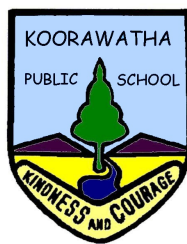


Koorawatha Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of **Koorawatha Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Catherine Briggs

Principal

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Message from the Principal

It has been my great pleasure to again lead the school community in Koorawatha in 2016. This has been my fifth year in the role as Principal and has been marked by continued growth in academic and extra curricular achievements by students. As a school community we have developed through a shared commitment and vision, a school culture that is supportive of all students, sets high expectations of everyone and values each individual for the skills and attributes they bring to our shared educational journey.

In 2016 our school was one of the first schools to undergo the External Validation process. This meant that as a team, staff, students and teacher generated a report and evidence that judged us against the School Excellence Framework. Our judgments were then validated by a Principal School Leadership and a Peer Principal from another school. This process was extremely validating for us as it showed that in the areas of learning and teaching we are achieving at a very high level. It also helped us as a team, to identify areas on which we can focus for improvement in 2017 and beyond. These areas are based around the alignment of daily practice with the new school management systems for Professional learning and Planning.

In our classrooms we have seen a focus on the growth of all students in their academic skills. As an Early Action for Success school we have particularly focused on developing the reading, writing and number skills of our K–2 students. To support this process we have also run a Transition to school program for students enrolling for the 2017 school year. This program has been run by our specialist Early Childhood teacher and has individually catered to the needs of each child and their family. It has allowed students more regular access to pre-school activities and experiences and has meant that students are more school ready than in previous years. Our year 2/3 cohort is quite large in 2016 and so the decision was made by staff and P&C that some additional funding would be used in Term 4 to establish a third class for Literacy and Numeracy. The additional class has allowed for ability groupings to be further focused and will continue into the 2017 school year.

We have shared a range of excursions and community events including our three day trip to Kiama in December of 2016. The support and fun that was had by the 5 staff, 7 parents and 38 students that attended was exceptional. These trips are an excellent opportunity to cement relationships between stakeholders in each child's education and to enjoy each other's company in a different environment. Mogo will be our destination of choice for 2017 and everyone is already looking forward to our time together.

The 2017 school year will be another of change and the pursuit of excellence. Our school will move across to the new Learning and Business Management system along with all other schools in the state. We will continue to focus on the use of evidence based practices to develop the Literacy and Numeracy skills of our students so that they can achieve in whatever they decide to pursue once they leave our school. Staff will also continue to develop their own skills in line with our school priorities to support our students in their journey towards excellence.

I would like to thank all of our school and wider community for their support and unfailing encouragement in our journey as a school.

Message from the school community

Our P&C have had a successful year of fundraising this year, we have held a number of raffles including Fathers Day, Easter and Mothers Day raffles. We had our annual stall at our local show selling showbags and held canteen days at school.

We had our school Excursion to Kiama at the end of 2016, and we did the catering by cooking the meals, to save costs. Our P&C contributed to the costs of the annual Swimming bus and the Excursion.

Erin Lambshead

P&C President

Message from the students

The School Leaders would like to thank our parents and teachers for another great year. We have enjoyed learning, and participating in a wide range of activities such as the Hockey Gala Day, Athletics Carnival and end of Year excursion to Kiama. It has been a very busy year and we have learned a lot. Thank you for the opportunities.

School Leaders 2016

School background

School vision statement

Koorawatha Public School community offers the children of Koorawatha Village and surrounds a high quality educational experience that focuses on developing excellent Literacy and Numeracy skills, with Proficiency as the minimum standard. Teaching and Learning activities are focused on producing students with well-developed problem solving, ICT and collaborative working skills.

The school will offer a wide range of extra-curricular activities to ensure that students have the skills and understandings to become active and involved citizens both within their village and the wider community.

Students leaving Koorawatha Public School will have a pride in themselves, their community and the skills to engage in lifelong learning.

School context

Koorawatha Public School serves the community of Koorawatha in the Central West of New South Wales. The school has been a part of the community for 133 years.

There are 33 students enrolled at the school. Many of the students come from low socio-economic backgrounds, with isolation limiting their access to a wide range of experiences. Many students begin school with limited experience of pre-school. Twenty percent of the students are Indigenous.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated

Learning Culture – Excelling. Evidence presented demonstrates that staff, students and community have a high level of engagement in the learning process. Students are able to identify their learning goals through negotiation with staff, reflect on their learning and take responsibility for achieving their personal learning goals. This process is based on well-developed and regularly reviewed policies, processes and programs that monitor student learning and allow students, staff and community to reflect their ideas into the learning and engagement processes. There is a collective responsibility for student learning success and positive and respectful relationships underpin a productive learning environment.

