2009 Annual School Report
Karuah Public School

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

Students
In 2009 there were 78 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
Student achievement in 2009
Enter summary statements regarding school performance on external test measures (NAPLAN, ESSA, School Certificate, Higher School Certificate).

Messages
Principal's message
2009 was a very exciting and rewarding year at Karuah Public School. Despite a drop in enrolments we were still able 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 2009. 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 2009, 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.
In 2009 we also started the Karuah Leadership Program (KLP). Senior students nominated themselves to be leaders. They were then interviewed and took part in a training day late in 2008. As KLP leaders in 2009 they were responsible for organising playground happenings and leading our fitness groups.

We have had many achievements in 2009. Our NAPLAN results showed outstanding results in Year 5 with writing in particular above the national average. Our focus now is to improve our year 3 results with extra support for students in kindergarten to year 3 a priority for 2010. We celebrated our 125th with a fantastic celebration that showcased our school and brought together community members past and present. We again entered the Newcastle herald school Newspaper competition and received an award for our editorial.

I would like to thank all staff at Karuah Public school for their contribution to improving student outcomes in 2009. 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 and/or School Council message
Enter text here

Insert name of P&C and/or School Council Representative

Student representative's message
My name is Tia Nganwoo and I was the Karuah Public School Captain in 2009. I was honoured to be part of the school as a student and a leader along with my fellow leaders. I won’t forget the fun and memories like sharing time with friends and laughing. My name is Liam Smith and I was also School captain in 2009. I wish the school captains for 2010 all the best and have a great time leading the school.

Tia Nganwoo and Liam Smith (School Captains)

My name is Sam Myers and I am Molly Wilton and we were school vice captains in 2009. We both enjoyed having the responsibility of being leaders. It was a good experience for us both and we learnt lots of things along the way.

Sam Myers and Molly Wilton (School Vice Captains)

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 2009 there were 4 classes with a total of 78 students at the census date in February. The school was fortunate to have small class sizes across K to Year 2.

**Student attendance profile**

Even though our attendance rate dropped by 0.4 of a percent in 2009 we were much closer in comparison to the region and the state which both dropped by a larger margin.

**Management of non-attendance**

Enter a statement describing how student non-attendance is managed by your School.

**Class sizes**

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

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

**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 2/3</td>
<td>2</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>YR 2/3</td>
<td>3</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>YR 3/4</td>
<td>3</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>YR 3/4</td>
<td>4</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>YR 5/6</td>
<td>5</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>YR 5/6</td>
<td>6</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>YR K/1</td>
<td>1</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>YR K/1</td>
<td>K</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

**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.
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>School Administrative &amp; Support Staff (SASS)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

Teacher qualifications

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

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

Date of financial summary: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>137 561.90</td>
</tr>
<tr>
<td>Global funds</td>
<td>65 640.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>112 788.10</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15 555.03</td>
</tr>
<tr>
<td>Interest</td>
<td>4 858.50</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>22 402.66</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>358 806.45</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>7 028.64</td>
</tr>
<tr>
<td>Excursions</td>
<td>4 175.07</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8 378.16</td>
</tr>
<tr>
<td>Library</td>
<td>1 874.52</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 416.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>132 874.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>13 932.95</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>22 679.65</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>13 167.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>8 794.24</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>18 600.09</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7 708.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>240 629.23</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>118 177.22</td>
</tr>
</tbody>
</table>

A full copy of the school's 2009 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 2009

Achievements

Arts

Enter text here

Sport

Enter text here

Other

Enter text here

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)
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)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

**Numeracy – NAPLAN Year 3**

Enter your text and graph from Electronic Data Summary Sheet where appropriate
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

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

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<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>73</td>
</tr>
<tr>
<td>Spelling</td>
<td>53</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>73</td>
</tr>
<tr>
<td>Numeracy</td>
<td>73</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at and above minimum standard |
|---|---|
| Reading | 85 |
| Writing | 92 |
| Spelling | 85 |
| Punctuation and grammar | 85 |
| Numeracy | 92 |

Enter your text and the table from the Electronic Data Summary Sheet

**Significant programs and initiatives**

**Aboriginal Education**

During 2009 our focus for the Quality Teaching Indigenous Project (QTIP) shifted from literacy to numeracy. The focus of our action learning project was to initiate and implement 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.

Staff felt that focusing on explicit quality criteria really helped their teaching- the students better understood what the teachers wanted of them. When the staff went on to developing rubrics around what the students had produced in their River Stories they felt very much more in control of their teaching. Tracking through the SENA data (number based numeracy test) was similar - teachers knew what they were looking for in CMIT. One member of staff noted that this was particularly useful for the Indigenous students.

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 part of the CMIT resource development and have played a key role in events such as Harmony Day. Aboriginal community members have been key leaders in a number of school-based activities e.g. art and crafts day.

