Koonawarra Public School

2019 Annual Report

4409

Introduction

The Annual Report for 2019 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.

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 hosts 3 special education classes. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accommodates an Autism class, IM class, a Multi Categorical class and two IST Hearing Teachers. Enrolment for 2019 is 260 students. 220 K–6 students and 40 preschool students. 33% of students at Koonawarra Public School are indigenous..

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

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

Strategic Direction 1

Enriching the Learning

Purpose

At our school, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, and be resilient and responsible citizens. Working in partnership with parents and the school community, we will ensure the learning for our students is based on quality teaching and exceptional learning programs that inspire every student to excel and learn to their full potential. Quality educational opportunities are purposeful and engaging and are differentiated to meet the needs of every individual.

Improvement Measures

Student Wellbeing:

Increase the number of students at school and in class.

Increase the number of students engaged in their learning.

Increase student attendance rates.

Curriculum and learning:

Students will be able to articulate their learning progress through reflective practises.

Increased number of students who participate in extracurricular activities.

Aboriginal leadership & education:

Increased participation by the Aboriginal community in programs and events offered at the school.

Increased attendance of Aboriginal students.

Evaluation of opportunities provided for Aboriginal students through pre and post participation data & value of attitudes of specific programs 2018 through to 2020.

Overall summary of progress

64.4% of students attend 90% or higher in 2019 compared with 52% in 2018.

Increase of Aboriginal activities offered in community and school – cultural excursions K–2, Aboriginal Dance group formed in 2019 and had many guest appearances at Aboriginal and Torres Strait islander and other community events.

Progress towards achieving improvement measures

Process 1:   Student wellbeing
 • Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling

Evaluation	Funds Expended (Resources)
Data shows growth in positive behaviour and a decline in suspension rate as entered on ebs4 Teachers feel more empowered and confident in their delivery of the system. TTFM survey 84% students felt a sense of belonging at KPS.	Ian Luscombe –Guest lecturer fees Behavability program $18,000

Process 2:   Curriculum and Learning:
 • Implement and develop growth mindset and reflective thinking

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Students can articulate self reflective skills by critically thinking of what they have achieved and what they need to do next. Students can demonstrate where their learning began and where they are now. K–2 focus question techniques and student voice in numeracy. Videos created to share critical thinking and student voice as model for professional learning. 3–6 demonstrate highly evident practices in reflective learning through the evidence collected in classroom observations and programming/assessment documents.	Randomly selected survey of students regarding what they are learning and why they are learning it. Video

Process 3: Curriculum and Learning:
 • Provide various opportunities for students to engage in extracurricular activities to broaden and enhance learning.
 • Engage in 21st Century learning such as Project Based Learning and STEM.

Evaluation	**Funds Expended (Resources)**
Student opportunities for STEM learning were supported by accessing resources such as Virtual Reality Kits, 3D printers and related design programs, tablet based robotics across all stages in the school. Science and technology outcomes were met. Project based learning as part of the transition to High School was completed and displayed to the community at the Science fair. Successful application of the new Science and Technology Syllabus K–6 using inquiry based learning approaches was evident in all classrooms. Exit Slip confidence register Kindergarten assessment of number showed demonstrated positive growth.	Funds for Teacher Professional Learning Collaborative planning sessions built into school meetings

Next Steps

Continue to encourage attendance through Dojo points, Weekly assembly *Catch Me Being Good*. draw for the canteen voucher. Whole school assembly voucher worth $20.00 draw. End of semester awards for 99% attendance and above.

Information in newsletters and reminders to individual parents.

Improve wellbeing:– sense of belonging through video I belong to KPS because

Murals and handprint every student.

Advocacy of students through spiral questions.

Expectation of success through reflective learning practices..

Koonawarra Public School 4409 (2019)

Strategic Direction 2

Excellence in Teaching

Purpose

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility for student improvement and contribute to a student centred, evidence–based, learning culture. By providing high quality teaching, we will ensure the most effective evidence–based pedagogies optimise and underpin the learning of all students.

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve" –Dylan Wiliam

Improvement Measures

Student reflective practices are evident and demonstrate greater knowledge and understanding of their individual learning needs.

All classrooms will have evidence of a variety of reflective practices.

