

Koonawarra Public School Annual Report



4409

Introduction

The Annual Report for **2017** 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

School contact details

Koonawarra Public School

Byamee St

Dapto, 2530

www.koonawarra-p.schools.nsw.edu.au

koonawarra-p.School@det.nsw.edu.au

4261 2880

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 2017 is 259 students, including 31% 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 2017, 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

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.

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

Our next step approach is to improve student learning by providing students with the ability to self reflect and articulate their learning; to continue to provide high quality professional learning that improves our practice and delivery as well as providing sustained leadership through coaching and mentoring.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 Early Action for Success K–2 team, through significant professional learning including coaching and mentoring, have made significant growth in the area of curriculum and learning. It is evident that this is a model of success and over time we are gradually applying the same model to Years 3–6. The employment of a 0.6 Deputy Principal (Learning and Engagement) helps to support the delivery of professional learning and the use of data to drive educational change within each classroom. The evidence of our achievements are outlined in Teaching and Learning programs and data collection. This data provides us with the information that we are Sustaining and Growing in Curriculum and Learning. Through the sharing of big and small data sessions and the collection of data on a 5 weekly basis Student Performance Measures remained a concern. However the value added data pleasantly surprised us with achievements of sustaining and growing in K–2 and delivering in 3–6. SMART data revealed Year 3 students are moving into band 6 for numeracy and the growth from 3–5 in numeracy showed a growth of 61.9%. Data and Continuum provides us with much evidence and drives our teaching and learning.

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"> 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 as indicated 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>Professional learning for L3, FOR, Small Data conversations, staff identified professional learning, EAfS professional learning</p> <p>Teacher 2 days a week supporting DP Learning & Engagement</p> <p>Staff:</p> <p>EAfS Instructional Leader (IL) 2 days a week</p> <p>L&E IL 3 days a week</p> <p>K–2 Intervention teacher 4 days a week</p> <p>3–6 Intervention teacher 3 days a week</p> <p>Teacher to support L&E leader 2 days a week</p> <p>Literacy & Numeracy resources to support teaching and learning</p> <p>SLSO staff to support teaching & Learning in classrooms</p>	<p>ILP and ESR data validated against PLAN data and 2016 NAPLAN results.</p> <p>Ongoing Professional Learning in L3,</p> <p>NAPLAN analysis Annual Milestone, Big and Small Data Meetings</p> <p>Consistent Teacher Judgement sessions – once a term take place with the whole school moderation of writing samples against the clusters to direct future teacher/planning.</p> <p>Data handover meeting– data from 2017 and student information handed over to 2018 teachers .</p> <p>Teachers released (Week 6) to analyse data for teaching & learning programs.</p> <p>Data also used to allocate Interventionist & LAST teacher resource.</p> <p>PLAN Data Entry Week 10 Annual data benchmarks met for each grade in literacy and numeracy.</p> <p>Data reviewed and collated ready for transition process for supporting students in a new classroom.</p> <p>Teachers released to converse professionally with next year’s teachers.</p>

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Next Steps

Continue to build on teacher's ability to set and analyse formative and summative assessments.

Further develop student's mindset in order to embed improved 21st Century Pedagogy in every classroom.

Improve the depth of classroom discussion by using research based professional learning to build on student learning through dialogic talk.

Continue to revise, review and self–reflect on our practices by utilising evidence based programs and through the analysis of data.

Sustain the leadership of all staff by developing a deeper understanding of collecting, analyzing and reporting on local and external data regarding students and the schools' performance as a collective group.

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

When measured against the School Excellence Framework Koonawarra Public School was Sustaining and Growing and delivering in most areas, including Student Performance Measures. We collected evidence for the validation process and as we drilled down into the data made available to us through School PLAN, Scout and NAPLAN, we realized our achievements were higher than expected. Our School's Strategic Directions ensured that we had a school-wide approach to learning. All staff shared the responsibility for the learning of students and developed much higher expectations for students' achievements. The school began to focus away from behavioural issues and teaching and learning became the priority. Wellbeing programs still existed but sat firmly within the teaching and learning framework.

