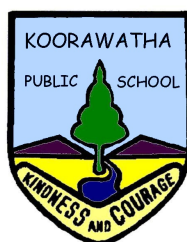


Koorawatha Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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 greatest pleasure to lead the community of Koorawatha Public School over the last 6 years. It has been such a pleasure to work with all of those in the community that support the school and to watch the children of the village grow into confident young people. We have worked hard as a school community to build an educational environment that supports all of the children regardless of their skills and abilities. This environment is supported by high expectations from all teachers and families, learning programs driven by data and based on evidence based teaching practices and a child centred environment that builds social and emotional skills.

I will move on in 2018 and wish to take this opportunity to thank the Koorawatha Community for their support and dedication to achieving the best results for the children of the village. It is my hope that the school will continue to succeed and thrive.

Best wishes,

Catherine Briggs

Message from the school community

This year's P & C fundraising efforts have been high. We have begun a regular 100 club fundraiser to raise money towards our annual school excursion and contributed to the cost of our annual swimming lessons. For this year's excursion we went to Mogo. The 100 club was successful among other fund raising activities, such as, raffles (\$280), pie drive (\$194), holding a community movie night (\$330). Our P & C ran the canteen at the Philips Shield Carnival in 2017 which raised \$975.00. Before the end of 2017, we started the Earn and Return scheme at our School with all the proceeds being returned to the P & C. We held our annual show bag stall at the Koorawatha Show which was also successful (\$480). The past year has been highly successful in our fundraising efforts and we look forward to the year ahead.

Yours Sincerely,

Erin Lambshead P & C President

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 32 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. 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.

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 – Sustaining and Growing and Reporting – Excelling: Systems are in place to analyse and use data to drive teaching and learning, student report examples show how this data is reported to parents in plain English and Parent/Teacher 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

2018.

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 11% and 33% of Year 3 students were at proficiency across NAPLAN Testing. The area for Improvement is in Writing and Spelling this is backed up by our Early Action for Success results using PLAN. The Spreadsheets show student results on Internal performance measures combined with tracking, using PLAN, demonstrate that the majority of students are achieving some 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. Combining these with the Personalised Learning Plans (PLP) shows how data is used to plan for learning. The exemplar school report shows how the data, Personalised Learning Plans (PLP) and reports, 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

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 2017. 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)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Students will demonstrate in their work, a sound understanding of collaboration and problem solving skills.	\$0	Student work portfolios and observations of students show that they are building solid skills working as team and thinking as problem solvers. This is reinforced by observations from visiting teachers who are surprised by the level of their skills in these areas.
<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	Principal Time to evaluate Smart Data. and staff meetings to drive data use for planning and programming.	Students are showing growth in Proficiency however the small size of the cohort makes data analysis across the school of little value. Analysis of individual data shows that most students are growing at least a years academically for a year's teaching.
Increase the percentage of Aboriginal students achieving in the proficient bands by 30% by 2019 compared to 2016.	Aboriginal funding used to employ School Learning Support Officer to work in classrooms, run 1:1 programs with students and to monitor student progress. Professional Learning Funds were used to upskill Mrs Clark in using the APLPs and embedding Aboriginal Perspectives into teaching programs.	Our Aboriginal students are achieving above average in most cases. Several are demonstrating proficiency across both Literacy and Numeracy and some are undertaking accelerated learning programs. One student is participated in the Ngarra Wumarra Research Project to identify strategies that allow students to achieve at high levels academically.
EAFs Data will show steady improvement of K-2 children through the analysis and input of PLAN Data.	Funding for Early Action for Success in 2018 was held by another small school and used to employ an Assistant Principal Instructional Leader to work across 11 small school in the Young and Cootamundra area. No funds were held at Koorawatha Public School. Some Professional	All student K-3 showed significant growth in Literacy and Numeracy in 2018. They showed at least a years growth academically for a year's teaching fi not more.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
EAfS Data will show steady improvement of K–2 children through the analysis and input of PLAN Data.	Learning Funds were used to release Mrs Clark to attend training sessions and work collaboratively with other schools.	All student K–3 showed significant growth in Literacy and Numeracy in 2018. They showed at least a years growth academically for a year's teaching fi not more.

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 2018 and students will be mapped using both internal and external assessment and NAPLAN results to see if we are achieving the Premier's Priorities for Literacy and Numeracy achievement.