Greater consistency and effective use of PLAN 2 data to inform programs in literacy and numeracy.

Staff utilise professional learning to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Evident by teacher programming and classroom practice.

Overall summary of progress

Student reflective practices are evident through student writing and student voice.

Reflective practices are being trialled in classrooms.

PLAN 2 sessions are scheduled twice a term and data shared.

Effective teaching strategies are evident in classroom programming.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
Evident in teaching planning, programming and quality classroom practice from Preschool to Year 6. Units of work planning and strategies for WLL training were embedded into literacy lessons and programming, furthermore into mathematics programming. This was evident in K–2 practice and programming.	Professional learning budget.

Process 2: Integrate Formative Assessment strategies within the teaching and learning cycle for teachers to provide quality feedback that supports student improvement.

Evaluation	Funds Expended (Resources)
During focus meetings relating to stage and whole class professional learning sessions the dialogue and examples show cased to colleagues demonstrated that staff can articulate the processes required to ensure that students are receiving quality teaching and learning. Student growth in spelling 3–6 positive growth 10.14 per student.	Teaching Resources budget $5,000

Progress towards achieving improvement measures	
Mathematics – diagnostic assessment tools was introduced and improved 3–6 with pre and post data.	

Process 3: Strengthen Evaluative Practices through the continued development of a culture of data–informed teaching and learning including student self–reflective practices.

Evaluation	Funds Expended (Resources)
Systems are in place to collaboratively analyse and respond to data. Teachers use data to inform their teaching and learning programs.	Funds for meetings with supervisors to release K–2 for half days.

Next Steps

Examining closely in 2020:

How do we collect data on comprehension?

What do we know about the teaching of reading what type of assessments do we have K–6 what is the impact of the data collected? (formative , informal, formal, teacher observation, student voice – checking in systems.

Strategic Direction 3

Leading the Learning

Purpose

Quality leadership, strong collaborative partnerships and effective evaluation and management practices are fundamental to continuous school self–improvement for improved student outcomes.

We will develop and sustain the strategic and effective leadership of all staff, ensuring opportunities for staff to take on leadership roles that will promote and improve learning outcomes and ensure successful operational processes provide for our school learning community.

Improvement Measures

All staff will consistently use data in literacy and numeracy to guide student learning and drive personalised teaching and learning programs.

All staff collaboratively develop 2018–2020 School Plan and actively work towards achieving set milestones in their strategic direction teams.

All staff participate in teacher professional learning both at a school level and externally to support their relevant professional learning goals as reflected in the School Plan and their PDPs.

All staff have completed PDPs aligning with the school plan, Australian Professional Teaching Standards, and personal goals.

Community (Parent/Student/Staff) satisfaction is measured, its analysis shared and responses to findings are actioned.

Overall summary of progress

All staff consistently use data to drive student literacy and numeracy needs.

All staff completed their PDP's and mid and end year review.

Community satisfaction was measured and findings showed 90% of participants agreed that KPS delivered quality literacy, numeracy and technological based learning.

Progress towards achieving improvement measures

Process 1:

Performance Management and Development and Collaborative Decision Making

Develop and implement collaborative processes for consistency across all school systems, including the Teacher Accreditation and Performance Management processes, ensuring anticipated benefits to the school community are effective.

Evaluation	Funds Expended (Resources)
Systems are streamlined and evaluative practices are in place. All mandatory training is completed. All Performance Development Programs are completed for 2019. Teacher Accreditation and maintenance is on track.	Beginning Teacher Funds for beginning teacher accreditation meetings. Funds for Learning and Engagement Leader

Process 2:   Culture of Learning

Progress towards achieving improvement measures

Process 2:   Develop a culture of learning within the school and community.

Evaluation	Funds Expended (Resources)
A culture of learning is evident within the school community by the number of extra–curricula activities that are offered to students through: • a variety of different support groups, extra–curricula programs and other agencies. • IEP's, PLP's and behaviour plans are shared with class teachers for 2020 • Students are targeted for tailored programs such as rock and water.	• Costing of: SCOPE IT– $14,000 GYMNASTICS –$9,000 CREATING CHANCES –$3850 INDIGENOUS ACTIVITIES – $5000 INTERRELATE– $2500 INCURSIONS/EXCURSIONS – $10000 WRITERS FESTIVAL GRIP– Leadership Conference TRANSITION TO SCHOOL and HIGH SCHOOL PROGRAMS In2Uni

Process 3:   A Culture of High Expectations and High Performance

The school promotes a high performance culture with a clear focus on student progress and achievement and high quality service delivery.