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 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 dataAttendance rates of all student to match State averages	<p>Student Well-Being resources.</p> <p>Staffing 0.2</p> <p>Wellbeing RAM – 0.2 to employ teacher to monitor attendance and wellbeing of students.</p> <p>0.6 DP Learning and Engagement.</p> <p>0.4 DP EAFS Instructional leader.</p> <p>Youth Worker Resources 0.2</p> <p>Aboriginal Mentors 10 Hrs/wk.</p> <p>Class Dojo School Account.</p> <p>See-Saw Class Accounts.</p> <p>Morning tea Awards.</p>	<p>All classrooms, as well as the staffroom and the office were supplied with felt walls permitting the display of data.</p> <p>All teachers were trained in the use of Class Dojo</p> <p>PLPs and ILPS were updated.</p> <p>Opportunities for parents, carers, students and outside agencies to collaborate on developing these documents to support students learning.</p> <p>82% of teachers used Class Dojo consistently in their classrooms.</p> <p>Attendance collected regularly.</p> <p>Writing and Reading Cluster Data displayed in staffroom. Big Data and Small Data meetings with Instructional leaders to explore data further.</p> <p>Awards for attendance were well received by parents and students.</p> <p>Mentors working closely with targeted students.</p> <p>Increased number of students receiving attendance awards at presentation day.</p>

Next Steps

Focus on Positive Behaviour for Learning in the classroom.

Utilise best practices from Ian Luscome's specialist behaviour program "*BehaveAbility*" and The Kindness on Purpose program that encourages empathy.

Ensure the school provides collaborative partnerships with external agencies.

Provide extra-curricular learning opportunities that are strongly aligned to our school vision and values.

Ensure that systematic policies and process to identify and address student learning needs. Ensure that the programs to support student learning continue to evolve in order to improve student learning outcomes as measured by student performance.

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

The involvement of parents/carers and caseworkers in reporting students' achievement has significantly increased. The running of PATCH programs to train parents to support class teachers has given parents a greater understanding of what their children are learning and how they can support them. The communication of how we assess students learning and we measure student achievements continues to be reported through school assemblies, school communication platforms and through shared parent/community sessions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Parents Café meeting – Term 1 & 2</p> <p>Parents as Teachers (PATCH) Training Sessions</p> <p>Parent Teacher Meeting Afternoon Tea (3 way conference)</p> <p>Parents Café meeting – Term 3 & 4</p> <p>PATCH morning tea</p> <p>NAIDOC resources</p> <p>Halloween Disco / DJ</p> <p>Hospitality for <i>Thank You Morning Tea</i> for Volunteers and Community members who support KPS.</p> <p>Hospitality for <i>Gold Morning Tea</i></p>	<p>Attendance at 1st Parent Café = 3 families</p> <p>Regular school representation at AECG meetings</p> <p>2nd Parents Café attendance = 6 families</p> <p>PATCH round 2: 6 parents</p> <p>Tell Them from Me Student Survey.</p> <p>3-way interviews are evaluated and with statistics</p> <p>Staff discussion at communication meeting week 4.</p> <p>Staff survey of classroom apps used 37% of staff using Dojo; 19% using Seesaw</p> <p>86 families attended NAIDOC activities</p> <p>School website, Facebook, newsletter, sign, Dojo, used effectively and efficiently.</p> <p>Greater communication evident by responses and reduction in phone calls and reissuing notifications.</p> <p>Disco: 80% students attended from Preschool to year 6.</p> <p>Culture Room and parents room used by students, parents and community</p> <p>School Reports are evaluated for parent 'friendliness'</p> <p>84% of surveyed families in total attended events throughout the year.</p> <p>100% of teachers are using Class Dojo.</p> <p>106 parents connected to Class Dojo.</p>

Progress towards achieving improvement measures

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<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>School website traffic has significantly increased.</p> <p>Strong levels of parent satisfaction. 96.4%</p>

Next Steps

We will continue to involve the community in:

Collaborative processes when developing school vision strategic directions and annual school plans.

Seek their response to evaluation and review learning improvements.

For our Torres Strait Islander and Aboriginal students we will:

Continue to build cultural knowledge and relationships.

Encourage greater leadership opportunities for these students and engage their parents/carers in a greater understanding of how education is delivered today through a variety of learning pathways.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO working on Transition Aboriginal Mentors – targeted support for Year 4, 5 & Year 6</p> <p>Tun'in In – transition from Preschool to Kindergarten parra–professional employed.</p>	<p>SCOUT data indicates Year 5 Aboriginal students achieving at or above national minimal standards.</p> <p>Due to the support of the Aboriginal Engagement Officer there has been a 20% increase of enrolment of Aboriginal students into preschool. All students are involved in weekly transition to school sessions and will attend mainstream school in 2018.</p>
Low level adjustment for disability	<p>Employment of extra SLSOs to support student learning for students with low level adjustments.</p> <p>Participating in the NCCD collection</p> <p>Reviewing and revising Low level adjustment learning plans</p> <p>Employ an extra Learning and Support teacher to provide greater support to IM class</p> <p>Top up Reading Recovery Teacher resource to provide extra support in Reading.</p> <p>Employ an interventionist teacher to support the implementation of Literacy and numeracy programs K–2.</p> <p>Top up the Early Action for Success funding to employ a DP 2 extra days per week.</p>	<p>Analysis of survey and data used to plan for 2018.</p> <p>Writing is to be a strong focus for Years 4,5–6 as percentages of achievement are still low with approx only 40% of children on track.</p>
Quality Teaching, Successful Students (QTSS)	<p>Executive released to work with individual teams members to develop PDP goals aligned to the Australian Professional Teaching Standards, identify Professional Learning requirement sand determine evidence to be collected.</p> <p>Teachers released for coaching conversations with Learning and Engagement Leader around data/targets, goal setting, teaching & learning of Writing and programming.</p> <p>Release is provided for</p>	<p>All staff have completed the annual PDP process including documentation and alignment of goals to the Australian Professional Teaching Standards, identification of professional learning needs, the collection of supporting evidence and documented observations.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>negotiated teacher observations. Teachers engage in negotiated observation process with colleague nominated by the individual staff member.</p>	<p>All staff have completed the annual PDP process including documentation and alignment of goals to the Australian Professional Teaching Standards, identification of professional learning needs, the collection of supporting evidence and documented observations.</p>
<p>Socio-economic background</p>	<p>Initiatives using Socio-economic backgrounds are built into strategic directions:</p> <p>Particularly the Early Action For Success Program, Employment of a Deputy Principal (Learning and Engagement), Reading Recovery and other Interventionist teachers.</p> <p>Targeted SLSO's are also employed to support literacy and numeracy skills. These projects are ongoing throughout 2017.</p> <p>SLSO's in K-2 undertake Speech therapy training under the guidance of a Speech Therapist.</p>	<p>Evaluation of SLSO support took place through teacher and support staff surveys.</p> <p>Programs were evaluated in response to feedback from data.</p> <p>New staff arrangements will take place in 2018 using the RAM funding that we will receive. Speech final assessments took place and reports demonstrate the effectiveness of the speech intervention.</p> <p>Two of the SLSO's will continue with the speech group work in 2018.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	132	117	108	110
Girls	115	117	107	118

After a dip in enrolments for 2016 Koonawarra has seen a resurgence of Kindergarten enrolments and students remaining at our school. This is largely due to the other local schools following Out of Area procedures.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	90.7	91.7	92.7	89.9
1	87.1	88.3	92.7	92.1
2	87.6	89	89.1	90.7
3	86	88.5	92.1	88.2
4	89.5	87.9	91.4	90.7
5	90.8	87.8	91.4	93.3
6	90.2	88.1	90.2	90.3
All Years	88.8	88.8	91.3	90.6
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

Attendance is crucial to educational achievements. At Koonawarra School positive steps are implemented to achieve good attendance. These are points for being at school on time. Weekly draws where attendance is necessary to receive a prize. 5 weekly big draws of a voucher and semester certificates for attendance.

If attendance is an issue students are flagged by their

teacher in a Learning Support Meeting. A well-being officer follows up any high absences along with the HSLO. Local agencies provide support for families with attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.4
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.47
Other Positions	0

*Full Time Equivalent

5% of permanent staff are Aboriginal/ethnic personnel.

29% of temporary and casually employed staff are Aboriginal/ethnic personnel.

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

100% of teacher staff are accredited at the proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	421,347
Revenue	3,413,345
Appropriation	3,347,403
Sale of Goods and Services	25,394
Grants and Contributions	38,562
Gain and Loss	0
Other Revenue	1,315
Investment Income	671
Expenses	-3,895,368
Recurrent Expenses	-3,895,368
Employee Related	-3,488,561
Operating Expenses	-406,807
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-482,022
Balance Carried Forward	-60,676

Measured against the School Excellence Framework in the in the element of *School Resourcing* the evidence presented indicates that Koonawarra Public School is operating at the Excelling stage.

Measured against the School Excellence Framework in the element of *Management Practices and Processes* the evidence presented indicates the school is operating at the Sustaining and Growing stage.

Whilst the balance shows a negative figure monies from other programs such as Early Action for Success and Learning and support need to be journalled over as funds of \$195,000 remain unspent.

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	1,602,283
Base Per Capita	36,747
Base Location	0
Other Base	1,565,536
Equity Total	742,104
Equity Aboriginal	115,022
Equity Socio economic	445,894
Equity Language	400
Equity Disability	180,787
Targeted Total	339,485
Other Total	540,468
Grand Total	3,224,340

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

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.

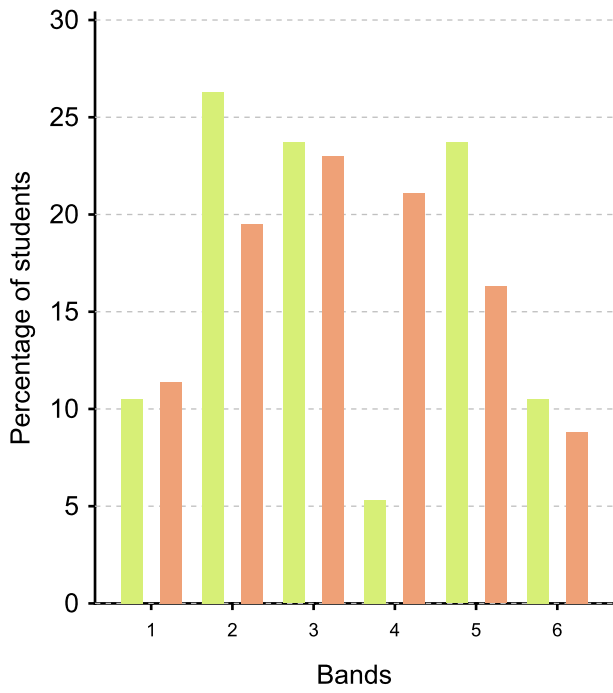
NAPLAN analysis is an important component of the school assessment cycle analysis. It is viewed as a snapshot of student achievement in a point in time. The data is presented to staff and this outside assessment source is viewed against PLAN and school collected data.

SCOUT provides data from a range of sources to assist the school in reporting and using data to drive decisions on improving student outcomes.

