

Koonawarra Public School Annual Report



2016



4409

Introduction

The Annual Report for **2016** is provided to the community of **Koonawarra 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.

Jacqueline Murphy–Cann

Principal

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School background

School vision statement

Our vision is to build on the Koonawarra Public School's tradition of excellence while embracing opportunities that arise in a nurturing, supportive and creative learning community.

Our school will:

Provide regular opportunities for students and teachers to develop and demonstrate their talents and interests.

Promote social responsibility; and teach the essential skills for 21st Century learners.

School context

Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community. This is achieved by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility.

Koonawarra Public School has classes from Preschool to Year 6. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accommodates an IM class, a Multi Categorical class and two IST Hearing Teachers. Enrolment for 2016 is 254 students, including 28% indigenous students.

Koonawarra Public School values and celebrates the success of our students, staff and parents to encourage a positive school culture.

The role of Learning and Engagement Leader and the Early Action for Success Instructional Leader is to implement the NSW Literacy and Numeracy Action Plan continue in 2016, ensure that student engagement and 21st Century pedagogy is embedded in all classes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self-assessment 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>

For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

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 [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

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

Curriculum & Engagement: Develop reflective practice about learning and engagement.

Purpose

To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. This will ensure quality educational opportunities are differentiated to meet the needs of individual students, are purposeful and engaging, incorporate relevant IT skills and is based on the shared professional learning of staff.

Overall summary of progress

The proportion of students across the school achieving the National Minimal Standard is increasing. Most of Year 3 achieve over National Minimal Standard and approx half of Year 5.

Against the SEF the school is sustaining and growing in literacy in Year 3 but drops back to delivering for Year 5. Koonawarra PS is at the delivering stage for both Year 3 and 5 in numeracy.

The gap is closing between Aboriginal students and Non Aboriginal students. Aboriginal students performed better than their Non Aboriginal counterparts in Numeracy.

Each year all staff at Koonawarra Public School meet with their supervisor for professional development planning that is aligned the Professional Teaching Standards.

More detailed, targeted teaching and learning is needed in the stage between Year 3 and 5 as there is a lack of evidence to suggest that students are moving from the middle to the top. There has been some shift in students in Year 3 moving from Band 3 to Band 4, however not the desired shift in moving students from these bands to higher standards. The data is very similar for Year 5.

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">Increased proportion of students above National Minimum Benchmark levels in NAPLAN –reading and numeracy to equal the Government school percentage as shown in SEF data reports on Student AttainmentAboriginal students will match the performance of non- Aboriginal students in NAPLAN a syndicated by SEF – Attainment of Equity Groups data.100% teaching staff have documented evidence and personalised professional learning plans in line with the Professional Development FrameworkIncreased proportion of students in proficiency bands in NAPLAN as we move students from middle to top.	<p>Initial discussions were held regarding programming. Programs reflected a wide variety of skills from traditional units of work and term planning to Scope and Sequences and digital based programming demonstrating ability to cater for individual and whole class needs in line with curriculum demands. Staff attended courses or conferences relating to 21st Century pedagogy and the practices of critical thinking, communication, creativity and collaboration. PLAN regularly updated. Years K–2 every 5 weeks and termly for Years 3–6.</p> <p>TPL as a whole staff focused on CTJ in writing, PL sessions on Writing In The Middle years reviewed student achievement. Consistent delivery of curriculum and evaluation of student achievement in literacy and numeracy were measured collaboratively and plotted on PLAN in team meetings.</p> <p>Writing in the middle years training was conducted for the whole staff and then implemented in the classroom. Collaborative planning half days were conducted. Funding was allocated for teachers to work collaboratively.</p> <p>Work samples of writing shared to staff. Ideas for reciprocal reading shared between staff.</p>	<ul style="list-style-type: none">PL sessions were conducted for programming and data. .Funding was allocated to allow teachers to attend PL sessions.Weekly professional learning sessions were undertaken. Training additional staff in the delivery of Writing in the Middle Years to support classroom implementation. Professional Learning: \$40,310

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"> • Increased proportion of students above National Minimum Benchmark levels in NAPLAN –reading and numeracy to equal the Government school percentage as shown in SEF data reports on Student Attainment • Aboriginal students will match the performance of non– Aboriginal students in NAPLAN a syndicated by SEF – Attainment of Equity Groups data. • 100% teaching staff have documented evidence and personalised professional learning plans in line with the Professional Development Framework <p>Increased proportion of students in proficiency bands in NAPLAN as we move students from middle to top.</p>	<p>Strong focus of PL in literacy was implemented.</p> <p>Writing in the Middle Years strategies shared and discussed with staff.</p> <p>All staff engaged in Maths Building Blocks including professional readings.</p>	

Next Steps

Professional learning, additional support staff and resources will continue to support the explicit teaching of literacy and numeracy.

21st Century pedagogy will continually be imbedded into the school's teaching and learning environment including visible learning, goal setting and effective feedback.

A stronger focus will be on the collection of evidence and data that demonstrates effectively how strategies and programs have made a positive significant impact on students growth in learning.

