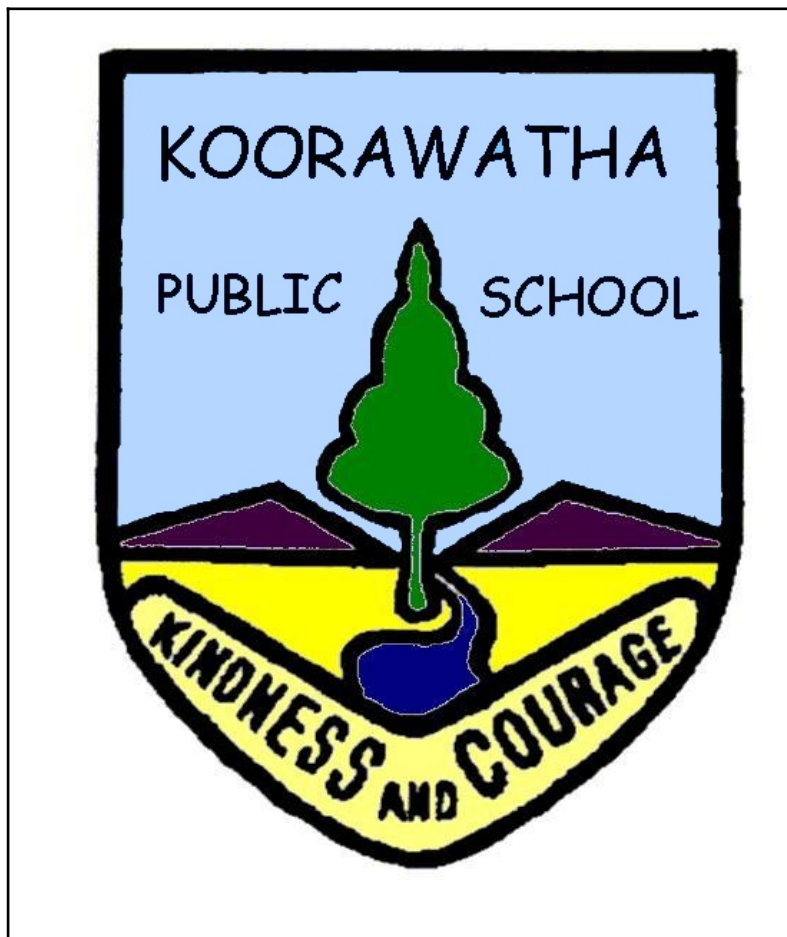


Koorawatha Public School

2019 Annual Report



Introduction

The Annual Report for 2019 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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Message from the principal

2019 marked the beginning year of my time as teaching principal at Koorawatha Public School. I was warmly welcomed into both the school and village community. We began our year with a 'meet and greet' morning tea, which set the tone for establishing positive relationships with the whole school community.

Staff included two full-time teachers, two part-time Student Learning Support Officers (SLSOs), one part time School Administration Officer (SAM) and General Assistant (GA).

A focus for the year was to provide ample opportunity for students, families, and staff to collaborate and experience a variety of cultural experiences both within the school and beyond. With the purpose of enriching our knowledge of the vast world in which we live. We participated in online virtual learning opportunities, such as *Safer Internet Day*, *Reconciliation Week Poetry*, and *Wet and Wild Wetlands Challenge*. Students also participated in *STEM4TEN* ten week program, enabling students to tinker with a selection of robotic devices, such as drones and Edisons.

Other memorable opportunities included our involvement in the *Koorawatha Show* and the *Cowra Festival of International Understanding* through art and haiku poetry. Our students received prizes for participation and one of our students received a Highly Commended for her poem. Students enjoyed meeting up with peers from other Cowra small schools and viewing the Japanese TaikOz drummers as part of the festival. The day concluded with a visit to the wonderland of flora and history, known as the Cowra Japanese Gardens. Connecting with the theme of drumming, students also participated in weekly hand drumming with Simone Gough for a term, which culminated in students receiving a Highly Commended Award at the Cowra Eisteddfod.

On the sporting fields students attended a plethora of events including the swimming and athletics carnival and cross country, with some going on to represent at regional level. Other students in primary had the opportunity to participate in the annual hockey gala day, and the PSSA small schools soccer competition. For many, this was a first!