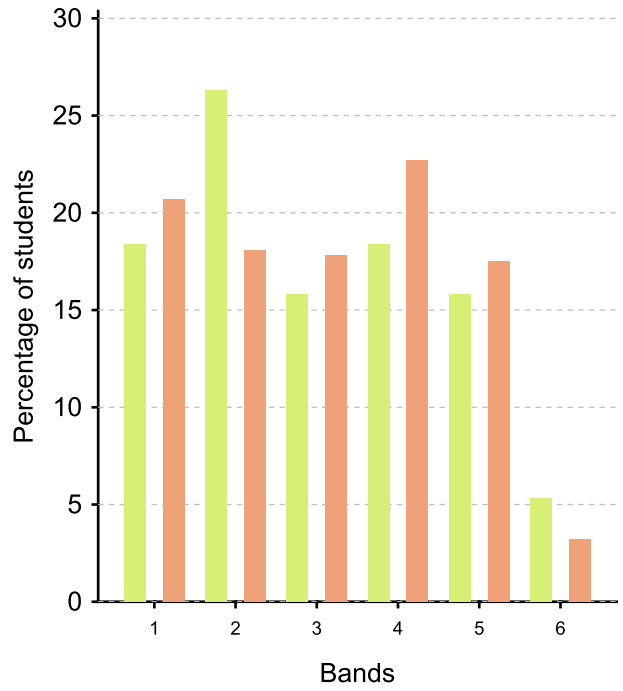
The value added component of SCOUT reflects that whilst students remain in the proficient or lower bands significant increase is happening. The data reflects that in K-2 we are excelling and 3-6 delivering.

Aboriginal students in both Year 3 and 5 are achieving at or beyond state expectations.

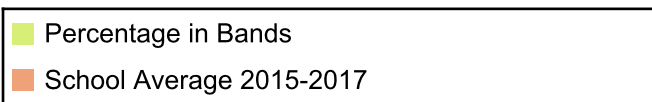
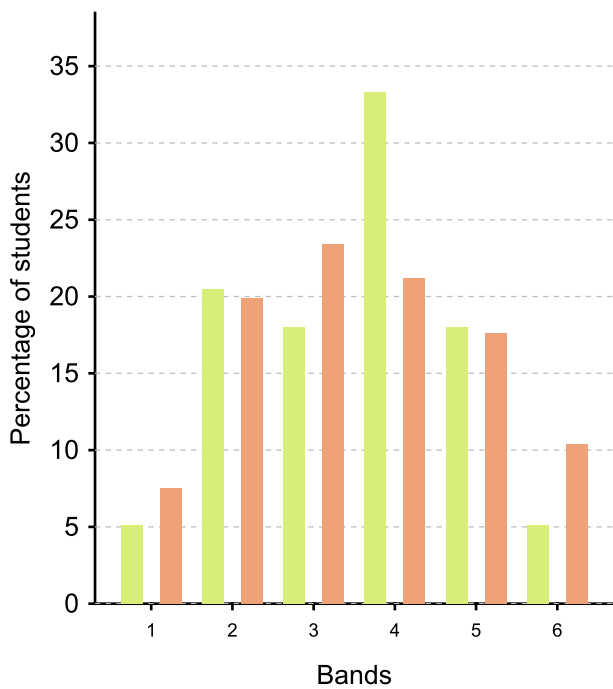
Percentage in bands:
Year 3 Grammar & Punctuation