Strategic Direction 2

Wellbeing: Promote and develop self-directed and responsible citizens

Purpose

To improve the capacity of students to be active, informed, resilient and creative citizens through the rejuvenation of current initiatives and programs in line with the Melbourne declaration.

Overall summary of progress

Strategic Direction 2 team have been working in collaboration with all stakeholders to ensure that the allotted objectives were met. Significant success has been made by increasing positive behaviours and the reduction of student suspensions. The implementation of Positive Behaviour for Learning and rewriting the Student Welfare Policy have been the cornerstone of the school's success in this area.

Teachers are now actively engaged in providing students with feedback that directly assists them with their learning. Visible learning strategies are utilised that allow students to develop personal learning goals and become more engaged in their learning.

The School and HSLO are working in tandem to improve the attendance of students who are at risk. Staff strictly adhere to protocols and contact parents to reinforce the importance of school attendance. This has improved the attendance rate at Koonawarra Public School.

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 demonstrate resilience and positive behaviour techniques in the classroom and in the playground – evidence by increased free and frequent rewards, assembly awards for student engagement and achievement and long term award path recognition certificates e.g. bronze, silver and gold100% of students are provided with effective teacher feedback and provided with an opportunity to self-reflect using the MeE Framework.Reduce number of behaviour incidents and suspensions during the period 2015 – 2017 from current data Attendance rates of all students to match State averages	<ul style="list-style-type: none">Student behaviour has vastly improved with 100% of students receiving bronze and are on track with their long term reward path. School reward system recognition takes place at assembly each week. Catch Me Being Good awards are awarded 'free and frequently' and are also recognised publicly at assembly each week. 5% of students have attained the Gold Award, and were invited to a Principal's morning tea along with their parents.Visible learning strategies such as "Bump it Up Walls" are used by all teachers to provide effective feedback to students on their learning. Students have also developed learning goals in association with their teacher, so they can develop the ability to be an informed and self-directed learner. Teachers are using either Seesaw or Class Dojo to allow students to share aspects of their learning with an authentic audience of peers and family.Behaviour incidents and suspensions have vastly reduced. This is in response to combined factors such as new school values being developed, (Respect, Responsibility, Engagement) and the implementation of Positive Behaviour for Learning (PBL). This has created a consistent language of expectation throughout the whole school and a streamlined student welfare system. Use of Class Dojo in the classroom provides comparative visible feedback to students on their positive behaviours.Attendance rates have improved with teachers closely monitoring students whose attendance is of concern. The school and HSLO are both working in partnership to address issues relating to low attendance. Attendance rates currently stand at 91%, which is an improvement over previous records.	Student Recognition Awards \$1223.53 PBL Signage \$17,185.00 PBL Related Staff Costs \$2,000.00

Next Steps

Continue to monitor and review wellbeing programs and policies.

Introduce paraprofessionals who can further support professional learning for teachers and improve the wellbeing and engagement in learning for students.

Strategic Direction 3

Community Partnerships enhance and strengthen community involvement as part of a positive school culture.

Purpose

To engage the whole school community as active partners in ensuring practices reflect traditional and emerging needs. We will continue to support and promote ongoing improvement in student learning outcomes as we prepare our students for their future.

Overall summary of progress

A large majority of teaching staff have consistently accessing and effectively contributing to digital communication forums, such as Facebook, Class Dojo and Seesaw. This has heightened communication between the home and school environment with more parents/carers accessing school information and celebrating in individual student success. School staff are also celebrating KPS success by utilising the digital sign and highlighting events with the local school community and beyond.

Community connections have excelled at KPS through a variety of measures implemented. We continue to share a strong relationship with our AECG, partnering in the establishment of the Cultural Room, Nanagamay (Koori Learning Space, Koori Playgroup) catering for successful integration of community groups into Koonawarra Public School. Koori high school and support class transition was very successful and demonstrated the Dapto Learning Community working well together in creating positive partnerships. Parents and carers participated in PATCH training, creating successful school and home links in the classroom, with six graduates throughout 2016. School community ties are strong with events such as Meet the Teacher, 3-way interviews, Book Week and Science Doing Things Together Day, NAIDOC week, transition to Kindergarten parent workshops, and school disco events were strongly attended with 108 families attending events at KPS throughout 2016.