Strategic Direction 2

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 2017 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A range of technologies (both software and hardware) are available and maintained within the school	T4L Funding	All LMBR Training completed by Principal and SAM. Feedback surveys to staff, students and parents. Programming documents. Program documents to reflect authenticity.
Teaching and Learning programs have embedded explicit teaching of the use of a range of technologies.	\$1000 Professional Learning Funds	Each student has their own netbook and access to the internet through wi-fi in each classroom. Years 3 – 6 using Google Classroom as platform for learning. K–2 using iPads and computers to access teach a

Next Steps

In 2018 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

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 2017 the Koorawatha Public School Facebook page has continued to run effectively. We have approximately 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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To maintain and develop relationships between the village and the school community and develop a sense of pride and connectedness within the Koorawatha community	Advertising of events through Facebook and Newsletter for the village.	Large attendance at Presentation Day and Open Day. Articles written and published most months in the Koorawatha Newsletter. 119 followers on Facebook page with only 20 families. High level of engagement with some posts getting over 400 views. Community particularly like to see photos of the children achieving. Engagement has been 100% positive with no issues. This should replace the SchoolStream App as it is too difficult to run from small devices.
Also to provide access to a wider range of experiences and resources through the development of, and participation in, the Lachlan Valley Learning Community.	\$0	Lachlan Valley learning Community did run their show but no students were available to participate in 2017. This needs a greater focus in 2018.

Next Steps

Staff will continue to engage the Koorawatha community in 2018 through publishing in the Koorawatha Newsletter monthly, through the school Facebook account and by hosting community functions on a regular basis.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Release from Face to Face Teaching	All completed. Students showing good growth
Low level adjustment for disability	Funds used to employ School Learning Support Officer 3 days per week to run MultillT, speech intervention programs and to assist in the classroom.	Program working very effectively and will continue to be funded in 2018.
Quality Teaching, Successful Students (QTSS)	This funding was added to create the 3rd class so that more time could be allowed for teachers to observe each other and collaborate to improve teaching and learning experiences.	New Day book used in all classrooms reflects shift to Visible Learning. Staff becoming more confident and comfortable using Learning Intentions and Success Criteria in lessons everyday. Bridges Out of Poverty tenets embedded in everyday dealings with students and improved behaviour and relationships seen across the school. Next step is the Making Space for learning training in 2019.
Socio-economic background	This funding was used to create a 3rd class to ensure more stage specific learning experiences and small classes.	Significant growth for all students from this strategy. Allows more focus on specific Stage learning and for individual differentiation. Drop in numbers due to families moving will mean this will not work for 2018.
Early Action for Success	Funds expended to employ Deputy Principal Instructional Leader to work with ours and 10 other small schools.	Growth shown across K-3 students. First time in 6 years that all students in K-2 have reached Benchmark expectations.
Location Loading	Locality Loading Funding used to employ teacher.	A timetable to allowed for different teachers to share classess allowed their to be 3 classes operating 5 days per week for the full year.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	13	13	18	16
Girls	15	12	12	13

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	2014	2015	2016	2017
K	96.3	82.4	88.7	91.4
1	94.6	92.6	76.3	94.8
2	96.9	90.9	88.7	71
3	96.5	94.7	93.8	96.3
4	97.8	89.7	89	96.5
5	89.7	95.6	90.9	94.6
6	91.8	87.9	98.9	92.5
All Years	95.2	91.3	89.5	94.1
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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 Day books.

Class sizes

Class	Total
K-2	10
3-6	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.37
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.95
Other Positions	0

*Full Time Equivalent

There are no Aboriginal teaching or SLSO staff members at this time. We do have Aboriginal parents who come in regularly and work in our classrooms. They also teach Wiradjuri Language and culture to students.

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 2017 school year. This Professional Learning has been in line with the School Plan and staff identified professional learning based on individual

need. Mrs Webster has pursued learning to support our students in achieving in Literacy and Numeracy as has Mrs Chisholm. Mrs Clark has continued her 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 attended the Rural and 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 is one teacher on staff who has accreditation at Professional Competence level in 2017. 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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

This summary financial information covers funds for operating costs to 16th October 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	80,994
Appropriation	72,274
Sale of Goods and Services	117
Grants and Contributions	8,603
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-46,699
Recurrent Expenses	-46,699
Employee Related	-26,859
Operating Expenses	-19,839
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	34,295
Balance Carried Forward	34,295

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	430,155
Base Per Capita	4,585
Base Location	10,265
Other Base	415,305
Equity Total	68,247
Equity Aboriginal	7,485
Equity Socio economic	47,890
Equity Language	0
Equity Disability	12,872
Targeted Total	13,760
Other Total	2,038
Grand Total	514,200

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 assessed 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 cohort of students at Koorawatha Public School who undertook NAPLAN in 2017 was too small to enable reporting within this document without breaching confidentiality. All parents whose children undertook the testing received details reports of their child's progress and was given the opportunity to discuss these results with their child's teacher. Should any further information be required please contact the school.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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 2017 attracted over 90 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 110 followers on our school Facebook page. This page regularly has up to 400 views on posts promoting student achievement and activities.

Student attendance is above the State DoE average at 94% 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 a 20% 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 2017.