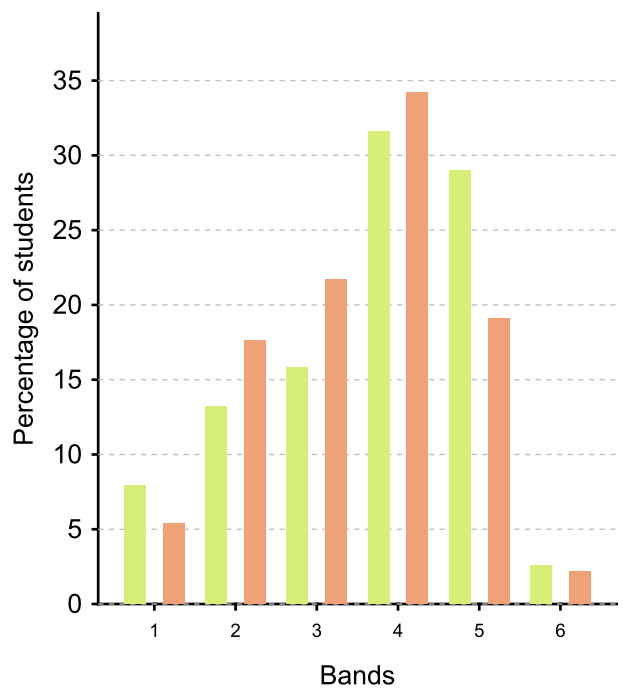
Percentage in bands:
Year 3 Spelling



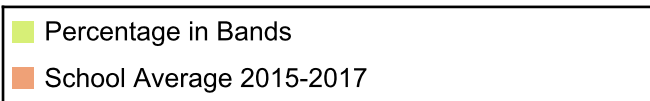
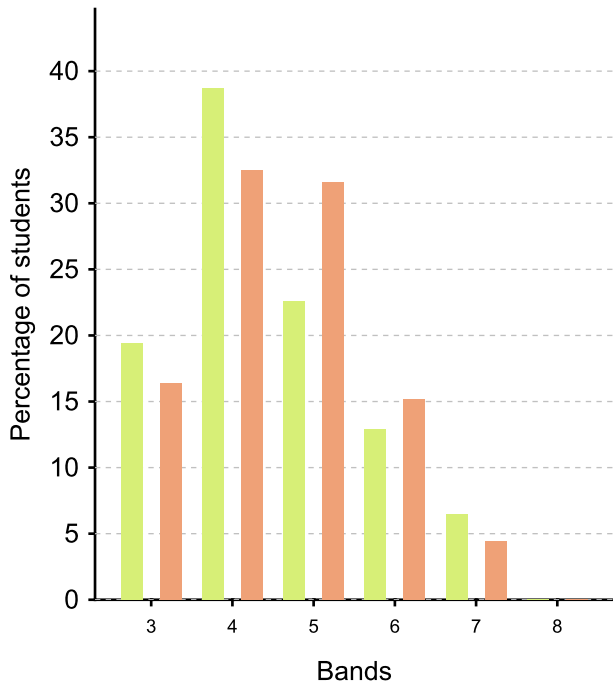
Percentage in bands:
Year 3 Reading



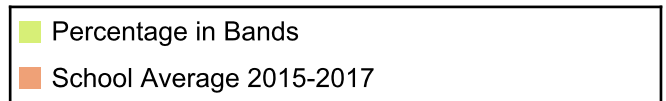
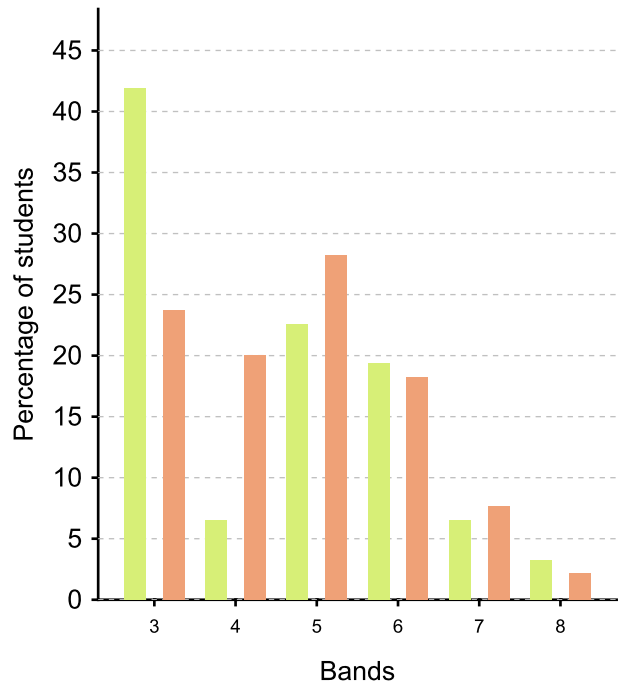
Percentage in bands:
Year 3 Writing



