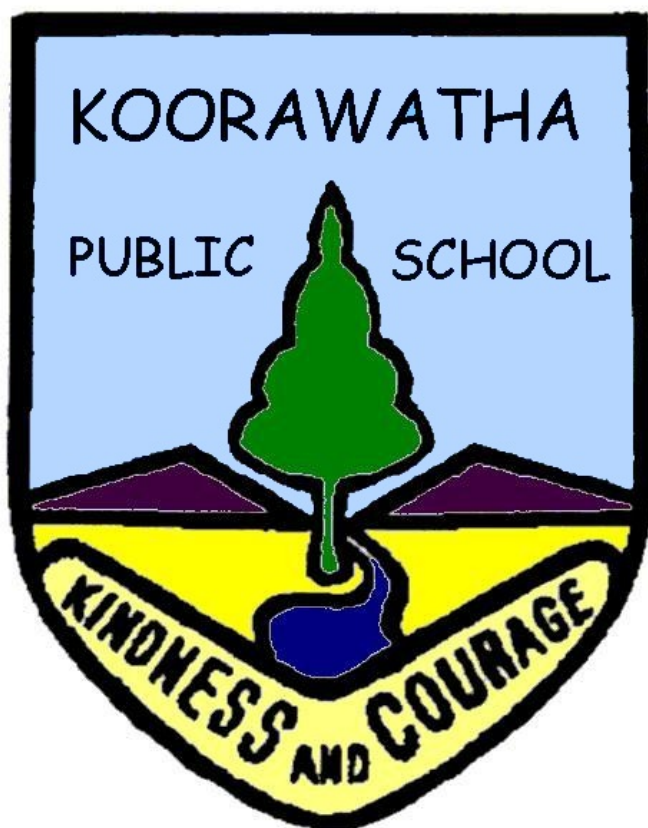


2021 Annual Report

Koorawatha Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Koorawatha Public School

Crowther Street

KOORAWATHA, 2807

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

koorawatha-p.school@det.nsw.edu.au

6345 3414

School vision

Koorawatha Public School is an innovative and vibrant community with a growth mindset for learning. The school provides exceptional, responsive teaching and learning programs that incorporate highly effective evidence-based approaches to meet diversity in learning and that enables students to aspire and acquire future-focused mindsets 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 tranquil Lachlan Valley in the Central West region of New South Wales. Koorawatha, *a place of pines*, falls proudly on Wiradjuri country. The school caters for children and their families of Koorawatha and surrounds.

Koorawatha Public School is part of the Cowra Principal Network, including the Cowra Small Schools Network. Gooloogong, Greenethorpe, Holmwood, Mandurama, Lyndhurst, Woodstock, and Wyangala Dam constitute our small schools network. Our partnerships with these schools, in addition to connections with the local larger primary and secondary schools, enhances our sporting and cultural experiences, while professional collaboration days strengthens our teaching, leadership, and administrative capacities.

12 students were enrolled at Koorawatha Public School in 2021. The school has a diverse student enrolment, including Aboriginal and non-Aboriginal students, students of New Zealand Maori background, and students who have immigrated from the United States of America. The school embraces diversity and inclusion.

Koorawatha Public School students are well catered for in all areas of their school life. Their needs are met through the provision of high-impact teaching and learning programs that are delivered by qualified and talented teaching and non-teaching staff, who also bring diversity to our school. We take enormous pride in aligning our employment strategies with our context and as outlined in the department's Diversity and Inclusion Strategy 2018-2022.

Koorawatha Public School participates in rigorous school planning that involves ongoing monitoring and evaluation of student performance and teacher quality. Our school's criteria for excellence in teaching and learning draws on the Centre for Education Statistics and Evaluation's *What Works Best*, *NSW Quality Teaching Framework*, and the Department of Education's *Teaching and Learning Cycle*. The *School Excellence Framework* and robust educational methodology is drawn upon, such as John Hattie's *Visible Learning*, to guide and inform whole-school decisions.

A priority at Koorawatha Public School is to grow student's literacy and numeracy dispositions explicitly within English and mathematics programs, and purposefully across all key learning areas. Literacy and numeracy knowledge and skills are for life and open up students ability to connect, transfer, and innovate successfully in society.

Through collective efficacy, collaborative and targeted networking, all staff participate in professional learning to improve student outcomes. Koorawatha Public School has regular access to an expert Early Action for Success Instructional Leader who provides data informed advice, with an emphasis on literacy and numeracy professional learning, pedagogy, and assessment. The school has a culture of high expectations with staff being trained in highly appraised wellbeing models including: *Positive Behaviour for Learning*, *Berry Street Education Model*, *Stronger Smarter*, and *Zones of Regulation*.