We had many visitors attend our school, including Alan Moston of the Cootamundra *Bicycle User Group* (BUG), who assisted us develop our bicycle handling skills and safe road user behaviours as part of *Cycling Australia's Let's Ride* program. The 8 week program followed on from traditional sports delivered by GeckoSports, to allow students to expand their physical skills by applying them with purpose by riding a bicycle history tour around the village of Koorawatha. The program was heavily connected to the curriculum.

We delighted in having a Cowra High School student attend our school as part of the work experience program. Alex Shaw was impressive with his ability to integrate with our primary school students, staff, families, and visitors. He was a great help on our NAIDOC Day, and very supportive during STEM4TEN and the Wet and Wild Wetlands Challenge.

Other significant visitors and contributors to our school included our previous P&C President, Erin Lamshead and her brother Uncle Harry, and KARI's Out of Home Care Liaison Officer, Matt Fisher. They both recognise as proud Wiradjuri people and contributed greatly to our school's ethos. Through professional learning delivered to staff and teaching Aboriginal culture to our students, our school has been significantly and proudly enhanced. It was wonderful to have our three Aboriginal students and their families connected to these wonderful mentors.

Our P&C was newly formed, with previous members relieving their role due to changes of circumstances. The new team took on many opportunities to assist the school and met challenges with great determination and flexibility. Thanks to the team, our school had far greater opportunities to experience extra-curricular activities, such as our exciting end of year excursion to Huskisson.

The year was filled with energy all the way to the end, with our Presentation Day performance filling us with great joy. We were fortunate to also share our school play with our local community at the Senior's Christmas Dinner. Students rehearsed frequently, with many stepping into roles that they previously thought unimaginable.

Congratulations to everyone!

Kindness, Courage, Yindymarra (respect)

Vanessa Benett

Teaching Principal

Message from the school community

2019 was a very successful year for our first year as a newly formed P & C for Koorawatha Public School. We contributed to and enhanced student learning and wellbeing by running a variety of fundraising events. The Cowra Small Schools Network held NAIDOC Day at Koorawatha PS, where we offered meal deals and raised \$179.20; our Father's Day wood raffle held at the local markets raised \$331.05. Other raffles included Mother's Day and Fishing Club raising \$2500; the Cowra Small School athletics carnival canteen made \$470.20; the Young Small Schools Phillips Shield canteen amounted to \$628.45. The funds raised allowed the P & C to contribute to student participation in STEM4TEN ten week program and catering costs for the end of year excursion to Huskisson. An end of year Christmas raffle, including a large ham and hamper, Christmas gifts and flowers were also provided for our end of year Presentation Day and Year 6 Farewell.

Thanks to all of our amazing teachers and office administrator.

Christine Daniels

P & C President

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

Every child gains a year's growth through a year's learning.

Improved levels of student wellbeing.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning:

Deliver quality students centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
<p>Is the focus on every teacher applying effective strategies such as:</p> <ul style="list-style-type: none">• Harnessing clear learning intentions that all students understand• Setting challenging learning tasks and planning ways for all students to achieve them• Framing higher order questions• Committing to assessment for learning• Utilising success criteria for teaching and learning as well as assessment tasks (marking rubrics)• Implementing cooperative group structures? <p>Meeting minutes Student self-reflections/learning journals Analysis of student work samples Classroom Observation data Teacher self/reflections/learning journals Internal and external student performance data collated e.g. NAPLAN, PLAN2, PLPs reviewed;</p>	

Process 2: Personalised Learning:

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and student access tailored support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
<p>Evidence of data informed differentiation and adjustments in classroom programs Refined Assessment Schedule.</p>	

Process 3: Student Wellbeing:

Providing an environment to support student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Wellbeing Self-Assessment Tool Focus groups Student surveys (TTFM)	
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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.

Improvement Measures

All teaching programs demonstrate the use of evidence based strategies to meet the individual learning of students.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy:

Draw on solid research to develop and collaboratively implement high quality professional learning practices.