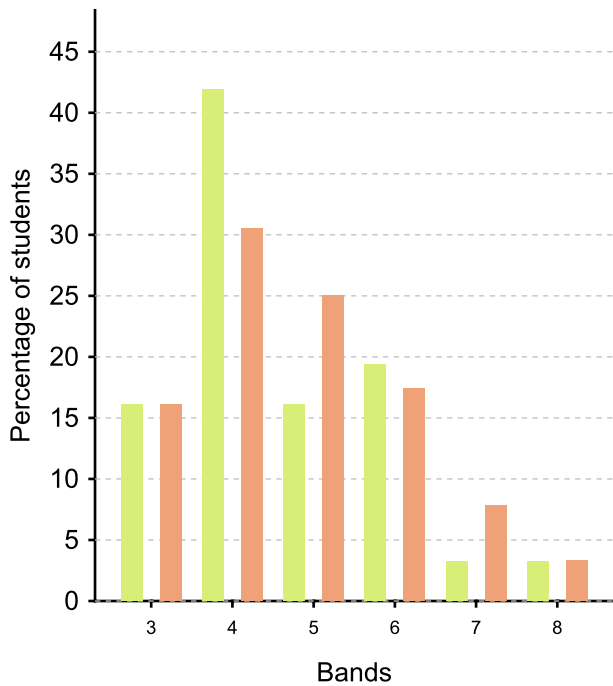
Percentage in bands:
Year 5 Grammar & Punctuation



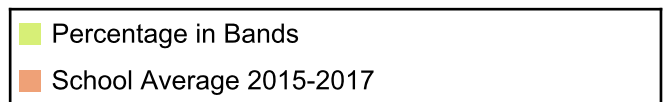
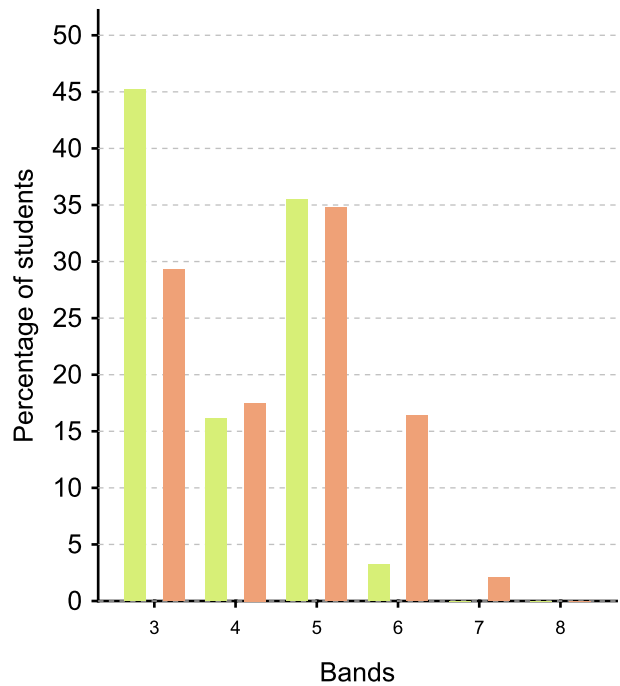
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



All students sat for numeracy test in NAPLAN including children from support classes.

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.

Aboriginal students in both Year 3 and 5 are achieving at or beyond state expectations.

Parent/caregiver, student, teacher satisfaction

Parents are provided with many opportunities to communicate with our school. Koonawarra Public School uses many platforms in which to communicate with parents, carers and community members. Examples of some communications are: school Enews app, newsletter, formal and informal contact through Facebook and email.