Koorawatha Public School takes pride in its unrelenting commitment to ensuring that its community connect, succeed, and thrive. The school community has developed an ethos of: *Courage*, *Kindness*, and *Yindyamarra* (meaning respect in Wiradjuri language). Koorawatha Public School emphasises student, family, and community voice, and has created an approach to wellbeing that is equitable, highly responsive and contextualised. All students co-create learning, personal, and social and emotional goals which are shared with their teacher and parent/carers as part of the school's scheduled *3-Way Conferences*. Individualised and Personalised Learning Pathways illustrate these goals, and adjustments, including extensions, are provided as necessary. Our school liaises with internal and external specialist services and agencies who can also provide advice surrounding additional levels of support, such as counselling, speech therapy and occupational therapy.

In 2019, the whole school community and its partners collaborated and prepared a *Reconciliation Action Plan* using Reconciliation Australia's Narragunnawali platform. It proudly reflects our commitment to the ongoing healing of our nation. In 2020, the school was successful in its application for the *National School Chaplaincy Program*. Our school chaplain plays a pivotal role in the wellbeing of our whole school community through engaging and interactive programs. In 2021, the school further enhanced community engagement through the creation of an *Outdoor Learning Hub* as part of our learning ecosystem project. The hub's three pillars for success surround *sustainability*, *transition*, and *multicultural* programs that align with curriculum. They are collaboratively designed and meticulously evaluated to meet targeted learning and wellbeing outcomes for all students.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

The school uses evidence-based guidance on effective practice that improves student outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit teaching
- Assessment
- Effective Feedback

Resources allocated to this strategic direction

Summary of progress

In 2021, a collective whole-school approach was adopted for explicit K-6 multistage teaching and learning programs for English and mathematics, with a focus on targeted and differentiated literacy and numeracy teaching cycles.

During the Term 1 Staff Development Day, executive presented internal Professional Learning (PL) to classroom teachers and SLSOs (Student Learning and Support Officers) surrounding Koorawatha Public School's Framework for Success (KPS FfS) model. As a result of this, a collective body of knowledge was shared across the whole school about what the framework was and how it would lead to improved student academic and wellbeing outcomes. The three pillars driving the framework surround: Centre for Education Statistics and Evaluation's (CESE) What Works Best, the Department of Education's (DoE) Quality Teaching Framework (QTF) and DoE's Teaching and Learning Cycle (T & L Cycle).

Based on data analysis and triangulation of K-6 student reading assessment data (*Assessment*), in Term 2 teachers participation in Fluency PL was supplemented by shoulder-to-shoulder mentoring from both the Teaching Principal and Early Action for Success Instructional Leader, in using the T & L Cycle template (*Assessment, Explicit Teaching, Effective Feedback*). This similar approach was used in numeracy, whereby both classroom teachers and SLSOs participated in Additive Strategies PL. Overall, this model resulted in classroom teacher competency in planning and conducting targeted teaching sprints, and using these to evaluate impact.

Furthermore, classroom teacher participation in high-quality professional learning, supported by evidence-based English and mathematics programs, and their increasing competency in using the T & L Cycle assisted them make informed and validated judgements about student's literacy and/or numeracy formative assessment data mapped in PLAN2 (Planning Literacy and Numeracy).

The whole school strategy became transferable across any identified targeted Key Learning Area (KLA) to bump up student learning. Classroom teachers and SLSOs are confident to differentiate and/or support classroom practice using the school's English and mathematics programs (*Explicit Teaching*) and are capable of drawing on assessment data (*Assessment*) to make judgements as to where to next (*Effective Feedback*). The T & L Cycle template has been a useful tool for teachers to illuminate target focus areas in reading and numeracy and recognise how to progress all student learning in PLAN2.

Additional professional learning or training that supported implementation of KPS's FfS in 2021 included: What Works Best Reflective Guide, SCOUT Data Driven Decisions and Insights for the Primary Classroom, Australian Institute for Teachers and School Leadership's (AITSL) Teacher Self Assessment Tool, Teaching Standards in Action (TSA) Quality Teaching, Quality Teaching Reboot, and An Introduction to PM Benchmarking.