A variety of staff, student and parent surveys indicated strong levels of school satisfaction. Tell Them from Me Student Survey demonstrated 54% of parents attended 3-way interviews with 100% positive feedback from parents and staff. Community feedback also indicated strong support in the use of Facebook and the digital sign. An evaluation survey of the use of Class Dojo demonstrated strong satisfaction of the app as a classroom to home link with 80% of teachers using the format and 64% of parents connected.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% teaching staff access and contribute to the school website, Facebook, Dojo and/or Seesaw at least once per week</p> <p>Strong community connections are evident through greater participation in school events, an increase in volunteers and more effective use of the school as a community resource</p> <p>Annual surveys for staff, students and parents indicate strong levels of school satisfaction</p>	<p>Nanagamay planning meeting takes place. Meet The Teacher sessions: High level of attendance to Teddy Bears Picnic and talk sessions K-2. A large number of stage 2 parents meet in joint teacher sessions in the Library. Limited attendance approx 18% of Stage 3 parents 2% parents wanted later sessions. 10% attending other sessions.</p> <p>Attendance to Kids Connect well received 15% of K-6 students attend. AECG supported by teachers 6-10% staff attend. Dojo/see saw app used to communicate to parents by 66% of teachers.</p> <p>Tell Them from Me Student Survey results: 54% parents attended 3 way interviews Feedback was 100% positive. Feedback for communication indicated strong support for facebook and digital sign.</p> <p>3-way interviews are evaluated and with statistics demonstrating good attendance and a positive response to three way interviews Staff reviewed the three way interview process. Very positive response. Many staff also conducted PLP's.</p>	<p>Instructional leader to lead PATCH training. Cost of resources and hospitality. Playgroup utilise Ningamay room.</p> <p>Community room usage. Ningamay room usage Sign community use agreements.</p> <p>Cost of digital sign.</p> <p>School interviews booking online.</p> <p>Nanagamay planning meeting, Parents Room/CAFÉ planning meeting.</p> <p>Office displays.</p> <p>Nanagamay planning meeting PATCH morning</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% teaching staff access and contribute to the school website, Facebook, Dojo and/or Seesaw at least once per week</p> <p>Strong community connections are evident through greater participation in school events, an increase in volunteers and more effective use of the school as a community resource</p> <p>Annual surveys for staff, students and parents indicate strong levels of school satisfaction</p>	<p>Committee to formulate an action plan for Parents Room and CAFÉ, drop in centre on Friday November 25th.</p> <p>School website, Facebook, newsletter, sign, Dojo, Seesaw used efficiently.</p> <p>Disco: 64% of students attended from Preschool to year 6. Culture Room and parents room used by students, parents and community School Reports are evaluated for parent 'friendliness'.</p> <p>A timeline of events and processes for 2017 is clearly established 108 families in total attended events throughout the year.</p> <p>80% of teachers are using Class Dojo. 64% of parents connected to Class Dojo. 60% of parents interacting with Class Dojo.</p> <p>Strong levels of parent satisfaction from evaluation survey</p>	<p>teaSchool signage, Disco / DJ</p> <p>Hospitality</p> <p>\$80,000</p>

Next Steps

Further increase parent/community members participation in special events, school operations, planning for future directions and policy making opportunities.

Continue to ensure effective communication takes place between home, school and other agencies through a variety of communication models.

Continue to facilitate parent workshops to develop parents as teachers in the classroom

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p>Extra days were provided for Koonawarra Public School Aboriginal Education Officer.</p> <p>The Cultural Room was furnished with soft furnishings—cushions/curtains selected by the committee. An Aboriginal Nations and languages wall chart of Australia was wall papered to the wall. This room provided support for a Barnardo’s Koori playgroup to operate.</p> <p>Special open to the community cultural events to commemorate Sorry Day took place. Facilities were set up in the cultural room. A cultural event to celebrate official opening of Nangamay and NAIDOC week took place. LaddieTimbery (from the South Coast Region) provided cultural talk. A smoking ceremony with didgeridoo players from the local Aboriginal Men’s Shed opened the ceremony. All the Community participated in a BBQ.</p> <p>An Illawarra Dragons Rugby League team member commenced work in the classroom and playground to provide Mentor– for boys. Local Elders provided an ottoman and explained the story / rules to Aboriginal Students. An Aboriginal Tutor and another Aboriginal Mentor were employed to support the learning and social/emotional needs of all Aboriginal students.</p>	<p>Hospitality \$8,000</p> <p>Computer and printer \$ 13,500</p> <p>Aboriginal Education officers and support staff</p> <p>\$45,640</p> <p>Resources \$12,000</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>All staff have been supported through the PDP process. This included documentation and alignment of goals to the Australian Professional Teaching Standards, identification of professional learning needs, collection of supporting evidence and documented observations.</p> <p>All executive staff have engaged collaboratively in their professional learning on a regular basis throughout the year.</p>	<p>Staff released to work with Learning & Engagement Leader through PDP process.</p> <p>Executive Staff released to participate in collaborative professional learning weekly.</p>
<p>Socio–economic background</p>	<p>A situation analysis of classroom learning centres was undertaken in 2015. As a result of this the employment of an extra class teacher to lower class sizes was introduced using RAM funding. Extra teaching personnel, including the topping up of extra programs such as the interventionist teacher, reading recovery teacher and the learning support teacher to support students over the week was implemented. Extra School Learning Support Officers (SLSO) were employed to support better education delivery to all students.</p> <p>Students were provided with extra classroom support with more opportunity to engage in learning with the ratio of support doubled.</p> <p>All classes from Preschool to Year 6, including the library, science room and the</p>	<p>Furniture \$82,000</p> <p>Technology \$78,829</p> <p>Teaching resources \$42,000</p> <p>Salary and wages \$112,664</p>