The strong attendance this year at NAIDOC Day celebrations by the whole of the Karuah community was a reflection of the increased cultural knowledge we have acquired through our participation in this project.

**Community activity during Harmony Day 2009**

**Literacy on Track**

At the start of 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 five week literacy teaching unit based on our ‘Text Type’ 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.

**Count Me In Too (CMIT)**

In 2009 Karuah Public School continued the Quality Teaching Indigenous Project (QTIP). In the past this funding was used for literacy, in particular ‘River Stories’ which was a writing project about our local area. In 2009 QTIP funding was used to implement CMIT across the whole school. The process involved training teachers in utilising CMIT in the classroom, relieving teachers to assess students in numeracy and having a community day where resources were made to support the CMIT sessions in the classrooms.

All of the students were then placed in number groups based on what they could do during the number assessment undertaken with their teacher. These groups came together every Wednesday and worked on number strategies to try and progress them to the next level. Part of the
literacy planning days (LOT) were also used to give the teachers time to plan their CMIT lessons and organise resources.

Multicultural education
Enter text here

Respect and responsibility
2009 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 became leaders in the school. KLP (Karuah Leadership Program), initiated in Term 4, 2008. 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.

In 2009 we had 22 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.

Other programs
Enter text here

Progress on 2009 targets
Enter text here

Target 1
Repeat target for 2009 from 2008 report
Enter text here
Our achievements include:
Enter text here
Enter text here
Enter text here

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Enter text here.

Educational and management practice
Enter text here

Background
Enter text here

Findings and conclusions
Enter text here

Future directions
Curriculum
The purpose of this evaluation was to provide an independent assessment after twelve months of implementing both a school and cluster plan in terms of the quality systems in place for literacy at Karuah PS.

Background
The guidelines used for the assessment were a survey tool developed for the purpose and provided to the school prior to the visit and staff interviews during the school visit.

The cluster plan was focussed on achieving improvement in student data in the following areas in 2009 NAPLAN:
- All schools equal state growth in writing
- Reduce the number of students reaching the minimum national benchmark or below by half
- At least 50% of students in each year achieve expected growth

Consultancy support was provided for cluster initiatives as per plan and individual schools were able to request further support if required.

Findings and conclusions
Benchmarking practices that allow improvements to be measured
- Various staff responses indicate that there is use of the NAPLAN data but that this needed further development as listed above.
- The responses from both surveys and interviews show a strong school focus and growth on:
  - Use of classroom assessment data to inform programming. All tasks within school-based assessments are linked to the syllabus.

Action oriented TPL
- Professional learning opportunities continue to be aligned to improving student writing outcomes. This consistent implementation will lead to this system being embedded.
- Staff responses indicated a variety of TPL activities are accessed including whole school planning, SDD, informal sharing and discussion, external courses and sharing with other colleagues in other schools.

Consistent Approach to Quality Teaching in Literacy
- The school has implemented a number of quality systems that have ensured teaching and learning programs are linked to the syllabus. Literacy on Track has been the focus in achieving this.
- There is evidence showing that different stage groups have developed, are developing and or changing their own scope and sequences. The school needs to develop a whole school scope and sequence.
- The majority of staff indicated that school based assessments are linked to the syllabus.
- Staff development on the QTF would benefit all staff as indicated in the areas for development.
- The information provided in both interviews and surveys indicates some sharing of external results between primary & high partner schools has been initiated but that this is an area for development.

Consistent Approach to the recording and collection of literacy achievement
- There has been a significant improvement in ‘classroom teachers to record writing outcome achievements in the same format’.
- There are clear expectations of the ‘what and when’ of assessment in writing.
- At the end of this year the primary school will provide information, on writing, to the high school. This information will be in the same format as the other primary schools in the cluster.

Aligned structures and leadership to build sustainability of writing improvements.
- Although the data indicates the staff are involved in developing strategies to achieve school targets the need for deeper analysis of NAPLAN data may show that this important link is not used. This could be an area for consideration.
- The data around the two following areas show significant growth with many positive comments from staff interviewed. The team recommends the school
continue to build on these quality systems.

► Supervision practices are in place to monitor administrative requirements of teachers and executive i.e. program registers.
► Supervision practices support and monitor the effective implementation of planned strategies to achieve targets.

- There is a range of evidence indicating that most staff are appreciative of the time provided for them to engage in a variety of TPL and some not. This area has shown significant growth and the systems put in place should be continued, strengthened and clearly communicated to all staff.

Future directions

Strengths:
- Staff planning days focus everyone. We get to discuss, share, advise and support each other.
- Clear understanding of where we are going – in particular the area of programming. Everyone is aware of the expectations.
- A dedicated Literacy session 9-11am 4 days each week.
- Formal assessments every 5 weeks.
- Rubrics are making our goals clearer and we know where to go next.
- Accelerated Literacy process is working.
- The 3 L’s provide instructional reading and writing support in Kindergarten.
- Principal leads – expectations clear.