In 2022, the school will revise it's model for success based on its 2021 Situation Analysis and 2021 External Validation recommendations.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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<p>In reading, improvement in the percentage of students achieving in the top 2 bands trending towards the Cowra Small Schools Network baseline target.</p>	<p>Cowra Small Schools NAPLAN scores indicate an improvement in the percentage of students achieving in the top 2 bands towards the Network target for reading.</p>
<p>In numeracy, improvement in the percentage of students achieving in the top 2 bands trending towards the Cowra Small Schools Network baseline target.</p>	<p>Cowra Small Schools NAPLAN scores indicate the baseline percentage of students achieving in the top 2 bands towards the Network target for numeracy was maintained.</p>
<p>All students have individualised reading goals based on determined 'expected growth' data using 'Phonic Knowledge & Word Recognition', 'Fluency', and 'Understanding Texts' progressions which are tracked and monitored using <i>PLAN2</i> and in alignment with the NSW English syllabus <i>outcome a</i>.</p>	<p>Based on the NSW English syllabus and in alignment with the National Literacy Progression sub-element 'Phonic Knowledge & Word Recognition', 84% of Stage 1 students are at a combined Achieving and Sometimes level. For sub-element 'Fluency', 89% of Stage 1 students are at a combined Achieving and Sometimes level, and 91% of Stage 3 students are at a combined Achieving and Sometimes level. For sub-element 'Understanding Texts', 87% of Stage 1 students are at a combined Achieving and Sometimes level, and 60% of Stage 3 students are at a combined Achieving and Sometimes level.</p>
<p>All students have individualised numeracy goals based on determined 'expected growth' data using 'Quantifying Numbers', 'Additive Strategies', and 'Multiplicative Strategies' progressions which are tracked and monitored using <i>PLAN2</i> and in alignment with the NSW mathematics syllabus outcomes for <i>number and algebra</i>.</p>	<p>Based on the NSW mathematics syllabus and in alignment with the National Numeracy Progression sub-element 'Quantifying Numbers', 81% of Stage 1 students are at a combined Achieving and Sometimes level, and 74% of Stage 3 students are achieving at a combined Achieving and Sometimes level. For sub-element 'Additive Strategies', 92% of Stage 1 students are at a combined Achieving and Sometimes level, and 88% of Stage 3 students are at a combined Achieving and Sometimes level. For 'Mutllicative Strategies' Stage 1 students are working towards Achieving levels 2-5, and Stage 3 students are working towards Achieving levels 5-7.</p>

Strategic Direction 2: Quality teaching

Purpose

The whole school community shares a collective commitment for achieving growth to ensure that every student, teacher, leader and school improves every year. .

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Collaboration

Resources allocated to this strategic direction

Integration funding support: \$18,517.00

Aboriginal background: \$5,164.00

Socio-economic background: \$25,730.00

Low level adjustment for disability: \$28,134.00

School support allocation (principal support): \$13,605.00

QTSS release: \$1,906.00

Location: \$7,522.00

Per capita: \$2,465.00

Literacy and numeracy: \$1,655.00

Professional learning: \$5,623.00

Summary of progress

In 2021, Koorawatha Public School's Outdoor Learning Hub (Learning Ecosystem professional learning) projected its collective positive trajectory from Delivering to Sustaining and Growing the Learning Domain: Learning Culture (as confirmed in the school's 2021 External Validation process), by engaging the whole school community toward a collaborative culture of high expectations while simultaneously improving student outcomes in targeted areas of learning and the connect, succeed, and thrive elements of The Wellbeing Framework (*High Expectations; Collaboration*).

As a result of participation in Learning Ecosystem professional learning, additional training was provided and included Evaluative Capacity Building and Behavioural Architect Science. Evaluative Capacity Building supported the school's Learning Ecosystem team develop advanced data collection strategies, such as conducting non-bias surveys and interviews, and using Microsoft Excel to record and analyse this data to create statements of facts. Behavioural Architect Science provided the team scientific methodology, including behavioural science concepts, for engaging the whole school community. This guided the school when campaigning for parental participation in their child's education, such as 3-Way Conferences and Open Classroom events, to promote student engagement.

Aspirational middle-school leaders were provided Stronger, Smarter training to build their professional leadership capacity and to strengthen the school's collective vision of *every student, every teacher, every leader, every school*. By building on the school's eclectic and authentic approach to managing wellbeing through its ethos: Kindness, Courage, Yindymarra (Wiradjuri language for respect), Stronger, Smarter assisted school leaders collaborate and reflect upon personal and professional beliefs and practices that may or may not support a positive sense of belonging within the school context. Further unpacking of Stronger, Smarter professional learning to all staff will continue to be planned for in 2022, with the possibility of the Teaching Principal attending the face-to-face professional learning.