<p>Socio-economic background</p>	<p>connected classroom were provided with 21st Century Furniture learning spaces. These learning spaces provided students with the opportunity to learn in creative, less constricted classroom environment. This furniture created the opportunity for all teachers to set up an engine room with specific teaching focuses with targeted students working closely with the teacher. Other students worked independently or in groups with extra teacher or learning support officer. Students used alternative spaces and were given extra tuition or self-directed their learning using 21st Century technological tools to support and reflect on their learning goals.</p>	<p>Furniture \$82,000</p> <p>Technology \$78,829</p> <p>Teaching resources \$42,000</p> <p>Salary and wages \$112,664</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	136	132	117	108
Girls	134	115	117	107

Koonawarra Public School promotes enrolling students from the local district through our transition to school program. Koonawarra Public School staff regularly make contact with Early Learning Centers. Koonawarra Public School Out of Area and Enrolment team work closely with other local schools to ensure local enrolment procedures are fair and equitable.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	88.7	90.7	91.7	92.7
1	91	87.1	88.3	92.7
2	88.6	87.6	89	89.1
3	93.4	86	88.5	92.1
4	89.1	89.5	87.9	91.4
5	87.9	90.8	87.8	91.4
6	90.1	90.2	88.1	90.2
All Years	89.8	88.8	88.8	91.3
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	94.8	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

Students are awarded points for daily attendance.

Weekly assemblies have a Catch Me Being Good draw.

Recipients of this prize must be present.

There are two whole school assemblies each term. The catch Me being Good awards are a \$20.00 gift voucher.

Presentation Day Assembly recognises students with 98% and above attendance rate with a certificate.

Koonawarra Public School works closely with the HSLO. KPS staff follow an action plan to monitor attendance. Students attendance are monitored closely and processes are put into place for those students who have attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.99
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.6
School Administration & Support Staff	6.47
Other Positions	2.21

*Full Time Equivalent

0.08% of all permanent staff identify as Aboriginal .

37% of all RAM funded staff identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

Professional learning and teacher accreditation

All teachers meet the BOSTES Teaching Standards in 2016.

As of 2017 all pre 2004 employed teachers will be accredited as proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- There are some variation between income and expenditure as much of the teaching and learning resources payments came out of the second part of the year.
- Significant expenditure on student curriculum materials, resources and technology was required in 2016 due to under expenditure in previous years.

Income	\$
Balance brought forward	698 800.47
Global funds	213 185.30
Tied funds	728 638.39
School & community sources	2 154 441.00
Interest	12 385.34
Trust receipts	13 420.20
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	22 404 073.00
Excursions	22 141.92
Extracurricular dissections	22 887.22
Library	40 354.54
Training & development	35 304.95
Tied funds	716 404.05
Short term relief	56 813.73
Administration & office	73 320.55
School-operated canteen	0.00
Utilities	37 495.36
Maintenance	19 139.27
Trust accounts	148 891.20
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 31 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	764 933.28
(2a) Appropriation	758 568.19
(2b) Sale of Goods and Services	-2 373.33
(2c) Grants and Contributions	8 672.29
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	66.13
Expenses	-343 586.77
Recurrent Expenses	-343 586.77
(3a) Employee Related	-188 109.02
(3b) Operating Expenses	-155 477.75
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	421 346.51
Balance Carried Forward	421 346.51

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Funds were expended in 2016 as follows:

- The provision of more teaching and learning support staff to provide extra in class tuition to students K–6.
- The provision of extra teachers to provide smaller class sizes and higher ratio of teaching per student.
- Expended on 21st Century classroom furniture to ensure all classrooms provided for student self-regulation and engagement in their learning.
- Extra technology to provide teachers with a global teaching tool
- Extra student technology to provide students with greater access to ipads and laptops as an individualized teaching tool.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 556 123.15
Base Per Capita	13 989.89
Base Location	0.00
Other Base	1 542 133.26
Equity Total	715 020.90
Equity Aboriginal	98 165.13
Equity Socio economic	433 642.99
Equity Language	3 193.54
Equity Disability	180 019.23
Targeted Total	336 954.23
Other Total	430 606.67
Grand Total	3 038 704.94

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

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.

In Year 5:

63% of students achieved at or beyond stage expectations in Reading.

