 27% of yr 3 students in band 1 for writing. In 2010 we had 11% of students.
- 75% of yr 5 Aboriginal students in band 5 and 6 for writing.
- Growth in reading from yr 3 to yr 5 is 4.8 above state average.
- Writing growth between years 3 and 5 is 42.2 above the state average.

Target 2
To improve numeracy outcomes for all students
Our achievements include
- 67% of stage 2 students achieved band 3 in numeracy compared to 54% in 2009.
- 62% of students achieved growth of more than 2 skill bands in numeracy.
- Numeracy growth is 9.9 above state average.

Key evaluations

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

Educational and management practice

Background
Staff completed an evaluation of our school’s implementation of key statements from the assessing and reporting to parent’s policy.

Findings and conclusions
Staff felt that the following assessment processes were embedded across the whole school
- Students can demonstrate achievement of outcomes for the relevant stage of learning and valid and reliant assessment strategies are used.
The timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.

The collection and recording of assessment information is ongoing as is the monitoring and evaluation of student progress.

The following assessment processes were implemented but not yet embedded.

- Teachers use a variety of appropriate assessments for judging student achievement.
- Achievements in assessment processes included assessment overview as part of LOT and standardised testing across all stages.

Ideas for future action related to assessment included:

- LOT shared time is primarily used for planning. The assessment rubrics and proformas for collecting assessment data was seen as a positive, however more time needs to be allocated for looking at work samples and using rubrics to determine achievement levels.

Curriculum

Staff were provided with additional release where they met as a team and planned collaboratively. This is part of their professional learning and follows the Literacy on Track (LOT) model. Team teaching and skill sharing is also utilised to embed accelerated literacy (AL), Language, literacy learning (L3) and Count me in too (CMIT) into the planning and programming process.

Background

Staff completed an evaluation of our school’s implementation of key statements from the Curriculum planning and programming policy.

Findings and conclusions

Staff felt that the following curriculum and planning areas were embedded across the whole school:

- School curriculum and teaching programs are consistent with the Board of Studies syllabuses.

Teaching programs incorporate assessment as an integral part and they indicate outcomes, teaching activities and intended assessment strategies.

Achievements in curriculum planning and programming included Literacy on Track (LOT) five week planning cycle, whole school CMIT number grouping, literacy groups and using work samples and assessment data to assist planning.

Ideas for future action related to curriculum planning and programming included:

- A whole school spelling focus, more curriculum support for poorer performing students and additional professional learning to support L3 and using technology to support classroom activities.

Teachers on the whole were positive about the direction the school was heading in. Teachers indicated that the Literacy on Track programming and teaching model assisted them in programming and planning relevant and meaningful lessons that catered for the needs of their students. Staff were also happy with the additional classroom support through programs such as L3, AL, TNT and CMIT. In most cases staff felt that these programs were embedded in their teaching practice. Staff surveys indicated that access to professional learning in using SMART to analyse student performance and classroom strategies to support teaching and learning would be beneficial.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. The purpose was to review, report on and make recommendations about community partnerships to significantly improve learning outcomes.

Questions were developed about effective communication among home, school and community. Whether parents were given support to effectively help with their children at home with their schoolwork and if parents and teachers collaborate to develop meaningful, planned homework practices.

The processes used to collect information included:

- interviews with staff and parents
- focus groups of students
- analysis of relevant school documentation
- observation of normal school routines, including lesson visits
- analysis of 2010 NAPLAN data.

Their responses are presented below.

- The majority of parents felt that student learn to read and write through a consistent school/home partnership. All parents indicated that the school supports the learning needs of their child. One parent said that this occurs through an “individual program suited to their skills and needs”

- All parents felt that there was ample opportunity to become involved in their child’s learning at school. One parent felt that more could be done in regards to cultural specific days. They felt that “this may help the feeling of appreciation for those parents”.

- All parents were happy with the school newsletter and feel that it has greatly improved in its content and appearance. One parent indicated it should also contain “more reminders” about upcoming events.

