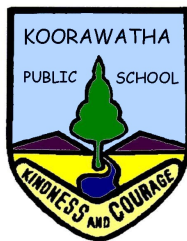


Koorawatha Public School

Annual Report

2018



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Introduction

The Annual Report for **2018** 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.

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Relieving Principal

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School background

School vision statement

Koorawatha Public School envisions creating a learning environment that builds students who are engaged, motivated, dream big and take ownership of their own learning. We will foster students who respect themselves and others.

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 17 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.

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. 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.

In Learning Wellbeing the self assessment identified as Excelling, in Learning Culture, Curriculum, Assessment and Reporting the school is Sustaining and Growing and in Student Performance Measures the school is Delivering. In Teaching the school is Sustaining and Growing in all areas i.e. Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development. In Leading the school is Sustaining and Growing in all areas i.e. Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes.

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

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

Quality Learning

Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships will contribute to an aspirational learning culture to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Overall summary of progress

- Students are starting to verbalise how to work towards their learning goals.
- Students are beginning to identify and utilise resources that may support their learning.
- Learning and Support Team approaches are implemented across the school.
- School implements strategies that align with the department's Wellbeing Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every child gains a year's growth through a year's learning.	Early Action for Success (EAFS) Instructional Leader (IL)	IL supported teacher and student learning to improve programs for K–2 learners.
Improved levels of student wellbeing.	Royal Far West wellbeing project.	Paraprofessionals delivered targeted support programs for students, families and staff.

Next Steps

- Continue to engage Royal Far West paraprofessionals to support identified wellbeing programs with a whole school approach.
- Royal Far West provide opportunities for staff to engage in professional learning that supports wellbeing programs.
- Establish visible learning practices that enhance student directed learning.
- Conduct 3 Way Conferences in Term 1 and Term 3 that will facilitate effective learning partnerships.

Strategic Direction 2

Quality Teaching

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to promote and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, staff are particularly focused on the integration of Literacy and Numeracy skills across the Key Learning Areas.

Overall summary of progress

- Professional learning was targeted at key findings from PDPs.
- Utilised departmental procedures that reflect evidence based best practice to inform teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs demonstrate the use of evidence based strategies to meet the individual learning of students.	<ul style="list-style-type: none">• Professional learning funds used to release staff.	<ul style="list-style-type: none">• PDPs are utilised across the school.• Programming demonstrate collaborative practice with IL.

Next Steps

- Staff reflect on school culture and evaluate reoccurring themes as identified from What Works Best Reflection Guide.
- Staff complete AITSLs Self Evaluation Tools.
- Staff update PDPs with school and personal professional goals.
- Continue to strengthen teaching and learning practices, in collaboration with the IL and Community of Schools (CoS).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		
Low level adjustment for disability	<ul style="list-style-type: none"> • 0.2 Staffing 	<ul style="list-style-type: none"> • Staff supported Individualised Learning Programs for K–6. • Targeted strategies developed that support wellbeing and curriculum needs of K–6.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • \$5600 	<ul style="list-style-type: none"> • Supported teaching and learning programs across the school.
Socio–economic background	<ul style="list-style-type: none"> • 0.1 Staffing 	<ul style="list-style-type: none"> • Whole school access to Royal Far West Grenfell Project that engaged paraprofessionals to support individual students. • LST structures to support staff and students.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	18	16	8
Girls	12	12	13	5

Student attendance profile

School				
Year	2015	2016	2017	2018
K	82.4	88.7	91.4	87.4
1	92.6	76.3	94.8	
2	90.9	88.7	71	86.4
3	94.7	93.8	96.3	
4	89.7	89	96.5	83.5
5	95.6	90.9	94.6	83.2
6	87.9	98.9	92.5	86.4
All Years	91.3	89.5	94.1	85.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	
2	94	94.1	94	93.5
3	94.1	94.2	94.1	
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.3

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 ebs Central and ebs On Track.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.28
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.75

*Full Time Equivalent

There are no Aboriginal teaching or SLSO staff members at this time.

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	

Professional learning and teacher accreditation

Professional learning has been undertaken by all staff throughout the 2018 school year. This learning has been in line with the School Plan and staff identified professionally learning based on individual need. All staff were trained in Capacity Building under the Royal Far West Project undertaken this year. Staff also trained in welfare and behaviour management, evaluation essentials and implementation of the Science syllabus for 2019.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	34,295
Revenue	456,758
Appropriation	447,093
Sale of Goods and Services	384
Grants and Contributions	8,943
Gain and Loss	0
Other Revenue	0
Investment Income	337
Expenses	-431,253
Recurrent Expenses	-431,253
Employee Related	-393,402
Operating Expenses	-37,851
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	25,505
Balance Carried Forward	59,800

In 2018 Koorawatha Public School's expenditure was largely attributed to staffing, professional learning, and extra-curricular activities. This was largely due to a change in leadership, teaching, and non-teaching staff arrangements. Another significant contributing factor, was a reduced student enrolment. This altered the school's actual staff entitlement.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	315,546
Base Per Capita	5,608
Base Location	10,318
Other Base	299,620
Equity Total	77,164
Equity Aboriginal	5,953
Equity Socio economic	46,437
Equity Language	0
Equity Disability	24,775
Targeted Total	18,102
Other Total	5,635
Grand Total	416,447

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The cohort of students at Koorawatha Public School who undertook NAPLAN in 2018 was too small to enable reporting within this document without breaching confidentiality. All parent/s whose child/children undertook the testing received detailed report/s of their child/children'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.

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Staff worked towards Premier's Priorities through targeted individualised learning.

Parent/caregiver, student, teacher satisfaction

Evidence of parent/carer, student and teacher satisfaction is collected using MAP Surveys, TTFM Survey, attendance at school events, newsletters, formal and informal interviews. It is difficult to collect quantitative data however attendance of parents, students and community members at school events including excursions is high. The School Presentation Day for 2018 attracted at least one representative from each family, as well as, community members. School special days are well supported by family members. There are 10 families at KPS.

Students have informed through surveys and in general conversation that they feel safe and well cared for in an environment where learning is important. They state they are supported in learning and sporting events. Students enjoy using technology as part of their learning and have all expressed a great desire to continue with the STEM (Science Technology Engineering and Mathematics) activities and Robotics. Students acknowledge that they can identify their successes and use strategies and skills taught to improve their learning and outcomes.

Staff report that they feel supported within the school and in their professional learning. All staff have had access to a wide range of professional learning experiences that have enhanced their understanding and implementation in working with students on a daily basis. They believe that the school is effectively run and that there is a continual improvement in the organisational structure. Flexibility with regard meeting the needs of both students and staff has been identified as an important part of the context at Koorawatha Public School. Staff believe they are well supported to be part of a strong team of facilitators and teachers who are becoming more and more prepared to meet the direction of 21st century learning.

Policy requirements

Aboriginal education

Koorawatha Public School has a 10% 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. All Aboriginal students at our school are achieving at proficiency in Literacy and Numeracy. Our Aboriginal family is heavily involved in our school community and very supportive of their children and their progress. Wiradjuri language lessons were held for all students on occasion 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 on staff member trained as our Anti-Racism Contact Office and there were no reports of racism at our school in 2018.