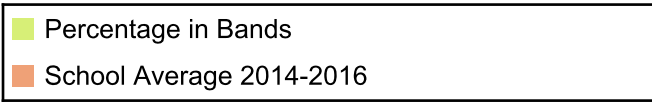
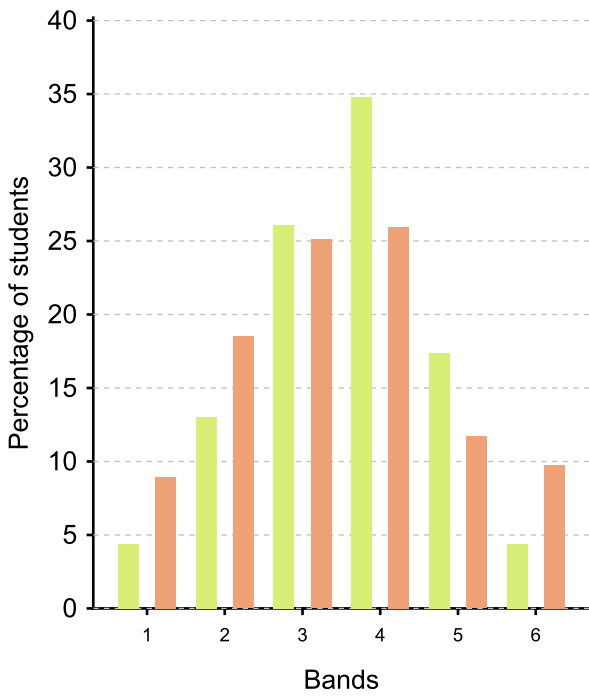
73% of students achieved at or beyond grade expectations in spelling and writing.

60% of students achieved at or beyond grade expectations in grammar and punctuation.

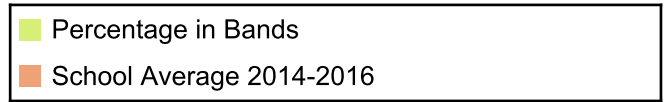
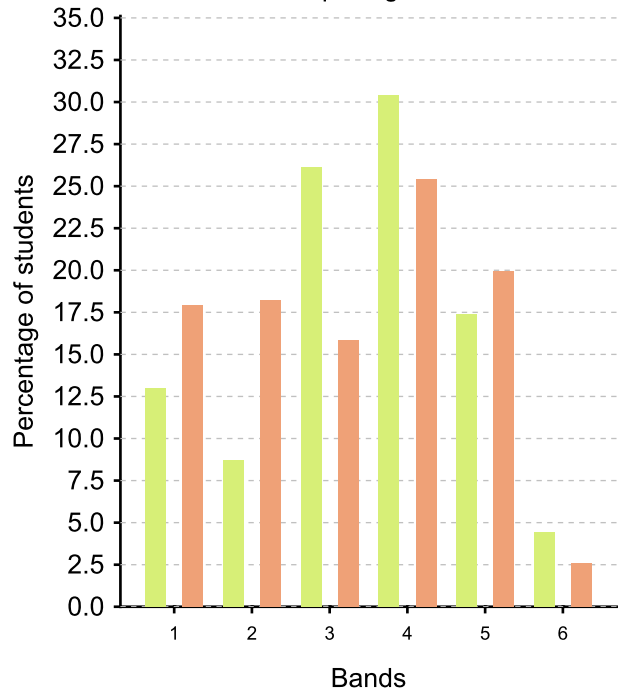
58% of students achieved at or beyond expectations in Numeracy.

A large proportion of Year 5 students who did not meet grade expectations attend our Support Classes.

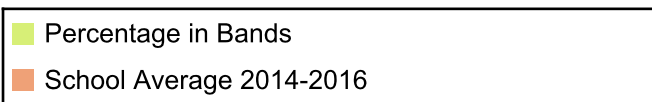
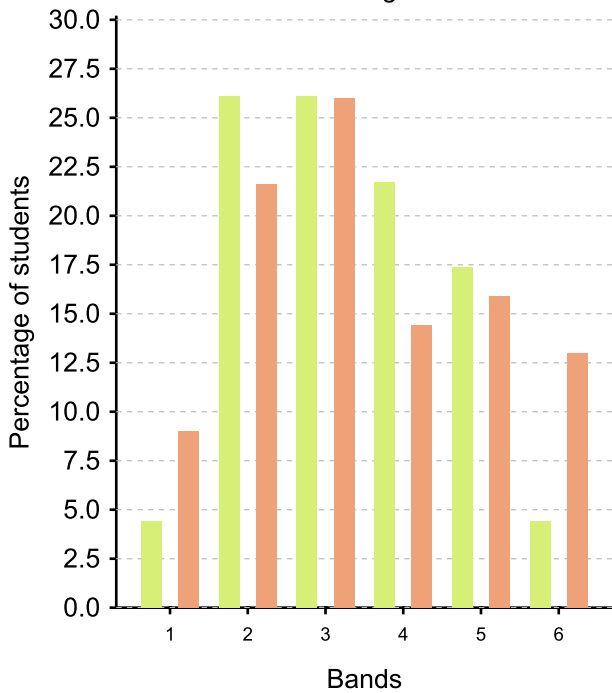
Percentage in bands:
Year 3 Grammar & Punctuation