Wellbeing – Excelling. The interwoven network of policies, community and local resources networks and community engagement activities all work together to create a comprehensive and inclusive framework to support the emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. Students and staff engage in the daily recitation of the School Pledge that reinforces the ethos of the school. This is backed up by a comprehensive Wellbeing Policy, Anti-bullying policy and school systems to support the individual needs of students. Through learning experiences, relationships with staff and parents and community events such as the Seniors Christmas Dinner and School Production students build positive relationships with themselves, between each other and with their wider community, and actively contribute to these communities.

Curriculum and Learning – Excelling. Learning Alliances have been established with other Lachlan and Young Small Schools Networks as well as schools within our District through the Lachlan Valley learning Community. Transitions are supported through sharing staff and working closely with Mobile Preschool, and Cowra Early Intervention Service. Transitions to High School are supported through active participation in Transitions programs and GAT Programs both at Cowra HS and Young HS. Curriculum and teaching programs and mechanisms are evidence based and innovative to enable the best outcome for multi-stage classes.

Assessment and Reporting –Sustaining and Growing: Systems are in place to analyse and use data to drive teaching

Interviews are used to provide discussion on areas for growth and reflection on learning. SMART Data and Reports are used to analyse trends in performance as much as possible with such a small cohort of students and this is commented on in school newsletters and reports for parent information. It is also used as a basis for staff discussion on teaching programs and methodologies. This has been identified in our School Plan as an area for focus in 2016. (

Student Performance Measures –Sustaining and Growing – Value–Added results of students are in–line with Similar Schools. The Excel Spreadsheet that we use to track student progress in Bands Shows that between 33 and 44% of Year 3 students were in the Top Two Bands across NAPLAN Testing. The area for Improvement is in Writing and this is backed up by our Early Action for Success results using PLAN. Most students are above National Minimum Standard . The Spreadsheets showing student results on Internal performance measures combined with tracking using PLAN demonstrate that the majority of students are achieving expected or higher than expected growth. Those students who are not are being supported with additional focus on their learning.

The results of this process indicated that in the School Excellence Framework domain of Teaching ...

Effective Classroom Practice – Excelling . Instructional leadership, promoting and modelling effective classroom practice using an evidence based approach is seen in all classrooms and allow for the success of students in the Multistage classroom. The L3 program guided by our Instructional leader is used and constantly monitored in the Infants classroom.

Data Skills and Use – Sustaining and Growing. The Excel spreadsheets are used so data is analysed and used to plan for learning. A wide variety of assessment instruments are used within the school for this process and to identify gaps in learning. Combine these with the Personalised Learning Plans (PLP) you can see how data is used to plan for learning. The exemplar school report shows how the data, Personalised Learning Plans (PLP) and report form a platform for reflecting on student achievement with parents and students.

Collaborative Practice – Sustaining and Growing Koorawatha Public School Employs a trained Early Childhood Teacher with Preschool experience to address the issues of our transition to Kindergarten students. We employ a Specialist Sport and Health teacher to run all of our PDHPE Programs, a MultiLit trained SLSO to run our reading tutor program and our Learning & Support teacher works for us, Holmwood PS and Cowra Early intervention Service so her expertise is very well developed. All staff members bring their specific expertise to the team in programming, assessment and planning to achieve the best possible results for students. Professional Development Plans are key to sharing and building expertise as is peer observation and review of Professional Development Plans.

Learning and Development – Sustaining and Growing The Professional Learning Framework forms the basis of our process for Professional development. We use the AITSL Toolkit to provide structure and transparency in the process. All teachers undertake extensive professional learning throughout the year and share this with other staff.

Professional Standards – Sustaining and Growing Professional development Plans, and learning are in line with the School Plan and System Priorities for all staff. The Principal is a part of the Planning Committee for Orange Principal Network Days and the Steering Committee for Premier's Priorities for our Principal network. All teachers are actively involved in the Cowra & District PSSA and Cowra Small Schools Sports Association holding places on the Committees of these groups. We are also actively involved in the Lachlan Valley Learning Community. All staff are current with Mandatory Training and participate a wide range of Professional learning including Early Action for Success, and the Principal works with a group to lead training for the Orange Small Schools in the School Excellence Framework and its implementation.

Leadership – Delivering Parents and Community members engage in a wide range of activities including our annual excursion to the coast, they are very positive about education and involved in many school activities). Development of leadership skills is a priority for our school. The Principal was a member of the Orange Cowra Ascending group of Small School Principals in 2014 & 2015 and is a current member of the Lachlan Valley Learning Community, the Planning Committee for Orange Principal Network Days and the Steering Committee for Premier's Priorities for our Principal network. Staff are encouraged to take on leadership roles and often run the school in the Principal's absence as required. They are encouraged to participate in decision making within the school and are confident making decision regarding the day to day running of the school. The School Leadership Council was formed in 2013 to allow a wider number of student opportunities to participate in leadership opportunities. We have five school leaders each year from both classes and they represent their school at a variety of community and school occasions.

School planning, Implementation and reporting – Delivering The School Plan is developed in conjunction with community and staff. Surveys and informal conversations with parents and community members drive the direction of the school based on system priorities. The school adapts to changing needs of the community and uses evidence to annually review its performance and create the Annual School report . This forms the basis for reviewing the School Plan and developing annual Milestones to achieve the goals set out in the updated document. The school uses a variety of media to celebrate student and school success including social media and print publications.

School resources – Sustaining and Growing Koorawatha Public School recruits staff based on the needs of the school and their expertise. Finances are managed strategically with budget allocations utilising all RAM and Additional Funding to meet the School Plan. Physical learning spaces are used flexibly and a wide range of technology is available and used by staff and students daily.

Management Practices and Processes –Sustaining and Growing A variety of methods are used to communicate with community and parents including school newsletters, school website, school app, local papers and the community newsletter. The P&C are the main venue to communicating regarding school priorities and practices. By utilising a wide range of communication strategies as well as informal communications at the school gate and in the playground parental involvement in the school has been strengthened over the last 4 years. Administrative practices support operation and teaching and learning with accountability through the School Plan, Annual School report and reports to the P&C regarding finances and school directions. The school leadership team comprises every member of our small staff and everyone has a stake in ensuring that the systems, structures and processes are effective and in line with DoE requirements. We work as a cohesive team with a wide variety of skills all utilised to ensure the best possible learning outcomes for students at the school. There are opportunities for students and the community to provide feedback and this is undertaken as a part of the ASR process each year. This feedback is used to plan for changes in our processes and practices if required.

After Peer Review our self assessment of our school against the School Excellence framework was ratified. As a team the following priorities were identified for pursuit in 2017:

- 1) Investigating the formation and funding of three classes as against the two it is provided with under Department of Education staffing entitlement. This is to meet the learning needs of their student cohort.
- 2) The school has had a significant focus on literacy which has seen pleasing results. The Leadership Team now see the need to develop the same focus in the area of mathematics.
- 3) A long term focus for the school is; a) All students achieving at a minimum of proficient level in all areas b) A review of student wellbeing programs and c) All students graduating from Koorawatha moving in to paid employment at the conclusion of their educational pathways.
- 4) A review of their pre-school and transition program with an outcome of having student skills at entering Kindergarten at a level commensurate with their peers in other settings; and
- 5) Investigating the relationship between professional development goals, the professional learning of staff, the school plan and milestones to become more effective in the whole school planning and accountability process..

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Koorawatha Public School will develop within the school community a culture of high achievement and life-long learning.

Purpose

To ensure the success of students by developing in them a range of fluencies including high level literacy, numeracy, problem solving and collaboration skills. These skills need to be developed in a culture of lifelong learning.

Overall summary of progress

Students and parents have embraced the culture of high expectations and high achievements that we have established over the last four years. There has been a marked improvement in literacy and numeracy skills as seen in the classroom and through work samples. Under the Early Action for Success Initiative the statistics data gathered about student growth has demonstrated that students are showing more than a year's growth for a Year's work in 2016. Some students in Year 1 & 2 had reached expected standards so their growth was not as obvious in the data, while several younger students showed a years growth in a term in reading. As a team we are very happy with our growth data. What we have seen however, is that this classroom performance is not being translated into performance on the NAPLAN Testing. In Reading, Writing and Numeracy we are only achieving one to two thirds of our students reaching proficiency.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Students will demonstrate in their work, a sound understanding of collaboration and problem solving skills.	Quality feedback given to parents using school report. ILPs reviewed ready for following year.	
<ul style="list-style-type: none">Increase the percentage of students achieving in the proficient bands of NAPLAN by 8% by 2019 compared to 2016	Quality feedback given to parents using school report. ILPs reviewed ready for following year. Staff employed as per plan. All assessments completed and data used for tracking and planning.	Funding expended as per budget Professional Learning for Principal and Teachers.
Increase the percentage of Aboriginal students achieving in the proficient bands by 30% by 2019 compared to 2016.	Aboriginal students showing growth in all areas and a number have been identified as achieving above age expectations.	Funding for additional class and for SLSO
EAFs Data will show steady improvement of K–2 children through the analysis and input of PLAN Data.	Steady improvement shown through tracking on PLAN and through detailed analysis of EAFs Data. Some students have shown significant growth in reading so focus is now on writing skills.	Staff Time Professional Learning and employment of Instructional Leader to support EAFs Initiative
Students will demonstrate in their work, a sound understanding of collaboration and problem solving skills.	Classroom observations show that students in all years are developing a sound understanding of how to work in a team and collaborate to solve problems.	Staff Time

Next Steps

We have identified as a teaching team that numeracy and writing need to continue to be our focus in our classrooms. We are exploring a variety of pedagogies to support learning in these areas and gathering resources to build the students skills in these areas. These will be introduced in 2017 and students will be mapped using PAT Testing and NAPLAN results to see if we are achieving the Premier's Priorities for Literacy and Numeracy achievement.

Strategic Direction 2

Koorawatha Public School will offer students the opportunity to experience and engage with a wide range of technologies.

Purpose

To offer students the opportunity to use and work with the latest technology to support the development of their 21st century fluencies.

Overall summary of progress

As of the end of 2016 all students in Year 3 to 6 have their own computer to work on in class. There are also a number of computers for use in the Kindergarten classroom and wide range of software is used in programming and learning activities. There are 20 iPads available for student use however, we have had some difficulty accessing support to ensure that they are operating within the requirements of the licensing agreements. one of the staff attended training in December 2016 to ensure that we have a member of staff that is able to manage this technology successfully.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A range of technologies (both software and hardware) are available and maintained within the school	iPads being used regularly Computers used in all classrooms to support learning.	T4L budget and Computer budget expended to purchase and update computers, storage solutions and hardware.
Teaching and Learning programs have embedded explicit teaching of the use of a range of technologies.	PDPs show increased skill and confidence using ICT in a variety of ways.PDPs and programs reflect use and confidence.	Professional Learning undertaken in Staff Meetings and outside school as required.

Next Steps

In 2017 we are hoping to continue to integrate meaningful use of technology into the infants learning experiences and to ensure that all students in Year 3 to 6 are confident and competent users of the students DoE Portal and the Microsoft Suite of programs. It is hoped that the Year 5/6 class will begin to operate using Google Classroom across KLAs so that their transition to High School where this is the norm, will be smoother. All staff having been sharing their expertise and attending relevant Professional Learning to update their skills with the use of technology in the classroom.

Strategic Direction 3

Koorawatha Public School will develop a culture, such that the school becomes an integral part of the community and a focal point for engagement of the Koorawatha village.

Purpose

To maintain and develop relationships between the village and the school community and develop a sense of pride and connectedness within the Koorawatha community. Also to provide access to a wider range of experiences and resources through the development of, and participation in, the Lachlan Valley Learning Community.

Overall summary of progress

In 2016 the Koorawatha Public School Facebook page has been established and running. We have approximately 15 to 20 families at the school and 90 followers. This demonstrates significant community interactions and engagement with the school through this medium. We have had a number of posts that have been viewed by over 300 people and parents are excited to see their children recognised in this way. We have had 100% uptake of this from parents. The Schoolstream App however, has been less successful. This is mostly because it has proven more difficult to load up information onto the platform as it requires computer access rather than mobile phone access.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To maintain and develop relationships between the village and the school community and develop a sense of pride and connectedness within the Koorawatha community	Attendance rates high for community events both at school and in the community .Enrolment numbers maintained Number of people reached by posts and following the page	Staff time volunteered
Also to provide access to a wider range of experiences and resources through the development of, and participation in, the Lachlan Valley Learning Community.	Students confident to transition to high school. Extra curricular experiences such as participation in the Aboriginal Dance Group available to students	Staff time volunteered

Next Steps

Staff will continue to engage the Koorawatha community in 2017 through publishing in the Koora Kooee Newsletter monthly, through the school Facebook account and by hosting community functions on a regular basis. Other options for the Schoolstream App will be explored in 2017 to try and establish a close platform for school information rather than an open social media account.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students in program showing growth of up to 5 – 10 Benchmark Levels over the course of the program. SLSO supports 'Words Their Way ' Program in classes and standardised assessment showing growth in spelling and writing of greater than 1 year for most students.	<ul style="list-style-type: none"> Aboriginal background loading (\$4 144.00)
Low level adjustment for disability		<ul style="list-style-type: none"> Low level adjustment for disability (\$12 917.00)
Quality Teaching, Successful Students (QTSS)	3rd Class established for Literacy and Maths Monday, Wednesday and Friday each week. This class is a Year 3/4 grouping.	0.02 staffing allocation
Socio–economic background	MultiLit program ran effectively and supported students requiring additional support in reading. All identified students assessed regularly and programs adjusted to ensure highest success rate in Literacy and Numeracy K–6.	<ul style="list-style-type: none"> Socio–economic background (\$23 531.00)
Early Action for Success	Students showing more growth than expected across most 5 week assessment blocks.	<ul style="list-style-type: none"> Early Action for Success (\$23 000.00)
Location Loading	Attendance excellent and 7 parents joined us to help with supervision and catering at Kiama.	\$4800 <ul style="list-style-type: none"> Location Loading (\$7 792.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	9	13	13	18
Girls	14	15	12	12

Enrolments have grown steadily over the last years. By the end of 2016 there were 33 students attending Koorawatha Public School.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	96.3	82.4	88.7
1	88.5	94.6	92.6	76.3
2	94.4	96.9	90.9	88.7
3		96.5	94.7	93.8
4	88	97.8	89.7	89
5	94.1	89.7	95.6	90.9
6	93.5	91.8	87.9	98.9
All Years	92.2	95.2	91.3	89.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3		95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Non Attendance is managed by following our School Attendance Policy. Parents are contacted by staff if a student is not in attendance and no notification has been received from family after three days. Most absences are reported to staff through telephone or personal message. These are recorded in our school days books.

Class sizes

Class	Total
K-2 2016	17
3-6 2016	15

Structure of classes

In Term 4 of 2016 it was decided to use additional funding still available to create a third Literacy and Numeracy Class 3 days per week. This class is a 2/3 grouping based on ability. It has allowed each classroom to focus on developing more focussed Literacy and Numeracy activities.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.95
Other Positions	0.1

*Full Time Equivalent

There are no Aboriginal staff members.

Workforce retention

There has been no change to the staff at Koorawatha Public School for 2016 with the exception of the addition of Mrs Ruth Carter 3 days per week in Term 4 to form our additional class.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	25

Professional learning and teacher accreditation

Professional Learning has been undertaken by all staff throughout the 2016 school year. This Professional Learning has been in line with the School Plan and staff identified professional learning based on individual need. Mrs Bryant has undertaken significant learning to implement the new library system Oliver and has shared this learning with all other staff and students to enhance our use of resources within the school. Mrs Webster has pursued learning to support our students in achieving in Literacy and Numeracy as has Mrs Chisholm. Mrs Clark has undertaken learning under the Early Action for Success Initiative focusing on developing the most effective classroom practices for the K–2 students. Mrs Clarke has undertaken professional learning to support her in her role as Senior Administration Manager including understanding the new systems that have been implemented for resource allocation and human resource management. Mrs Briggs has undertaken Professional learning in leadership practices that have a high impact on students learning and focused on the Premier's Priorities for Education. She also attend the Rural Remote Conference learning about the latest techniques and resources for teaching students in rural and remote areas. All staff have completed mandatory training as identified by the Department of Education.

There has been one teacher on staff who applied for and was granted her continued accreditation at Professional Competence level in 2016. All other teaching staff were employed prior to October 2004 and therefore will be seeking Accreditation in 2018 as per Department of Education requirements.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	64 545.93
Global funds	68 432.21
Tied funds	55 606.01
School & community sources	10 973.04
Interest	1 302.43
Trust receipts	553.00
Canteen	0.00
Total income	201 412.62
Expenditure	
Teaching & learning	
Key learning areas	13 619.39
Excursions	9 588.72
Extracurricular dissections	6 492.04
Library	945.40
Training & development	532.45
Tied funds	53 788.95
Short term relief	4 884.36
Administration & office	42 195.69
School-operated canteen	0.00
Utilities	8 502.11
Maintenance	4 301.78
Trust accounts	481.50
Capital programs	0.00
Total expenditure	145 332.39
Balance carried forward	56 080.23

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

School performance

School-based assessment

School based assessments were undertaken for each student using a variety of assessment instruments.

The Kindergarten cohort were assess for their knowledge of basic concepts using Boeheme, for their knowledge of reading and interacting with texts using Best Start and for their Numeracy skills using SENA1. For the older students testing was completed using the 'Words Their Way' spelling placement test and old NAPLAN Tests across each area of literacy and numeracy. Students were tested at the end of Term one and then again at the beginning of term 4 and their

individual progress was tracked on school devised documents. Each parent who attended Parent Teacher interviews was shown their child's growth across the year and their placement in comparison to students of a similar age in similar schools and across the state. This information is available to any parent about their child should they wish to see it. Progress was also tracked for students between Years 3 and 5 for their progress across the Bands in NAPLAN and adjustments made to individual and whole school programs to ensure that students are progressing towards proficiency in these assessment.

Progress in Reading is measured each Term for those students who have not yet reached proficiency using the PM Benchmark Assessment. Their progress is tracked by our Learning and Support Teacher and their classroom teachers.

As part of our participation in the Early Action for Success Initiative student progress in the Kindergarten to year 2 cohort is tracked and reported every five weeks. This is done using the Literacy and Numeracy continua and the PLAN software. Staff decided that this tracking would also be undertaken for each student in the school and for students in Years 3,4 5 and 6 this is undertaken by their class teacher each term. This process allows for programming that is based on where students are currently operating and where they need to progress next.

Our school assessments and tracking have shown that generally students at Koorawatha Public School are showing at least one term's progress for each term of teaching. Some students progress at different rates and at different times however progression is showing appropriate growth. our next challenge is increase the number of students performing in the top two bands of NAPLAN in Year 3 and 5. This is in line with the Premier's Priorities and the School plan.

NAPLAN

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.

The number of students who sat NAPLAN in 2016 was too small to be able to report results without breaking student confidentiality. All students who sat NAPLAN were above National Minimum Standards. Parents of those students have received copies of their child's results and are welcome to make an appointment to discuss them if they wish.

Parent/caregiver, student, teacher satisfaction

Evidence of Parent/Caregiver, student and teacher satisfaction is collected using MAP Surveys, attendance at school events, social media engagement and informal interviews. It is difficult to collect quantitative data however attendance of parents, students and community members at school events including excursions is regularly around 90%. Despite poor weather, our School Presentation Day for 2016 attracted over 80 people and the school excursion included seven parents attending and assisting staff for the three days. School Open Days are also very well attended by families as are weekly assemblies and special occasions such as our Easter Hat Parade and Biggest Morning Tea. We have a number of parents who enjoy sharing lunch with staff and their children during the week on a regular basis which indicates that they feel very welcome and comfortable on our school grounds and as a part of our learning community. Several parents have begun to assist in classrooms with reading and writing and are always available to assist with P&C fundraising efforts. We have 16 families who have children in attendance at our school but over 90 followers on our school Facebook page. This page regularly has up to 300 views on posts promoting student achievement and activities.

Student attendance is high and shows that students are engaged and happy at our school. They report that they feel supported at school in both their learning and their social activities. Students report that they enjoy the ready availability of technology for use in the classrooms and feel confident in its use which is the second focus of our School Plan. Students report that they feel confident in their learning and teaching activities are engaging and fun.

Staff report that they feel supported within the school both personally and in their professional practice. They have access to the latest opportunities for Professional learning and are supported to pursue their areas of interest and skills. They feel that the school is effectively run and that they are enjoying their journey of continual improvement in their practice.

Policy requirements

Aboriginal education

Koorawatha Public School has between 20% and 25% Aboriginal student population. Aboriginal students are supported by the staff and their parents using Personal Learning Plans. As for all students, their learning is individualised and assessment is used to track and adjust their learning and extra curricular programs as necessary. Most Aboriginal students at our school are achieving at proficiency or near proficiency in Literacy and Numeracy. There are some students that have been identified for academic acceleration and who are pursuing academic levels above age appropriate. All of our Aboriginal families are heavily involved in our school community and very supportive of their children and their progress. Wiradjuri language lessons are held

for the K–2 students on a regular basis and provided by one of our Wiradjuri parents.

Multicultural and anti-racism education

We have only a very small number of students that identify as having backgrounds from other cultures. For this reason we use the curriculum to ensure that all students are exposed to experiences and knowledge of other cultures. We have one staff member trained as our Anti–Racism Contact Officer and no reports of racism at our school in 2016.