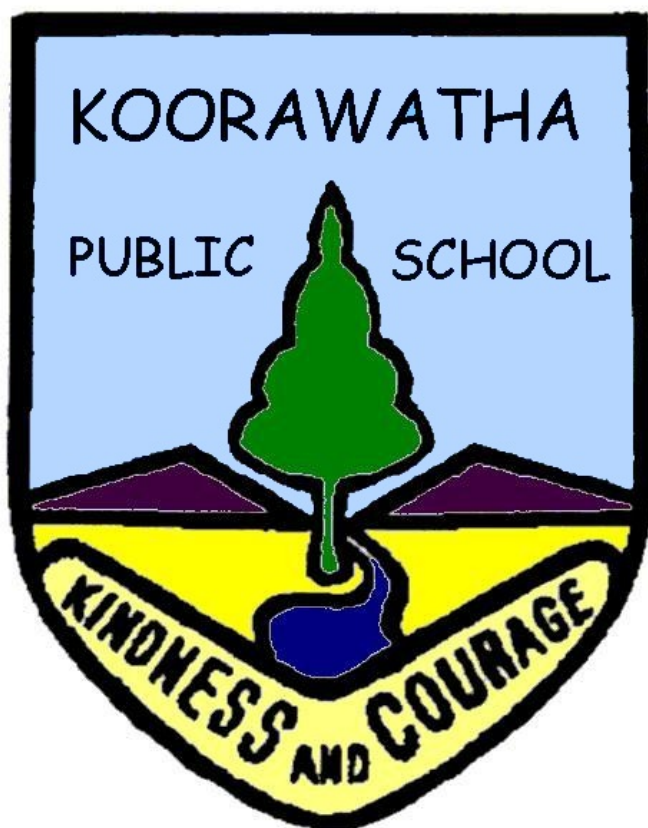


2022 Annual Report

Koorawatha Public School



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Introduction

The Annual Report for 2022 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.

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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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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	Sustaining and Growing
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

AP Curriculum & Instruction: \$30,114.20

Socio-economic background: \$32,695.00

Professional learning: \$6,137.54

QTSS release: \$2,298.42

Summary of progress

Focus was on the delivery of high impact professional learning in the familiarisation of the K-2 English and Mathematics Syllabus led by the Assistant Principal Curriculum Instruction. The focus of the English professional learning was on outcomes and content and mathematics professional learning was focused on evidence-based research behind the new syllabus. Teachers accessed the Universal Resource Hub to support their understanding of both syllabuses. A clear shift in practice in the teaching of English and Mathematics was observed with a focus on the explicit teaching and shared learning experiences. The opportunity to review current programs enabled all existing content to be mapped against the new syllabuses. Teachers engaged with the syllabus regularly utilising the teaching and learning cycle to support their understanding in mathematics. Time constraints restricted the implementation of the teaching and learning cycle in reading inclusive of the new syllabus outcomes. Professional learning was differentiated to support individual teacher need. Teaching staff focused on allocated content strands of mathematics to ensure multiple elements of the syllabus was able to be implemented. Professional discussions among all staff identified what worked well and what needed to be modified.

Teachers focused on using internal and external data to inform their practice. Teaching staff engaged in professional learning in identified areas of need (student and staff) to support quality analysis of data and to implement changes in teaching practice to improve student outcomes. Time to collaborate was highly valued by all staff and data formed the basis of professional discussions which then led to a shift in pedagogical practice. Turnover of staff led to an adapted model of implementation to sustained changes in pedagogy. A stronger focus on numeracy was able to be implemented. Teachers provided feedback to each other based on observations of lessons using the quality teaching framework as points of discussion and feedback. Classroom teachers value feedback from instructional leaders within the school and to ensure sustained changes in practice are maintained, the school will schedule coaching of classroom practice in identified areas of need in 2023.