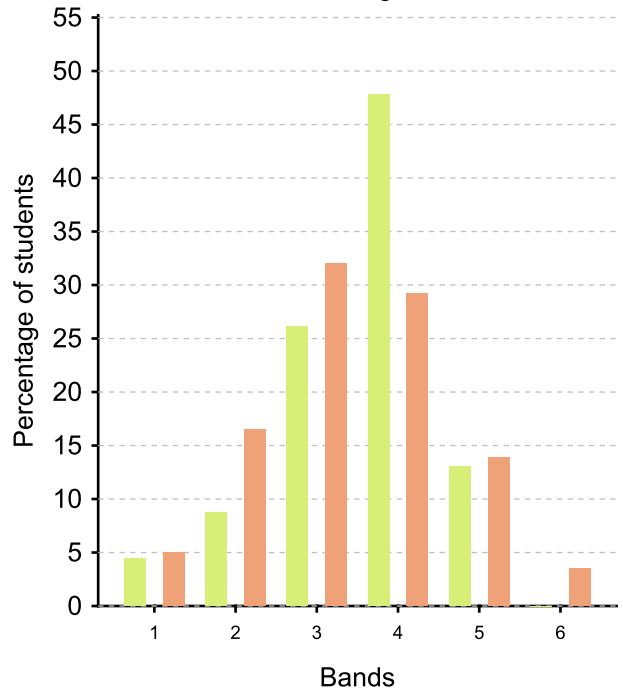
Percentage in bands:
Year 3 Spelling



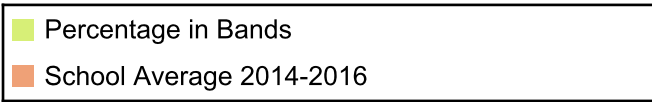
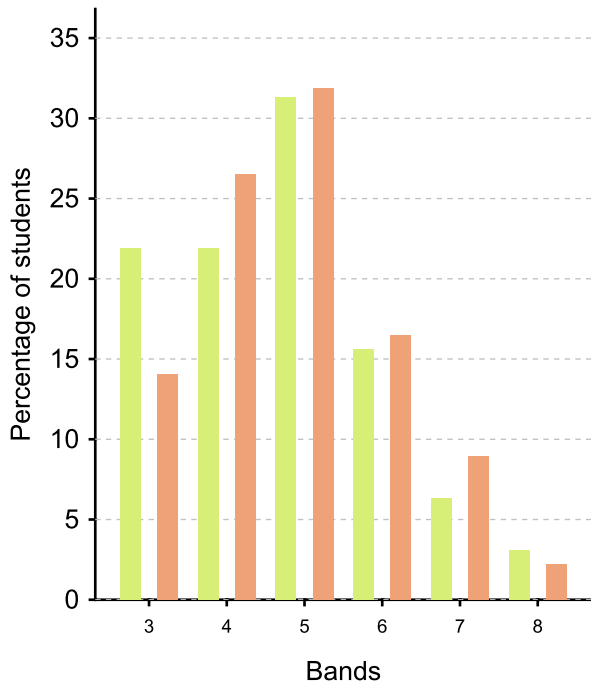
Percentage in bands:
Year 3 Reading



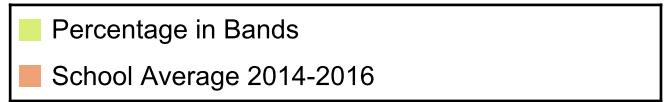
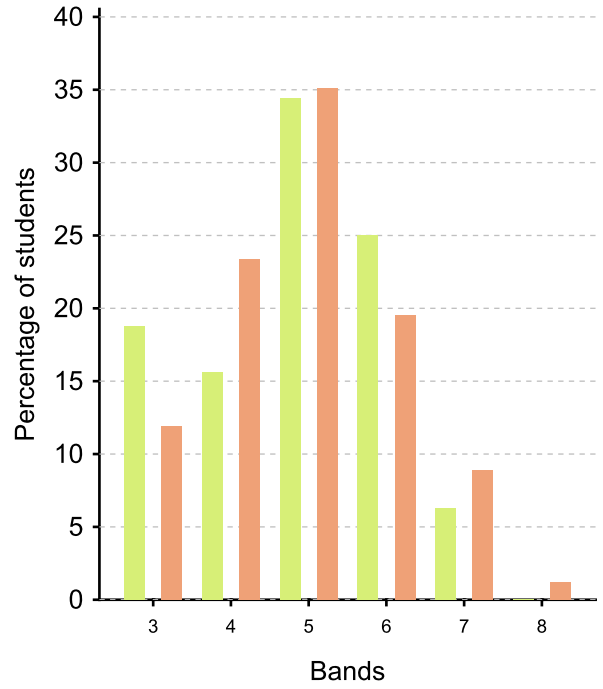
Percentage in bands:
Year 3 Writing