Areas for development:
- The majority of staff acknowledged that they looked at the NAPLAN data and that the cluster days were helpful in understanding the data on writing. However these responses from the surveys and interviews varied from ‘needs development to implemented’. This inconsistency indicates a need to look at the data in more depth and particularly regarding individual student’s needs. All staff must be directly involved in the analysis of the data and as a staff address the implications for teaching.
- The data around the QTF being evident in classroom practice and assessment shows that the staff are only just beginning to have conversations about pedagogy. Further work in this area will ensure a common language for all staff and an excellent tool for designing quality assessment tasks, lessons and teaching and learning programs.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Focus Group Data

Focus groups involving 20 students and 20 parents randomly chosen, were organised and answered questions relating to the teaching of reading and numeracy.

The following is a compilation of answers given by students

QUESTION 1: Do you use technology in reading lessons?
- 60% of students indicated that they used computers on some occasions during reading lessons. 25% accessed smart board activities and 20% of students had utilised an Overhead projector. 20% of students stated that they did not use technology during reading lessons.

QUESTION 2: What do you think are the ways you best learn reading?
- 55% of students learnt by practicing independently. 25% of students indicated that just knowing the words and working in groups enabled them to read. 5% of students indicated that help from friends and teachers, reading with other people, home reading, knowing the topic and tricky words were the best ways to learn reading.

QUESTION 3: Does your teacher ask you to assess your progress in reading?
- 50% said yes this was happening. 40% indicated that teachers did not ask them to assess their own progress and 10% thought it happened sometimes.

QUESTION 4: Do you think your reading assessment tasks are too easy, too hard or just about right?
- 50% of students felt their assessment tasks were too easy. 30% felt they were just right and 25% felt they were a combination of too hard and too easy.

QUESTION 5: Do you use technology in mathematics lessons?
- 60% of students used the computer with 50% indicating that they used the smart
QUESTION 6: What do you think are the ways you best learn during mathematics lessons?

- 35% indicated that practicing concepts taught helped them.
- 25% indicated group work, assistance from family members and working one on one with the teacher helped them.
- 15% stated that time to talk through helped them and 5% indicated that talking with a friend and concrete materials helped them to learn.

QUESTION 7: Does your teacher ask you to assess your progress in mathematics?

- 55% said yes this was happening.
- 10% indicated that teachers did not ask them to assess their own progress and 35% thought it happened sometimes.

QUESTION 8: Do you think your mathematics assessment tasks are too easy, too hard or just about right?

- 25% of students felt their assessment tasks were too easy.
- 15% felt they were too hard.
- 45% felt they were just right and
- 20% felt they were a combination of too hard and too easy.

The following are parent responses to questions relating to the teaching of numeracy and reading.

QUESTION 1: Do your children use technology when learning to read?

- 50% of parents stated that their child used a computer to assist with reading.
- A small percentage indicated that books, shopping lists and games helped them and
- 42% said that no technology, to their knowledge, was used by their child during reading lessons.

QUESTION 2: How do you think your child best learns to read?

- 33% thought that practicing with interesting books helped them.
- 17% felt that reading to them and extra reading at home was also beneficial.

QUESTION 3: Do you think your child’s individual needs are met when learning to read?

- All parents questioned felt that their child’s reading needs were met.

QUESTION 4: Do your children use technology when learning maths?

- 43% of parents indicated that their child utilised a computer during maths lessons.
- A small percentage said that books, shopping lists and games helped their maths.

QUESTION 5: How do you think your child best learns mathematics?

- The majority of parents felt that everyday practice, hands on activities, utilising more equipment and playing games helped them learn mathematics skills.

QUESTION 6: Do you think your child’s individual needs are met when learning maths?

- All parents indicated that they felt that their child’s needs were met.

Parent and student surveys indicate parents are unaware that a smart board is used during reading and numeracy lessons and only 60% of students indicated that they use technology during reading and numeracy lessons.

Conclusion

All relevant stakeholders, staff, students and parents require professional development and up skilling in the use of technology in the classroom and in the home.

In 2010 Karuah Public School will see the establishment of a connected classroom. The need for professional learning and support in utilising this resource effectively is paramount.

Their responses are presented below.

Professional learning

School development 2009 – 2011

Targets for 2010
Target 1

Insert target for 2010

Enter text here

Strategies to achieve this target include:

Enter text here

Enter text here

Enter text here

Our success will be measured by:

Enter text here

Enter text here

Enter text here

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.

Enter team member and position

Enter team member and position

Enter team member and position

Enter team member and position

Enter team member and position

School contact information

Enter School name

Enter School address

Ph: Enter here

Fax: Enter here

Email: Enter here

Web: Enter here

School Code: Enter here

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: