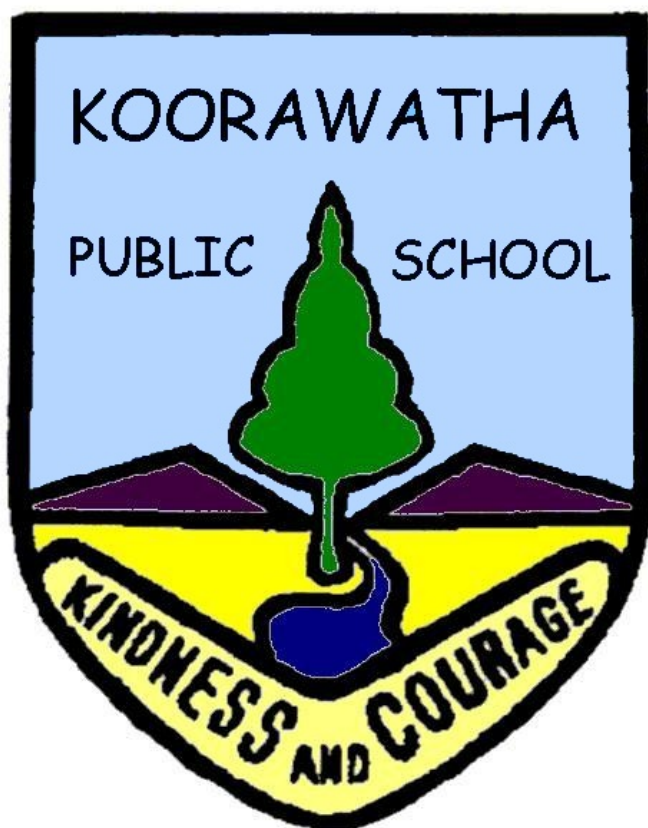


2020 Annual Report

Koorawatha Public School



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Introduction

The Annual Report for 2020 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.

School contact details

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School vision

Koorawatha Public School community offers high quality education in a unique and tranquil small school setting. We provide exceptional, responsive teaching and learning programs that incorporate effective strategies that meet diversity in learning and enable students to acquire future-focused skills essential for lifelong learning.

School context

Koorawatha Public School was established in 1884 and has been part of the community for 137 years. It is a small rural school located in the Lachlan Valley in the Central West region of New South Wales. Koorawatha means a place of pines in Wiradjuri language, and falls proudly in traditional Wiradjuri country. The school caters for children and their families of Koorawatha and surrounds.

There are 15 students enrolled at the school. Currently there are 13% of students who identify as Aboriginal. They are from Wiradjuri, Dunghutti and Bundjalung country. In 2019, the school committed to developing a Reconciliation Action Plan. Students come from diverse backgrounds and are supported through the provision of additional levels of assistance and adjustments. Community partnerships are established to ensure that all students needs are met, such as Cowra's Early Childhood Mobile Service and Cowra's Community Health Centre.

From the school's 2020 Situational Analysis, we identified focuses on the explicit teaching of literacy and numeracy skill acquisition and development as priorities. These are essential in enabling students to connect, transfer, and innovate successfully in society. Rigorous school systems and processes ensure continual monitoring and evaluation of student performance and teacher quality.

Through collaborative and targeted networking, staff participate in professional learning to improve student learning and wellbeing outcomes. The school has regular access to an Early Action for Success (EAFS) Instructional Leader (IL) who provides data informed advice; connecting student learning with teaching strategies. The school integrates effective feedback in all areas, such as through Visible Learning and Quality Teaching Rounds.

Koorawatha Public School takes pride in its unrelenting commitment to ensuring that its community connect, succeed, and thrive. The school has developed an ethos surrounding: *Courage, Kindness, and Yindyamarra* (meaning respect in Wiradjuri language). 3 Way Conferences and Personalised and Individualised Learning Pathways involve students, parents/carers, external agencies, including consultation with the Cowra AECG, and is reflective of everyone's dedication to meeting the needs of all learners. The school creates inclusive spaces for learning, including an Outdoor Learning Hub that focuses on transitions, sustainability, and culture.

Koorawatha Public School is an innovative and vibrant community with a growth mindset for learning.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
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	Delivering

Previous year's SEF S-aS indicate that the school has historical strengths in domains of Learning, Teaching and Leading. In particular, elements including Effective Classroom Practice and Learning Culture. Engagement of quality teaching and non-teaching staff has played a critical role during the transformative stage of the school.

Importantly, and reflective of a whole-school approach to delivering high-quality educational services to the community, the 2020 SEF S-aS displays growth in elements that were previously Working towards Delivering, or Delivering to Sustaining and Growing.

In 2021, further whole-school collaborative scrutiny and analysis of multiple sources of evaluation, such as CESE's What Works Best Reflective Guide and SEF S-aS, will tighten systems, processes, and practices to ensure that the school is Excelling at the end of 2021 in most domains, and across multiple elements and themes.

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.

Overall summary of progress

Teaching and learning programs reflect visible learning while incorporating examples of What Works Best in practice. Teacher confidence is growing with ongoing collaboration through the teaching and assessing cycle. Teachers reflect and evaluate on their teaching through use of the dimensions of quality teaching, following Quality Teaching Rounds professional learning.

Students have a clear understanding of what it is that they are learning and how to improve achievement. The whole school will be involved in professional learning to increase awareness and use of assessment and feedback processes and use them to improve student outcomes.

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)
Teaching and Learning Programs <ul style="list-style-type: none">• Q: Are teaching and learning programs improving student achievement and how do we know?• D: Explicit teaching programs, with a focus on English and mathematics; a balanced approach to types of assessments conducted e.g. literacy and numeracy progressions, K7 summative mathematics, Tighes Hill approach to assessing pre/mid/post writing, Words their Way Inventory for spelling.• A: Writing rubrics may need to be adjusted to ensure they are covering syllabus outcomes and indicators for each year group, as opposed to K-2 and Yrs 3-6• I: Continued revision of programs and future assessments will be a focus in 2021.	Teaching and Learning Programs

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)
Individualised Education Plans & Personalised Learning Pathways	Individualised Education Plans & Personalised Learning Pathways

Progress towards achieving improvement measures

Q: Do teachers differentiate their lessons based on their students learning needs?

D: Teaching and learning programs register and evaluation; PLAN2 data; internal and external assessment data; What Works Best practices; teaching and assessing cycle; staff meetings; incidental conversations/discussions; adjustments in teaching and learning; counsellor assessments; 3 Way Conference student goals.

A: Teachers require further support to develop PLP/IEPs that are informed by student assessment data.

I: In 2021, scheduled professional learning will surround IEP/PLPs, with a focus on how visible learning and the literacy and numeracy progressions support differentiation in the classroom practice.

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)
<p>Student Management - EBS: Ontrack</p> <ul style="list-style-type: none"> • Q: How do staff, including casuals, record and manage positive, neutral, and negative student behaviour? • D: School discipline policy; PBL data; EBS: Ontrack data; 2018 student behaviour folders; TTFM parent, teacher, and student surveys; suspension, wellbeing and attendance data. • A: The school is looking to implement a whole school student management system after reviewing effectiveness. • I: Staff meeting agendas to include PBL and EBSOntrack data surrounding student behaviour, with a focus on neutral events. 	<p>Student Management - EBS: Ontrack</p>

Next Steps

A continuation of quality teaching and learning programs ensure engagement is a priority for students to experience achievement and growth.

In 2021, the school will partake in the *Learning Ecosystems* professional learning program, with a focus on community engagement to enhance wellbeing outcomes for students and nurture connectedness for families and community.

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.

Overall summary of progress

Consolidated and embedded school-wide teaching and learning programs align with high-expectations. Regular staff meetings are used to review the curriculum and to revise teaching practices and learning programs.

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)
<p>Q: How effective is the refinement of the whole school scope and sequence?</p> <p>D: Program checklists; staff meeting minutes; 3 x year scope and sequence 2020-2022 - English, mathematics, science, geography, history.</p> <p>A: Program checklists reflect teaching and learning programs, but there is not a system in place for staff to view continuity of learning annually or ideally over a 3 year period.</p> <p>I: A system is required for staff to map their teaching program.</p>	Teaching and Learning Programs

Process 2: Evaluative Practice:

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

Evaluation	Funds Expended (Resources)
<p>Data Skills and Use</p> <ul style="list-style-type: none">• Q: What is the impact on quality teaching and learning as a result of targeted <i>Data Skills and Use</i> professional learning?• D: Teaching and learning programs, assessment schedule, What Works Best Reflection Guide, student achievement, teacher improvement.• A: By using the <i>What Works Best</i>, <i>Quality Teaching Domains</i>, and <i>teaching and assessing cycle models</i> in teaching and learning programs, student achievement in literacy and numeracy shows at least one year's growth for one year's learning.• I: Teacher accreditation to at least proficient level, improved student learning and well-being outcomes, equitable teaching and learning experiences.	<ul style="list-style-type: none">• Teaching and learning programs• Assessment schedule• Staff meetings minutes• Professional Learning plans• Performance and Development Plans

Next Steps

Ongoing evaluation of departmental policies and NESA compliance requirements continue to occur and ensure that student learning and wellbeing targets are met.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education <ul style="list-style-type: none"> • \$2239 • \$1187 - cultural events • \$902 - staff release to plan with OoHC Cultural Liaison Officer of KARI 	<p>Q. How are Aboriginal and non-Aboriginal students and staff involved in Aboriginal and Torres Strait Islander education?</p> <p>D. Personalised Learning Pathways; calendar of events; Cowra AECG meeting attendance and minutes; the school's RAP; school pledge and ethos includes Wiradjuri perspectives e.g. yindyamarra yambuwan (respect for everything).</p> <p>A. Staff cultural competence; community engagement in cultural events; Personalised Learning Pathways; student assessment data.</p> <p>I. Seeking continued feedback from the community on Aboriginal and Torres Strait Islander education will be a focus in the future.</p>
Low level adjustment for disability	Beginning Teacher <ul style="list-style-type: none"> • \$21877 (0.2) • \$5710 (flexible - 0.4) 	<p>Q. What is the impact on student learning and wellbeing outcomes due to smaller class sizes and individualised learning programs?</p> <p>D. Personalised Learning Pathways; Individualised Education Plans; EBSOntrack student behaviour management; suspension and attendance rates; student internal and external data.</p> <p>A. Smaller class sizes based on infants and primary aged structuring enabled an increase in personalised learning opportunities with clear evidence of student academic growth.</p> <p>I. In 2021 continued evaluation of human resourcing structure will inform staffing decisions.</p>
Quality Teaching, Successful Students (QTSS)	Beginner Teacher <ul style="list-style-type: none"> • 0.028 (QTSS) - \$3063 • 0.042 (RFF) • 0.084 (Library) • 0.084 (primary part-time teacher) 	<p>Q: How regular to students have the opportunity to be given timely feedback on learning?</p> <p>D: Teaching and learning programs embed questioning techniques and other assessment strategies to illicit student understanding.</p> <p>A: Feedback slips are used regularly, and will be adapted to suit K-2 learners.</p> <p>I: Support Learning Intentions and Success Criteria process to check-in and allow for feedback slips to be used regularly, and in particularly as part of the differentiated and personalised learning process when appropriate.</p>
Socio-economic background	Beginner Teacher <ul style="list-style-type: none"> • \$10938 Primary school priority fund (socio-economic/equity 0.1) • \$20586 Socio-economic background - flexible • IFS - \$18554 	<p>Q: Are the teaching and learning programs reflecting opportunities for students to be actively involved in their learning by setting goals with knowledge of their level of understanding?</p> <p>D: Student assessment data; teaching and</p>

<p>Socio-economic background</p>	<p>Beginner Teacher</p> <ul style="list-style-type: none"> • \$10938 Primary school priority fund (socio-economic/equity 0.1) • \$20586 Socio-economic background - flexible • IFS - \$18554 	<p>learning programs; TTFM student, teacher, parent/carer surveys.</p> <p>A: 3 Way Conferences enable students, parent/carers, and teachers to maintain high-expectations of student learning and wellbeing.</p> <p>I: Student goals are visible in the classroom and regularly referred to.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	16	8	9	7
Girls	13	5	6	3

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.4	87.4	89.9	88.1
1	94.8		95.5	98.4
2	71	86.4		90.4
3	96.3		95.8	
4	96.5	83.5	99	91.5
5	94.6	83.2	92.4	99.4
6	92.5	86.4	93.1	92.5
All Years	94.1	85.6	93	93.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8		92.7	91.7
2	94	93.5		92
3	94.1		93	
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.3	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.25
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	110,512
Revenue	481,052
Appropriation	471,283
Sale of Goods and Services	165
Grants and contributions	9,462
Investment income	143
Expenses	-462,014
Employee related	-361,262
Operating expenses	-100,752
Surplus / deficit for the year	19,038
Closing Balance	129,550

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	61,351
Equity - Aboriginal	2,239
Equity - Socio-economic	31,524
Equity - Language	0
Equity - Disability	27,587
Base Total	319,098
Base - Per Capita	3,608
Base - Location	8,358
Base - Other	307,132
Other Total	28,358
Grand Total	408,806

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Community Data Analysis: Tell Them From Me Parent Survey

Due to the 2020 COVID-19 pandemic the school did not have a functioning P&C and did not participate in the 2020 Tell Them From Me surveys. However, it was useful to revisit and analyse the 2019 responses which remained relevant in 2020.

5 respondents participated in the 2019 Tell Them From Me Parent Survey, with 1 respondent participating twice. The School Mean was overall consistent with the NSW Government Norm, with the notable exception of *Parents are informed* and *Parents support learning at home*.

- Parents are informed (5.5/6.6):

I am informed about my child's behaviour at school, whether positive or negative (5.5)

The teachers would inform me if my child were not making adequate progress in school subjects (4.5)

I am well informed about my child's progress in school subjects (4.0)

I am informed about my child's social and emotional development (2.5)

- Parents support learning at home (5.0/6.3):

Discuss how well your child is doing in their classes (3.5)

Talk about how important schoolwork is (3.5)

Ask about any challenges your child might have at school (2.5)

Take an interest in your child's school assignments (4.0)

The 2019 Tell Them From Me Parent Survey data was shared at an open invitation meeting for families held on site, after school hours to share, disseminate, and evaluate. Based on discussions from the meeting, a further information session would assist respondents understand the questions and possible breadth of possible responses.

Staff took note of how effectively the school informs parents, such as through frequent Class Dojo messaging, fortnightly assemblies, newsletters along with phone calls and face-to-face contact. Considerations included parent's digital technology literacy, and how 3 Way Conferences could better be performed to include families updates about their child's social and emotional development. This occurred in 2020, in addition to information about how their child was academically progressing based on school assessments. This practice will continue in 2021, with a survey being explored to measure the effectiveness of the meetings.

Additional forms of ascertaining community satisfaction will also be a priority as part of community engagement in 2021 and through the school's participation in Learning Ecosystems professional learning.

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.