In 2022, the school will continue to implement Outdoor Learning Hub programs that will enhance community collaborations by also extending connections with external agencies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the	The school has achieved the progress measure to increase the percentage of students attending school 90% or more of the time by 3%. 82% of all

time to be above the schools lower bound target of 70%.	students attended school 90% or more of the time.
School Excellence Framework assessment in the Learning element of 'Learning Culture' indicates growth from <i>Delivering</i> towards <i>Sustaining and Growing</i> .	Self-assessment against the School Excellence Framework and following participation in the 2021 External Validation process, the school is currently performing at Sustaining and Growing in the element of Learning Culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,517.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Koorawatha Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • implementation of targeted programs to differentiate teaching and learning programs. • staffing release for individual case conferences and development of Personalised Learning Pathways (PLPs). <p>The allocation of this funding has resulted in: supporting Integration Funding Support students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to use funds to support the learning and wellbeing of students with Integration Funding Support.</p>
<p>Socio-economic background</p> <p>\$25,730.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Koorawatha Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the school's learning ecosystem, Outdoor Learning Hub, program implementation. • resourcing to increase equitability of resources and services. • supplementation of extra-curricular activities. • staff release to increase community engagement. <p>The allocation of this funding has resulted in: the implementation of the intensive learning ecosystem program and more specifically the school's Outdoor Learning Hub has improved transference of literacy and numeracy skills across the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to improve student learning outcomes through community engagement.</p>
<p>Aboriginal background</p> <p>\$5,164.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Koorawatha Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations

<p>Aboriginal background</p> <p>\$5,164.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: the employment of an Aboriginal SLSO who delivered Wiradjuri language lessons to students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to create Wirajduri, Dunghutti, and Bundjalung literacy and numeracy resources that target student needs and can be included in small group rotations.</p>
<p>Low level adjustment for disability</p> <p>\$28,134.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Koorawatha Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: the implementation of a differentiated curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: further liaising with Learning and Support Teams to continue to meet the needs of differentiated learners.</p>
<p>Location</p> <p>\$7,522.00</p>	<p>The location funding allocation is provided to Koorawatha Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations • Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in: supplementation of grants through the school's budget to deliver sport programs, Breakfast Club, physical resources (including storage solutions and program specific items), K-6 STEAM Ahead Robotics workshops, participation in the GRIP Leadership Conference and the Premier's Debating Challenge, transport subsidies, and participation in community based extra-curricular events such as the Cowra Eisteddfod.</p> <p>After evaluation, the next steps to support our students with this funding will be: conduct audits, such as digital technology and sporting equipment, to identify priorities for location funding in 2022.</p>

<p>Professional learning</p> <p>\$5,623.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Koorawatha Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • middle-school leaders participated in the Stronger, Smarter professional learning. <p>The allocation of this funding has resulted in: building the capacity of middle-school leaders to support positive community leadership. The executive team share responsibilities in identifying and responding effectively to current leadership challenges that emerge in a complex small school setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: to provide additional release from face-to-face teaching for middle-school leaders to further unpack and present an overview of the Stronger, Smarter professional learning to the whole school community. In 2022, additional executive staff will complete Stronger, Smarter training to further enhance collective efficacy.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Koorawatha Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Learning Ecosystem professional learning <p>The allocation of this funding has resulted in: additional principal support to build their capacity to lead the Learning Ecosystem professional learning Outdoor Learning Hub project.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaged, connected, and thrive to succeed in their learning journey through strengthened family and community connections.</p>
<p>Literacy and numeracy</p> <p>\$1,655.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Koorawatha Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: classroom teachers and SLSOs participation in targeted professional learning as determined and negotiated with the school's Early Action for Success Instructional Leader. The school participated in An Introduction to</p>

<p>Literacy and numeracy</p> <p>\$1,655.00</p>	<p>PM Benchmarking training led by the school's EAfS Instructional Leader and also required the purchase of an updated PM Benchmarking Kit. A focus on observing and assessing student reading behaviours supported guided reading sessions. Staff also participated in Additive Strategies blended professional learning, which supported targeted small group tuition based on Quantifying Number and Additive Strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: to build staff capacity to observe and analyse student reading behaviours through PM Benchmarking and link this to departmental literacy reforms, such as K-2 English Syllabus. In consultation with the school's current Instructional Leader, executive and classroom teacher release will be required to analyse end of year student assessment data and evaluate effectiveness of current teaching and learning programs for English and mathematics. An audit of literacy and numeracy concrete items (such as guided reading texts and place-value blocks) will be required to ensure differentiation can occur for all students based on needs.</p>
<p>QTSS release</p> <p>\$1,906.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Koorawatha Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: strategic staff meetings that enabled the collaboration of classroom teachers and SLSOs to define and refine the school's model for success using esteemed evidence-based research and models to frame this: What Works Best, Teaching and Learning Cycle, and Dimensions of Quality Teaching. The funding resulted in employment of additional staff to provide executive release to share an Instructional Leader role, alongside the EAfS IL, to support shoulder-to-shoulder classroom mentoring for classroom teachers and/or SLSOs during the implementation of targeted teaching plans surrounding: 5-step writing process, InitialLitF-2 Spelling, and 'learn a little, try a little' model for implementing numeracy strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: identify future directions for 2022 professional learning plan based on the school's 2021 Situation Analysis and External Validation.</p>
<p>COVID ILSP</p> <p>\$16,818.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data identified in COVID-ILSP PLAN2 Areas of Focus groups. • providing targeted, explicit instruction for student groups in COVID-ILSP PLAN2 Areas of Focus.