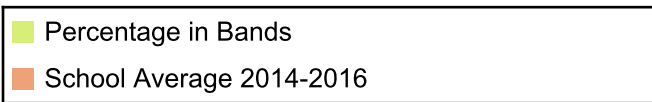
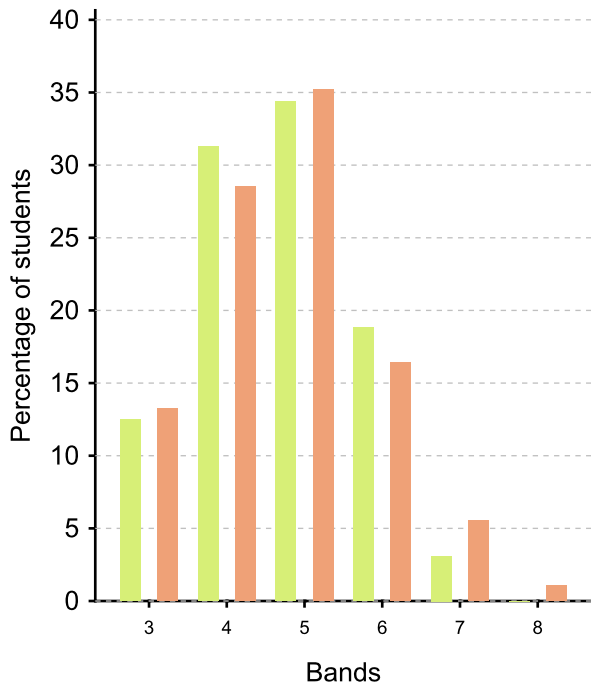
Percentage in bands:
Year 5 Reading



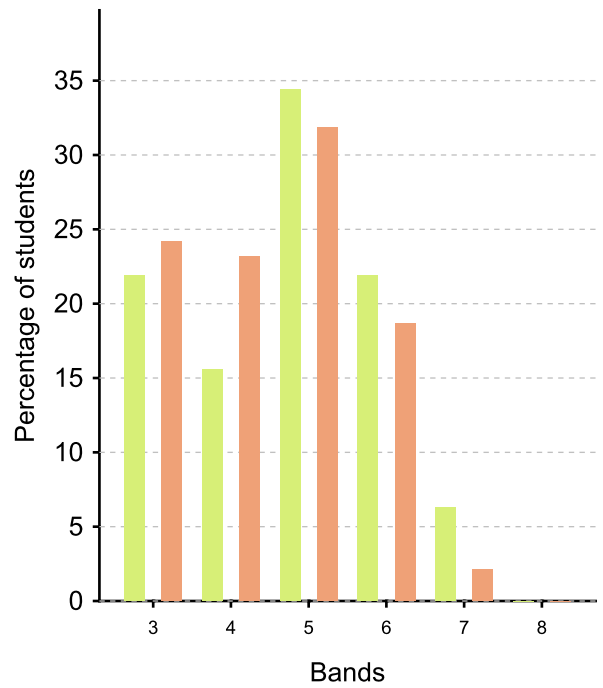
Percentage in bands:
Year 5 Spelling



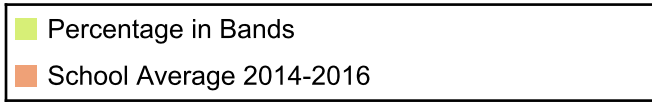
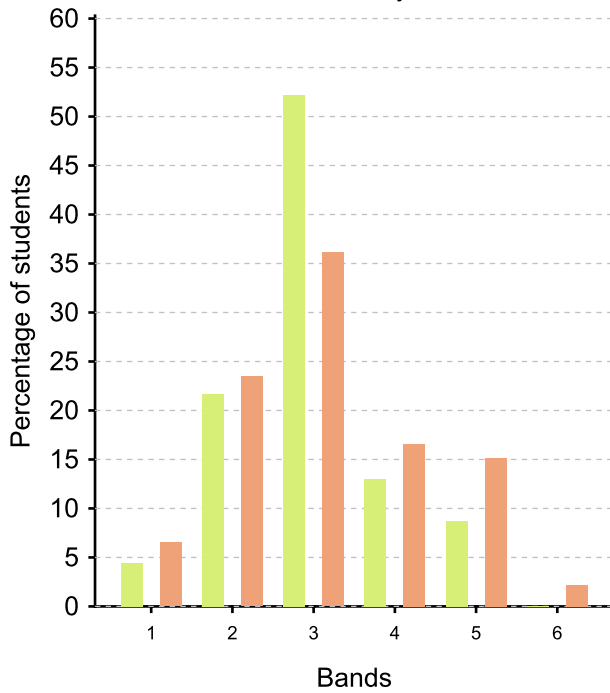
Percentage in bands:
Year 5 Grammar & Punctuation



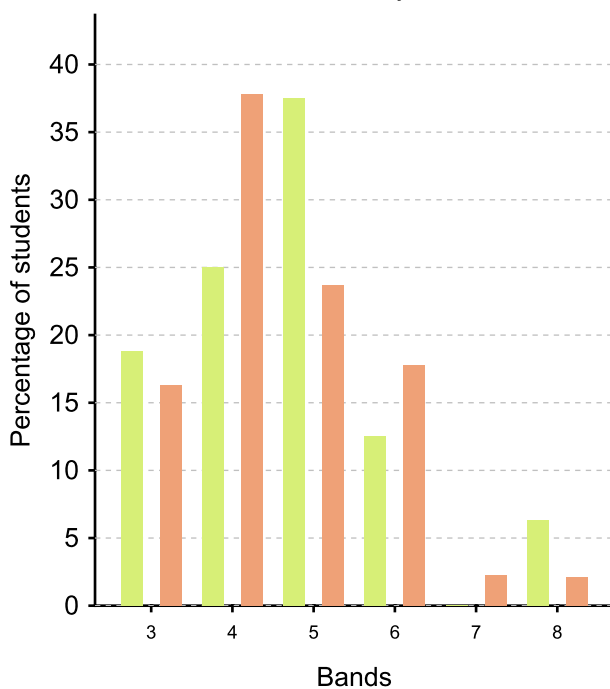
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