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
In reading, increase the percentage of students achieving in the top 2 NAPLAN bands by 8.3% to reach or exceed the Cowra Small Schools Network target.	2022 Cowra small school NAPLAN data indicates 52% of students achieved in the top 2 skill bands for reading exceeding the system negotiated target. 2022 Year 3 Koorawatha Public School students exceeded both Statistically Similar Schools Group (SSSG) and State averages, with 100% achieving Band 5 or higher. 2022 Term 4 Year 3 Koorawatha Public School Reading Check-in student average results were 67.6%, exceeding SSSG by 23.7% and State averages by 12.5%.

<p>In numeracy, increase the percentage of students achieving in the top 2 NAPLAN bands by 8% to reach or exceed the Cowra Small Schools Network target.</p>	<p>An increased number of students achieved in the top 2 skills bands for numeracy, however the Network did not meet the system negotiated target. 2022 Year 3 Koorawatha Public School students exceeded both Statistically Similar Schools Group (SSSG) and were slightly below State averages, with 66.7% achieving Band 4 and 33.3% achieving Band 5. The NAPLAN Numeracy assessment was paused on multiple occasions during the scheduled allocated session with an unexpected interruption.</p> <p>2022 Term 4 Year 3 Koorawatha Public School Numeracy Check-in student average results were 63%, exceeding SSSG by 17% and State averages by 5.4%.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN reading to between 60% and 100%.</p>	<p>No comparable data is available for this progress measure in 2022 due to the cancellation of NAPLAN in 2020.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to between 60% and 100%.</p>	<p>No comparable data is available for this progress measure in 2022 due to the cancellation of NAPLAN in 2020.</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

Aboriginal background: \$3,873.14
Integration funding support: \$18,979.00
Low level adjustment for disability: \$28,566.90
Socio-economic background: \$7,180.72
Location: \$7,497.25
Per capita: \$3,032.16

Summary of progress

Focus was on building partnerships through engagement with families and the school community. The schools invitation to participate in Variety's Postie Dash (postponed from 2021) provided the opportunity for the school to work with the P&C and community to support this charity event. The opportunity to collaborate positively with the school community reestablished a close connection with our school which was impacted by state wide restrictions in 2021. The school received a significant financial grant to enhance the Outdoor Learning Hub(OLH) that created an all weather space for students to learn and connect with the wider community through scheduled events offered through the OLH programs.

The Outdoor Learning Hub is utilised for community gatherings such as the OLH Wellbeing Event coordinated by the School Chaplain. This event was developed in response to needs identified by parents and community. Guest presenters included the School Chaplain, Principal, Wellways and the Cowra Girl Guides. Other contributors included the Cowra Neighbourhood Centre and other voluntary organisations who supplied information packs surrounding mental health and wellbeing.

The school engaged with Department of Education services such as the School Counsellor, Learning and Support Team, Home School Liaison Officer and relevant organisations to support student and family health and wellbeing.

The School Chaplain delivered "Seasons for Growth" to build resilience and coping strategies for responding to changes that occur in life. In addition, the Cowra Small Schools Network coordinated a girls program delivered via zoom. This included social skill development and activities developed from student voice. Participation in the Cowra Small Schools Jungle Performance was very well received by students and families.

A mentorship program for boys was implemented by staff within the school and included music, sport and trade skills relevant to their ages which included maintenance of their bikes.

An additional School Learning Support Officer was engaged to support student self-regulation and positive social skills.

In 2023, the school will utilise Department of Education resources such as "Achieving School Excellence in Wellbeing and Inclusion" and professional learning from the Inclusion Hub to identify and support student need. Opportunities for collaboration across schools to support student wellbeing will be explored.