<p>COVID ILSP</p> <p>\$16,818.00</p>	<ul style="list-style-type: none"> • employing/releasing staff to coordinate the program. • employment of teachers/educators to deliver small group tuition. <p>The allocation of this funding has resulted in: concentrated and collective whole school approach to improving literacy and numeracy outcomes for identified students in the COVID-ILSP program. Classroom teachers were supported in the analysis of student achievement in internal and external reading and numeracy assessments to identify target individuals or groups of students across K-6. From this, staff were provided professional learning surrounding InitialLitF-2, Additive Strategies, Carol Spencer's (A Learning Place, A Teaching Place) demonstration lesson hosted by Holmwood Public School, Spelling PL, Vocabulary PL, Fluency PL, and Quality Teaching Reboot training. To supplement professional learning, classroom teachers were provided PLAN2 mentoring by executive staff to facilitate ongoing formative assessment and regular updating of student progress and achievement in the identified areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: to triangulate end of year internal and external data for all students and to evaluate the effectiveness of the school's small group tuition model. Executive staff will upskill in their use of COVID-ILSP Areas of Focus in PLAN2 to facilitate accurate monitoring of target groups. School administration staff will seek further support and attend finance network meetings to continue to manage and stay up to date with COVID-ILSP funding.</p>
<p>Per capita</p> <p>\$2,465.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Koorawatha Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • additional resourcing to support the National School Chaplaincy program identified within the school. <p>The allocation of this funding has resulted in: collaboration with the school chaplain to enhance the school's Outdoor Learning Hub sustainability program by budgeting and resourcing items and materials to construct and maintain a chicken coop.</p> <p>After evaluation, the next steps to support our students with this funding will be: to enhance community connections with the Cowra Early Childhood mobile pre-school and Cowra High School to support student transitions and continuity of learning through the school's Outdoor Learning Hub transition program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	9	7	8
Girls	5	6	3	4

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.4	89.9	88.1	
1		95.5	98.4	87.9
2	86.4		90.4	88.7
3		95.8		
4	83.5	99	91.5	89.6
5	83.2	92.4	99.4	91.3
6	86.4	93.1	92.5	87.2
All Years	85.6	93	93.8	88.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	
1		92.7	91.7	92.7
2	93.5		92	92.6
3		93		
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.3	92.8	92	92.3

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.24
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	129,550
Revenue	478,740
Appropriation	469,591
Sale of Goods and Services	614
Grants and contributions	8,072
Investment income	63
Other revenue	400
Expenses	-465,495
Employee related	-396,002
Operating expenses	-69,493
Surplus / deficit for the year	13,244
Closing Balance	142,794

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	59,028
Equity - Aboriginal	5,164
Equity - Socio-economic	25,730
Equity - Language	0
Equity - Disability	28,134
Base Total	320,411
Base - Per Capita	2,465
Base - Location	7,522
Base - Other	310,424
Other Total	29,694
Grand Total	409,133

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.

Parent/caregiver, student, teacher satisfaction

Throughout 2021 Koorawatha Public School participated in the year long intensive Learning Ecosystem professional learning program to promote positive relationships across the whole school and to increase community engagement. As part of the program, the school was immersed in evaluative practice utilising various data collection sources to illicit non-bias perspectives from students, parents/carers, staff, and community individuals and/or groups surrounding the Department of Education's Wellbeing Framework. As a result of this, feedback from both students and families indicated a high satisfaction with positive relationships between students and teachers. In addition, students and their families indicated increased engagement in learning. In 2022, developing positive interactions across the whole school will involve the explicit implementation of the school's Positive Behaviour for Learning program. To support safe and positive relationships with their peers, students will continue to focus on their skills and strategies to self-regulate and develop a growth mindset.

Teachers indicated that strong collaboration and focus on inclusive decision making created a positive work environment.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.