2016 saw the second year of implementation of The Early Action for Success initiative. Early Action for Success strategy aims to improve students performance through a targeted approach in the early years. Funding was provided in 2016 to allow this to occur. Resources provided by State were managed by the Instructional Leader, Deputy Principal to support the implementation of this approach. A training grant of \$16,000 was provided for teacher professional learning. This money was spent on casual relief for 6 teachers to attend training in Language, Learning & Literacy (L3). Money was also used to release 7 teachers for Targeting Early Numeracy (TEN) training. Some of this funding was also used by the Instructional Leader to attend her own professional learning sessions, including travel and accommodation. An innovation grant of \$65,000 was used to pay casual relief to release teachers off class to have twice a term coaching conversations around their student progress data. An allocation of 4 days was provided to the school for an Interventionist teacher. This position allowed an extra teacher to support a tiered intervention approach that makes sure no student is left behind. Some funding was used to fund professional learning for support teachers to attend a Literacy conference and also to run a Parents as Teachers and Classroom Helpers (PaTCH) program to strengthen community involvement in classrooms.

Parent/caregiver, student, teacher satisfaction

58% of our families attended the meet your child's Class Teacher Sessions.

61% of our families attended the Parent and Teacher Interviews in 2016.

An in-school survey was conducted regarding school satisfaction and school improvement. The Tell Them From Me electronic survey was also conducted. 12% of Koonawarra Parents/Carers participated in this survey.

The overall results were extremely positive with 96.4% of parents surveyed demonstrating high levels of participation in all school community events.

Verbal and numerical responses indicated that parents considered the school culture to be a very positive one where teachers and staff cared for students and educational opportunities engaged student in their learning. Parents considered themselves well informed about their child's progress, they valued the extra support students were given. Parent/carers appreciated how well learning was individualised to support their students needs, appreciated the extra support personnel to engage students in their learning and were very impressed with the 21st Century learning environments Koonawarra Public school provided.

Policy requirements

Aboriginal education

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Koonawarra Public School in the Find a school and select GO to access the school data.

At Koonawarra Public School, we are proud of our indigenous heritage and seek opportunities to embrace, promote and celebrate our cultural identity. In 2016 the Aboriginal Cultural Room: Ningamay was officially opened. Aboriginal Education officers from the Department of Education, the Koonawarra community and special guests attended. The smoking ceremony was orchestrated by the local Dapto Aboriginal Men's Shed. South Coast promoters of Aboriginal Education attended and worked with the local community to promote traditional and modern ways of Aboriginal life, crafts and dance to support the dreaming. Students, teachers, parents, carers and community members participated in the smoking ceremony.

In Ningamay a wall paper map of all Aboriginal nations and languages dominates the whole wall and is frequently visited and discussed. An Aboriginal playgroup operates out of Ningamay one day a week.

Aknowledgement of Country is performed weekly at our junior and senior assembly. Koonawarra Aboriginal students deliver this pledge with pride. Aboriginal perspectives both past and present are integrated into curriculum delivery through rich texts and the study of Australian history, sustainable environments and the creative arts. Aboriginal students participate in the NAIDOC Public Speaking and Debating Workshop Challenges and the Ngara Wumara Research Study in 2016.

Koonawarra Public School prides itself on the levels of community engagement made available to parents, carers and community members. Our two biggest events were the commemoration of Sorry Day and Naidoc celebrations. These events were very well attended with parents, carers and community members writing messages on hands and attaching them to our Sorry Tree. Throughout NAIDOC week there were special events including cooking, face painting, weaving, crafts and sustainable programs such as paper, candle and soap making.

Koonawarra Public School has an Aboriginal Education Officer, Aboriginal male mentors and an Aboriginal Tutor funded through the Norta Norta Program. The mentors provide a positive male perspective to all our students as well as supporting student's academic, emotional, physical and social needs. Our Aboriginal Education Officer works closely with our indigenous community supporting connectivity to school. All our Aboriginal personnel continue to support our indigenous families, both at school and in the community and represent our local indigenous community at the Wollongong Aboriginal Education Consultative Group. (AECG)

Multicultural and anti-racism education

Koonawarra Public School has a relatively small population of students categorized as EALD (English As a Language Dialect). All staff actively promotes respect and acceptance of all cultural backgrounds. Cultural diversity is regularly promoted through the delivery of the school curriculum. Multicultural

perspectives are celebrated through Harmony Day. Koonawarra has an ARCO (Anti-Racism Contact Officer) who undergoes professional learning on an annual basis and provides time to support and to resolve any issues or concerns relating to racism.