Evaluation	Funds Expended (Resources)
School systems are in place and being utilised to support high expectations in wellbeing and curriculum.	Funds for Learning and Engagement Leader Funds for Learning and Wellbeing Officer

Next Steps

High expectations for all students is the mantra of KPS school staff it is evident in teacher planning, programming and practice. However is the vision the same? In 2020 KPS staff will spend time developing a common vision to ensure all staff have a common platform in which to develop high expectations of every student. In 2020 we will review our schools values and beliefs. Tools from the Art of Leadership (developed by Rob Stones and Julie Hatswell) such as the "Windows of Certainly" will be used as steps to create common vision.

Koonawarra Public School 4409 (2019)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total allocation of $105,650	All students had various opportunities to connect to culture through directed sessions with the AEO in Nangamay. An Aboriginal dance group was formed for Stage 3 girls and they had opportunities to perform at events in the region. All teachers had meetings with parents and students to write PLP goals and they were monitored by the AEO. A focus group was formed to meet and discuss Aboriginal Education at our school. This group was very successful and will be continued in 2020.
Low level adjustment for disability	$49,811 low–level disability funds expended. Remaing funds from Socio–economic background funds.	PLAN 2 data record student improvement in literacy and numeracy Students understand that scaffolding and support is available to assist them with their school work. Youth worker has built repoire with a number of students and data refects improvement in student engagement and behaviour. Students who require additional support with emotional regulation understand the schools processes for student wellbeing as reviewed and improved by the BehaveAbility program.
Quality Teaching, Successful Students (QTSS)	QTSS release $12,192 BehaveAbility PBL	All lead teachers were provided with opportunities to lead teacher professional learning. All lead teachers were able to track and evaluate teacher planning, student engagement and progress in all areas: Literacy, Numeracy, Science/STEM behaviour management and special education support.
Socio–economic background	0.8 AP – Class teacher replacement mixture of RFF , QTSS and LST funds. EAfS –Instructional leader 0.2 approx. $25,000 Learning and Wellbeing Officer (0.8 RAM funded Teacher approx. $60,000 3 SLSO (See – low level disability) $125,000 *GymSports* program: $12,000	Evidence that students have growth in academic achievements and ability to self regulate through increase in individual data against progressions and individual support for students in wellbeing. Increase in teacher managed behaviour.

Koonawarra Public School 4409 (2019)

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	108	110	108	99
Girls	107	118	122	121

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	92.7	89.9	92.2	90.8
1	92.7	92.1	88.9	92.3
2	89.1	90.7	91.2	88.5
3	92.1	88.2	91.2	92.6
4	91.4	90.7	89	88.8
5	91.4	93.3	87.8	85.1
6	90.2	90.3	87.8	85.5
All Years	91.3	90.6	89.7	88.8
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	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	93.4	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
Assistant Principal(s)	4
Classroom Teacher(s)	11.67
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Administration and Support Staff	7.47

*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	181,020
Revenue	4,133,124
Appropriation	4,047,655
Sale of Goods and Services	22,249
Grants and contributions	62,743
Investment income	477
Expenses	-3,986,338
Employee related	-3,514,674
Operating expenses	-471,664
Surplus / deficit for the year	146,786

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	599,901
Equity Total	880,934
Equity - Aboriginal	146,795
Equity - Socio-economic	553,732
Equity - Language	2,537
Equity - Disability	177,870
Base Total	1,695,865
Base - Per Capita	60,232
Base - Location	0
Base - Other	1,635,633
Other Total	729,098
Grand Total	3,905,799

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.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Reading % of Students in Bands

- Top: 3%
- 2nd Top: 5%
- High Middle: 22%
- Low Middle: 22%
- 2nd Bottom: 31%
- Bottom 16%

Writing Year 3 % of Students in Bands

- Band 5: 1%
- Band 4: 0%
- Band 3: 5.8%
- Band 2: 44.8%
- Band 1: 39.2%
- Band 0: 10.4%