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	Sentral attendance data is regularly analysed and is used to inform

<p>attending school more than 90% of the time to be above the schools lower bound target of 80%.</p>	<p>planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.</p> <p>Koorawatha Public School's overall annual attendance rate for 2022 was 87.6%. Students attending school 90% or more of the time was 40%, with 33.3% of students attending less than 85% of the time indicating the school has not yet achieved its attendance target.</p>
<p>School Excellence Framework assessment in the Learning element of "Learning Culture" indicates growth from Sustaining and Growing towards Excelling.</p>	<p>At the conclusion of 2022, the school had utilised systems by incorporating a multidisciplinary approach to support partnerships with parents and students, both Aboriginal and non-Aboriginal, with clear improvement aims and planning for personalised learning. The school measures Sustaining and Growing in leading a whole-school culture of <i>High Expectations</i>.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$18,979.00</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 • executive release for individual case conferences and development of Personalised Learning Pathways (PLPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: whole-school universal approach to supporting all staff assist students achieve academic growth and social-emotional self-regulation, while strengthening additional layers of support to supplement individual student needs, including Aboriginal students, and students who may be recognised as having a disability.</p> <p>After evaluation, the next steps to support our students will be: to collaborate with the school's Learning and Support Team (LaST), including the school chaplain, to engage external wellbeing providers and programs by using the Department of Education's decision tool and to tailor health and wellbeing approaches for our school.</p>
<p>Socio-economic background</p> <p>\$39,875.72</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"> • Explicit teaching • Assessment • High Expectations • Collaboration • Effective Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the explore, engage, enact phases of professional learning for the new NSW K-2 English and Mathematics syllabi to support student learning • staff release to increase community engagement by actively engaging with the school's P&C to assist their fundraising efforts and creating an internal wellbeing community of practice through the school chaplaincy program. • resourcing to increase equitability of English and Library resources and subsidies to cover costs of transport services. <p>The allocation of this funding has resulted in the following impact: Literacy and Numeracy NAPLAN, and Reading and Numeracy Check-in results for Year 3 exceeded both state and statistically similar school groups (SSSG).</p>

<p>Socio-economic background</p> <p>\$39,875.72</p>	<p>After evaluation, the next steps to support our students will be: to consolidate and continue to build teacher expertise in the area of guided reading and mathematics through scheduled classroom observations and to repeat the Teaching and Learning Cycle model with a focus on writing.</p>
<p>Aboriginal background</p> <p>\$3,873.14</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>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 • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Personalised Learning Pathways for Aboriginal students have been collaboratively developed with wrap-around support and a multidisciplinary approach in consultation with stakeholders, external agencies and school services. The wrap around support has been strengthened through the employment of a full-time temporary Student Learning and Support Officer (SLSO) who implemented targeted differentiated teaching programs which contributed to Aboriginal students achieving in the top 2 bands in all areas of Literacy and Numeracy NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: to actively engage and reach out to cultural groups and/or organisations, such as the local Aboriginal Education Consultative Group to ensure that cultural connections strengthen cultural and personal identity.</p>
<p>Low level adjustment for disability</p> <p>\$28,566.90</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 • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officer. • targeted students are provided with an evidence-based intervention wellbeing program to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: the school has achieved greater involvement and regular contact with the school's Learning and Support Team, who have assisted staff implement Individualised Education Plans and Personalised Learning Pathways that support adjusted and modified differentiated universal teaching programs.</p> <p>After evaluation, the next steps to support our students will be: further expand the impact of the Learning and Support Team (LaST) through identified and targeted whole-school professional learning surrounding student and staff identified needs.</p>

<p>Location</p> <p>\$7,497.25</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"> • Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • additional staffing for teaching principal release • incursion expenses <p>The allocation of this funding has resulted in the following impact: enhanced student's immersion in a variety of diverse incursions, excursions, and cultural experiences.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional development, based on outdoor learning, open to other schools within the network to encourage increased collaborative opportunities and to overcome isolation.</p>
<p>Professional learning</p> <p>\$6,137.54</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"> • Explicit teaching • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging the school's Assistant Principal Curriculum and Instruction (AP C&I) to unpack evidence-based approaches to teaching the new NSW K-2 English and Mathematics syllabi <p>The allocation of this funding has resulted in the following impact: high impact differentiated professional learning surrounding the Teaching and Learning Cycle as a pathway to achieving teacher confidence in implementing the new NSW K-2 English and Mathematics syllabus. Student academic outcomes indicated significant individual and collective growth when using diagnostic, formative and summative assessment tools.</p> <p>After evaluation, the next steps to support our students will be: engaging the school's Assistant Principal Curriculum and Instruction (AP C&I) to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</p>
<p>QTSS release</p> <p>\$2,298.42</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"> • Assessment <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact:</p>