Even though the majority of parent interviews were positive, most parents were unsure when asked about special programs happening in the school. Programs funded and supported through National Partnerships and the Priority Schools Program need to be clearly outlined and explained to parents through opportunities such as the ‘Kindy at Karuah’ transition program, parent workshops, community events and communicated through our school newsletter.

Twenty students randomly sampled from stages 2 and 3 were asked questions relating to teaching and learning and community involvement. (Focus Group)

Their responses are presented below.

- 75% of students agreed that they enjoyed visiting teachers in their room during Count Me In Too (CMIT), Accelerated Literacy (AL) and guided reading sessions. These students also agreed that these sessions helped with their learning.

- 90% of students indicated that teacher feedback, marks or rewards were the main way they know if they are doing well with their class work. Only 3 students indicated that they self evaluate.

- 65% feel that more hands on activities and variety within lessons would make learning better.

- 80% of students indicated that numeracy was the most important thing to learn at school.

- Most students indicated that the only involvement parents have in school is working in the canteen or volunteering during excursions.

Programs such as AL and CMIT were increasing student engagement. During the Literacy on Track (LOT) planning session teachers formulated rubrics to assist with the collection of literacy data. Sharing this information with students will be used to improve their ability to self assess. There also is a need to involve more parents in assisting with classroom learning and activities.
Professional learning
Throughout the 2010 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 Connected Classroom.
- Career development opportunities.
- Targeted Numeracy Teaching (TNT) for Early Stage 1 and Stage 1 teachers.

School development 2009 – 2011
Targets for 2011

Target 1
To increase the percentage of students in the top NAPLAN skill bands for reading and writing in Year 3 and Year 5 by at least 15%.

Our success will be measured by:

- Most students in Kindergarten to be reading and comprehending at level 6 or better going into Year 1.

- Reducing the gap in school performance compared to state for writing
  - In Year 3, at least 20% of students achieving in top 2 skill bands (current gap to state is 17%) and 10% or less students achieving in bottom 2 skill bands (current gap to state is 13.5%).

- Reducing the gap in school performance compared to state for reading
  - In Year 3, at least 15% of students achieving in top 2 skill bands (current gap to state is 18.5%) and 12% or less students achieving in bottom 2 skill bands (current gap to state is 9%).

- More than 60% of Stage 3 students achieving expected growth in NAPLAN literacy.

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

Strategies to achieve this target include:

- Aboriginal SLSO employed to support Aboriginal students during the L3 guided reading and writing sessions and to support STLA program.

- Classroom teacher to be employed to take on stage 3 teaching load.

- Principal released as literacy/numeracy mentor to support ‘Best Start’ Kindergarten assessment implementation. This will include
  - Delivering assessment
  - Follow up analysis
  - Supporting the grouping process.
  - Demonstrating small group specific teaching.

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

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

Target 2
To increase the percentage of students in the top NAPLAN skill bands for numeracy in Year 3 and Year 5 by at least 10%.

Our success will be measured by:

- Reducing the gap in school performance compared to state for numeracy
  - In Year 3, at least 10% of students achieving in top 2 skill bands (currently at or above state average) and 6.5% or less students achieving in bottom 2 skill bands (current gap to state is 2%).
• More than 60% of Stage 3 students achieving expected growth in NAPLAN literacy.

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

*Strategies to achieve this target include:*

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

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

• **Count Me In Too** strategies to become major focus of mathematics lessons (Number).

• Number teaching groups updated and changes made depending on SENA results. This information is to be used to drive numeracy teaching and learning.

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

**Target 3**

**To improve student engagement**

*Our success will be measured by:*

• Improved student engagement and retention.

• Improving outcomes for students in the use of information technology.

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

*Strategies to achieve this target include:*

• Engage experienced volunteers to provide ‘Breakfast Club’ three mornings per week.

• Commence homework centre after school for all students in conjunction with Aboriginal Homework centre already operating.

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

• Continue to develop personalised learning plans (PLP’s) for all ATSI students that focus on building on strengths, supporting student leadership initiatives and involving the community.

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