Writing (online) Year 5 % of Students in Bands

- Band 4: 1.31%
- Band 3: 17.97%
- Band 2: 52.35%
- Band 1: 18.53%
- Band 0: 10.7%

Numeracy

Numeracy % of Students in Bands

- 2nd Top 2%
- High Middle 21%
- Low Middle 30%
- 2nd Bottom 32%
- Bottom 16%

Parent/caregiver, student, teacher satisfaction

Each year parents/carers are given opportunities to provide feedback about Koonawarra Public School. This feedback can be provided through Tell Them From Me surveys, P & C forums and focus groups and a school based survey that is given to parents during the interviews that occur early in Term 2. The results from the school survey show that;

– 96% of families feel welcome at the school

– 85% of families believe that Koonawarra PS provides a safe and secure environment for their child.

– 89% of families stated that they felt well communicated with through various sources such as newsletter, Facebook and Dojo.

In 2019 we changed the assembly roster to include Open Classrooms as a regular event throughout the term. This was highly successful and we saw an increase in the number of parents, friends, carers and families visiting our schools during this time. 89% of parents survey stated that they liked the new open classroom and assembly roster.

Students in years 4 to 6 have the opportunity each year to complete the Tell Them From Me survey. Results of this survey showed that;

– 93% of students value school and have an understanding on how it will help them in their everyday lives.

– 60% of students feel accepted and valued by their peers and by others at their school.

– 86% of students stated that they try hard to succeed at school.

– The survey shows that students feel teachers are responsive to their needs and encourage independence.

Staff have the opportunity to rate their satisfaction through the People Matter survey. Employee engagement was rated at 68%. 88% of staff believe that the school is focused on improving and striving to achieve satisfaction.

Koonawarra Public School 4409 (2019)

Koonawarra Public School 4409 (2019)
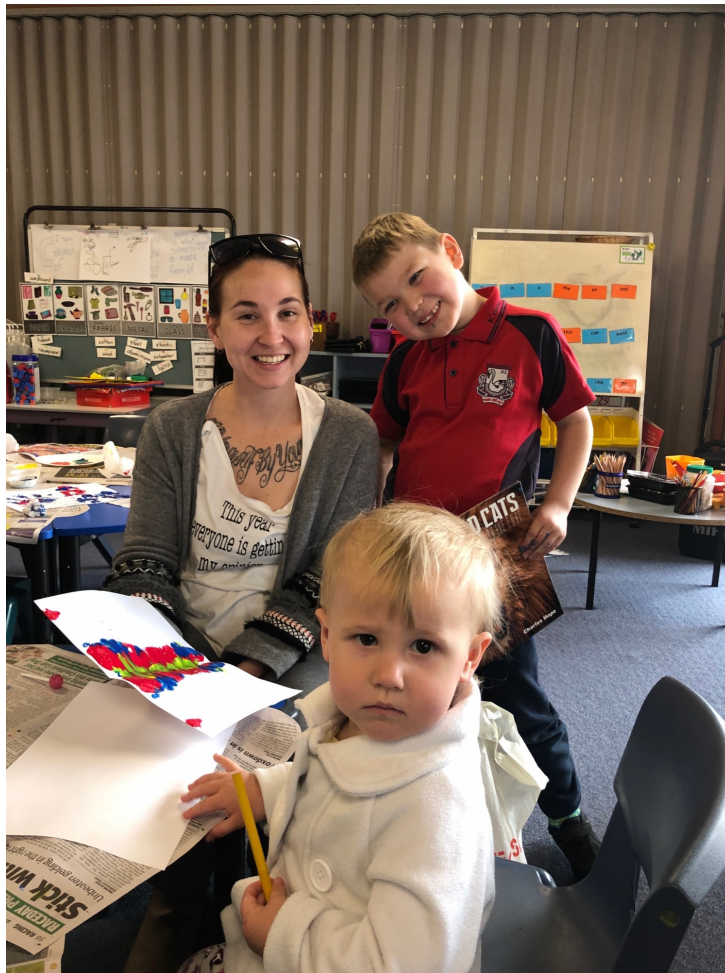
Policy requirements

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.