<p>QTSS release</p> <p>\$2,298.42</p>	<p>improved teacher expertise in curriculum content knowledge, assessment, effective pedagogy, and student learning. Teachers use the NSW syllabuses to inform what they teach, evidence-based practice to inform how they teach, current valid research and participation in differentiated high impact professional learning to educate why they teach how they teach, and rigorous authentic student data to ensure that no student is left behind.</p> <p>After evaluation, the next steps to support our students will be: to lead professional learning with a focus on classroom observations to support teachers and Student Learning and Support Officers (SLSOs) identify their area of need for development.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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 2022.</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 to students achieving below expected outcomes and/or individual growth. • providing targeted, explicit instruction for student groups in spelling and number and place value, additive thinking, and multiplicative thinking. <p>The allocation of this funding has resulted in the following impact: students whose attendance was regular achieved individual growth in Spelling using internal and external assessment data tools. All students achieved significant growth in the identified numeracy areas, with a school-wide focus on teaching sprints in small group rotations multiple times per week.</p> <p>After evaluation, the next steps to support our students will be: to seek 'online tuition' professional learning made available through the school's Assistant Principal Learning and Wellbeing as an option in the small school setting and to ensure the program is sustainable based on staffing availability.</p>
<p>Per capita</p> <p>\$3,032.16</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"> • Collaboration <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • financing programs, such as the Cowra Small School's Girls Program; promotional material, such as student led radio advertisement, and wellbeing resources, such as sensory items for student's Zones of Regulation boxes, to enhance student learning and wellbeing outcomes. <p>The allocation of this funding has resulted in the following impact: enhanced student participation in authentic extra-curricular programs that have reduced isolation and provided regulatory tools to assist student's empowerment to self-regulate their emotions.</p> <p>After evaluation, the next steps to support our students will be: to initiate a collective approach to developing a High Potential and Gifted Education model/program across the Cowra Small Schools Network.</p>
<p>AP Curriculum & Instruction</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for</p>

<p>\$30,114.20</p>	<p>teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Explicit teaching • Assessment • Effective Feedback <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • high impact curriculum and pedagogy based professional learning, including shoulder-to-shoulder mentoring of staff. <p>The allocation of this funding has resulted in the following impact: school-wide response and commitment to personal and professional development surrounding implementation of the new K-2 English and Mathematics syllabi by building staff capacity to improve student academic performances in internal and external performance measures.</p> <p>After evaluation, the next steps to support our students will be: collaborating with our network of schools by participating collectively in targeted professional learning with a focus on writing and numeracy.</p>
<p>Community Engagement</p> <p>\$15,025.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • construction of a dual purpose recreational pathway suitable for leisurely activities, including walking and bicycling. <p>The allocation of this funding has resulted in the following impact: increased community engagement, including families and individual community members interest in the school based on conversation and student use of the pathways.</p> <p>After evaluation, the next steps to support our students will be: to seek funding opportunities, such as through grant applications, to further develop the pathways to include sign-posted facts about the local natural area and its features, multicultural perspectives, and amenities. In 2023, the school will host the annual Cowra Small School's Cross-Country event and a community Koorawatha Fun Run that will utilise the dual purpose pathways.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	7	8	4
Girls	6	3	4	2

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.9	88.1		72.7
1	95.5	98.4	87.9	
2		90.4	88.7	89.8
3	95.8			88.0
4	99.0	91.5	89.6	
5	92.4	99.4	91.3	82.7
6	93.1	92.5	87.2	90.0
All Years	93.0	93.8	88.9	86.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1	92.7	91.7	92.7	
2		92.0	92.6	87.8
3	93.0			87.6
4	92.9	92.0	92.5	
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.3	87.3

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	0.2
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

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	133,068
Revenue	534,885
Appropriation	528,408
Sale of Goods and Services	134
Grants and contributions	5,730
Investment income	614
Expenses	-527,583
Employee related	-445,781
Operating expenses	-81,802
Surplus / deficit for the year	7,302
Closing Balance	140,370

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.