Evaluation	Funds Expended (Resources)
Best Practice Document PDP review Staff meeting minutes Feedback Post Survey analysis	

Process 2: Evaluative Practice:

Strengthen the evaluative culture and practice to inform future teaching and learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Did the teaching programs demonstrate continuity of student learning?• How well did a visible classroom support improved teacher performance?• Was the teacher improvement program successful in improving quality teaching?	<ul style="list-style-type: none">• Teacher programs (registration and personal evaluation)• PDPs• What Works Best Reflection Guide survey• Teacher Improvement Program

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Histories and Cultures cross curriculum priorities are included in the school's scope and sequence. • NAIDOC Day event held at Koorawatha Public School • Aboriginal cultural consultants: Erin Lamshead, Matt Fisher (Kari OoHC cultural liaison officer) • Funds to cater for NAIDOC Day and PL 	<ul style="list-style-type: none"> • Narragunnawali Reconciliation Action Plan platform to guide ongoing directions and commitment to our Aboriginal education, including the learning and wellbeing of our three Aboriginal students.
Low level adjustment for disability	<ul style="list-style-type: none"> • Scheduled staff meetings with online training through Royal Far West 5 week building staff capacity sessions. • Meetings scheduled with local NDIS coordinator and families to assist access of external services, or services accessible through RFW e.g. Windmill Program, Akubra Scholarship (speech). • PL staff training PBL foundation and coaching courses. 	<ul style="list-style-type: none"> • Enhanced opportunities for students to learn through differentiated design of lessons. • Personalised Learning Pathways and Individualised Education Plans • Students and families access services for their children. • Established school PBL framework for instructional delivery of behaviour and discipline policy.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • What Works Best Reflection Guide survey conducted at staff meeting. • QTR training and participation. 	<ul style="list-style-type: none"> • Visible learning classroom design • Evaluative practice reflected in early career teacher improvement program.
Socio-economic background	<ul style="list-style-type: none"> • Berry Street Education Model PL • Staff training in Growth Mindset • Zones of Regulation program 	<ul style="list-style-type: none"> • Scope and sequence required to deliver Zones of Regulation and Berry Street Education Model lessons.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	18	16	8	9
Girls	12	13	5	6

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.7	91.4	87.4	89.9
1	76.3	94.8		95.5
2	88.7	71	86.4	
3	93.8	96.3		95.8
4	89	96.5	83.5	99
5	90.9	94.6	83.2	92.4
6	98.9	92.5	86.4	93.1
All Years	89.5	94.1	85.6	93
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8		92.7
2	94.1	94	93.5	
3	94.2	94.1		93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.3	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.26
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	59,800
Revenue	442,212
Appropriation	431,086
Sale of Goods and Services	435
Grants and contributions	10,277
Investment income	413
Expenses	-391,500
Employee related	-340,690
Operating expenses	-50,810
Surplus / deficit for the year	50,712

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	18,554
Equity Total	49,814
Equity - Aboriginal	0
Equity - Socio-economic	24,027
Equity - Language	0
Equity - Disability	25,787
Base Total	333,835
Base - Per Capita	3,050
Base - Location	9,286
Base - Other	321,498
Other Total	26,033
Grand Total	428,236

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Koorawatha Public School encouraged students, families, and staff to provide feedback through the 2019 Tell Them From Me Surveys.

Students sense of belonging and having positive relationships is increasing based on previous trends, with 100% valuing school's outcomes. Again, a high percentage are motivated and apply effort to their learning. The majority of students surveyed, feel positive about their relationship with their teachers, who have high expectations. Students indicate that an area to consider in future planning, is providing them with further opportunities to participate in sport and extra curricular activities outside of school. Koorawatha does not offer any after school sport, however Simone Gough offered to conduct music lessons for those interested.

Overall, families feel welcome at the school. They recognise that the school is well maintained and has inclusive access. A large percentage of the respondents indicated that they communicate regularly with their child/ren's teacher and are connected to the school through the P & C.

A high percentage of families acknowledge that the school supports learning and positive behaviours, but would value more timely responses when dealing with behaviour issues. An area for the school to grow is providing greater feedback in relation to their child's social and academic development specifically in relation to age/stage outcomes.

Staff indicate that the overall culture of the school is projecting positively, however are cautious of experiencing too much change in a short period of time. They value high expectations, consistency and continuity of student learning and value contributions made by families. Staff seek professional learning opportunities to improve their knowledge and understanding of student learning and wellbeing, while also growing their own repertoire of expertise based on personal professional goals outlined in their Performance and Development Plans (PDPs).

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.