Surveys were conducted at the beginning of 2017 to analyse parental involvement at school. 65% of parents who attended the meet the teacher's sessions completed the survey. An analysis was undertaken regarding the number of school events parent's attended. Weekly Assemblies and sporting events rated the highest.

Many Parents attend the parents as teacher training sessions to assist students in developing literacy and numeracy strategies (PATCH program). There were 6 graduates this year.

At the 3 way teacher–student–Parent interviews 43% attended the school interview process. 98% of parents completed the survey regarding what the school was doing well in and areas to improve on.

98% rated a high level of satisfaction with the school's performance and delivery.

Teachers and students continue to be involved in the *Tell Them From Me* survey. The results were again very positive with 98% of students indicating they enjoyed learning and felt that their learning was meaningful and practical.

In 2017 Koonawarra Public School participated in the External Validation process. Koonawarra Teachers and Staff achieved a rating of excelling in collaborative practice. The external validation team commented on the vibe and the culture of the school stating it was one of the most positive and cohesive schools they had visited.



Policy requirements

Aboriginal education

At Koonawarra Public School, we are proud of our indigenous heritage and seek opportunities to embrace, promote and celebrate our cultural identity.

Acknowledgement 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 the curriculum delivery through rich texts, the study of Australian History, sustainable environments and the creative arts. The local Dapto library and websites provide stories and information regarding Aboriginal History in the Dapto and Illawarra area.

Aboriginal students participate in NAIDOC Public Speaking and Debating Workshop Challenges. Koonawarra Public School hosted the NAIDOC workshop for the Dapto Community.

Aboriginal and Non–Aboriginal students continue to be involved in the Ngara Wumara Research Study in 2017.

Aboriginal male students in stage 3 attend the Illawarra Koori Men's Group bi weekly.

All Aboriginal students K–6 and Koonawarra Public School's Aboriginal staff had the opportunity to attend Killalea Environmental Education Centre where they were involved in local community and cultural awareness sessions.

Koonawarra Public School prides itself on the levels of community engagement made available to parents, carers and community members. Sorry Day and NAIDOC celebrations are celebrated yearly. Sorry Day had a large response in 2017. Aboriginal School Leaders prepared and delivered the ceremony with the assistance of the Aboriginal Education Officer and the teacher who leads Aboriginal Education. NAIDOC doing things together day was a great success with even more diverse activities. Aboriginal staff share their stories and run activities.

Nangamay our Aboriginal Cultural Room is used weekly by the Aboriginal Playgroup. The Aboriginal Education Officer with the assistance of other Aboriginal School Learning Support Officers runs weekly cultural awareness groups with Aboriginal students. These stage groups have activities pitched to their level of understanding be it dreaming stories or political upheaval. Aboriginal parents attend a Yarning session termly to discuss Aboriginal Education.

Tuin'In In provided funding for an Aboriginal Community Engagement Officer to support our school at an early intervention level. The CEO supports the Aboriginal playgroup, the CEO provides assistance to parents in enrolling their child in Preschool or School. Supports both parents/carers and children during our weekly transition to school afternoon session.

Koonawarra Public School works closely with the Wollongong Aboriginal Education Consultative Group (AECG) all Aboriginal teachers and learning support officers are invited to attend. Our Aboriginal Education Officer is a member of the AECG committee. In 2017

Koonawarra hosted a meeting and our Aboriginal Community Engagement Officer presented how *kinderloop* can help parents/carers engage in their child's learning through digital media.



Multicultural and anti-racism education

Koonawarra Public School has only a small number 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. Many teachers share their cultural background and relevant information to support student learning. Multicultural celebrations take place during Harmony Day where children bring food to share and dress up in suitable clothing to represent a country they have chosen to study. The information gathered by students are shared during an assembly where parents and community members are invited to attend.

An Anti-Racism Contact Officer (ARCO) is professionally upskilled annually. The ARCO is invited to support and deliver professional learning to all teachers and provides individual and group counselling sessions for students.