	2022 SBAR Adjustments (\$)
Targeted Total	18,979
Equity Total	72,316
Equity - Aboriginal	3,873
Equity - Socio-economic	39,876
Equity - Language	0
Equity - Disability	28,567
Base Total	325,238
Base - Per Capita	3,032
Base - Location	7,497
Base - Other	314,708
Other Total	81,795
Grand Total	498,327

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

In 2022 Koorawatha Public School welcomed the face-to-face return of its P&C. Throughout the year the small, yet passionate, team ambitiously catered for many local events such as the Koorawatha Show, Variety Charity Postie Dash, Easter Raffle, and Koorawatha Old School Car Show. The P&C actively sought to improve student learning and wellbeing outcomes which was also reflected in their feedback to the school.

At the conclusion of the 2022 annual school Presentation Day families and community members were invited to share their opinions about ways in which the school community may continue to grow. Responses were indicated anonymously on a Positive/Minus/Interesting (PMI) chart and otherwise verbally shared with staff. There was an overwhelming response from families for the school to provide further extra-curricular opportunities, such as through excursions and sport, to assist student's exposure to a broad range of cultural experiences. Families also indicated that they would value being able to attend overnight excursions with their children. Community member responses shared similar values and offered solutions, such as the Hilltops Local Government Area (LGA) Mayor inviting the school to attend the council chambers to learn about government roles and responsibilities, including a mock council meeting.

In 2022, Koorawatha Public School offered student led voice through facilitation of a Student Representative Council. Through termly meetings, students expressed their interest in the school constructing a bicycle riding track. This theme was also indicated in 2021's Learning Ecosystem data surrounding the Wellbeing Framework: Connect, Succeed, Thrive. As a result of strategic financing, the school was able to meet student needs by constructing a dual purpose shared pathway for walking and bicycling. Furthermore, the tracks have potential for benefiting the Cowra Small Schools hosting of cross-country events, and also the broader community with the option of Share Our School project.

Small enrolment numbers at Koorawatha Public School remain a priority and concern for all stakeholders: students, staff, families and the broader community. In Term 4, 2022, executive staff coordinated a '*promotional and marketing strategy*' meeting involving *all* staff including both those with teaching and non-teaching roles. Using a Strengths/Weaknesses/Opportunities/Threats (SWOT) analysis, staff collaboratively identified opportunities and barriers that threatened the future of the school's operations. Together, staff ambitiously paved a plan to provide the school a model for maintaining and increasing its 2022 student enrolments. Staff were delegated roles and responsibilities based on their area of expertise to coordinate promotional and marketing strategies surrounding identified priorities and needs of the whole school. By the end of Term 4, 2022, the school had:

- deployed two General Assistants to strengthen student attendance and engagement through a male mentoring program consisting of music lessons, tool maintenance, and sport.
- showcased its features through stall displays at local events, such as the Koorawatha and Cowra Shows.
- created a school jingle highlighting its qualities and which was recorded with staff and students for radio advertisement.
- enhanced its social media profile through regular Facebook notifications, with an increase in views and engagement.
- sought expert advice from the Cowra Learning and Support Team to assist staff forward map personalised high-impact professional learning for 2023 to cater for student needs in an inclusive, supportive and safe 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.

Aboriginal Education - School statement

Koorawatha Public School embraces Reconciliation in order to continue the ongoing healing of our Nation. We actively engage and connect with Aboriginal and Torres Strait Islander peoples and their culture by learning Kindness, Courage, and Yindyamarra (Respect).

Koorawatha Public School is a place where all people of all generations stand strong and with dignity in our lifelong journey of reparation and to ensure that throughout seasonal changes, Aboriginal and Torres Strait Islander culture survives.

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.