

2022 Annual Report

Koonawarra Public School



4409

Introduction

The Annual Report for 2022 is provided to the community of Koonawarra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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

Koonawarra Public School

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School vision

Our vision at Koonawarra Public School is to harness and create positive learners in a safe environment who are proud to come to school and share success. Our teaching staff work collaboratively across the whole school and share ideas freely. At Koonawarra Public School we aim to develop positive future citizens who have life skills to engage in school, community and culture. All students at Koonawarra Public School are known valued and cared for by all facets of the school community.

School context

Koonawarra Public School strives to be a supportive and highly productive primary school in the Dapto Learning Community. This is achieved by emphasising the importance of fundamental skills for all students; by providing regular opportunities for students to develop and demonstrate their talents and interests in all curricula and by promoting social responsibility.

Koonawarra Public School has classes from Preschool to Year 6. Koonawarra Public School hosts 3 Special Education classes. Koonawarra Public School is situated in the Dapto area, southwest of Wollongong.

Koonawarra Public School accommodates an Autism class, IM class and a Multi-Categorical class and two IST Hearing Support Teachers. Enrolment for 2022 is 260 students. 220 K-6 Students and 40 Preschool Students. 34% of students at Koonawarra Public School are from Aboriginal and/or Torres Strait Islander backgrounds.

Koonawarra Public School values and celebrates the success of our students, staff and parents to enhance our positive school culture. Our community and student feedback demonstrate that students feel a sense of belonging at school. A majority of our students are able to identify a caring adult who they identify as a helpful and supportive role model in their life.

External data shows that we need to adapt our teaching practice to increase literacy and numeracy outcomes for our students. Internal data demonstrates that it is possible to improve and that our students are very capable. Areas for improvement will look at the teachers' ability to collect data, closely monitor student progress and make adjustments to teaching and learning. High quality professional learning will ensure all teachers are teaching using evidence informed pedagogies. Student attendance will also be closely monitored to ensure students are at school to have access to quality teaching.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence/informed strategies and embedded evaluative practice.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$603,014.89

Low level adjustment for disability: \$137,905.20

Summary of progress

In 2022 a major change was made to the structures and expectations of K-6 reading groups. Non-Class Attached Teachers (NCATs) were employed to work in each classroom to deliver small group reading lessons with a focus on strengthening student comprehension. Professional learning was provided to all teachers by the Assistant Principal Curriculum & Instruction (APCI) to continue developing teachers skills in the explicit teaching of reading. Data collected showed that all students made growth in reading across 2022.

Data systems and processes were evaluated and new systems implemented to ensure that whole school data was being consistently collected and analysed in all areas of literacy and numeracy. All teachers were involved in data conversations with Assistant Principal's (AP's) and APCI's where analysis of whole class and individual student data was used to adjust teaching and learning programs.

In numeracy, whole school scope and sequences were developed and implemented to ensure all outcomes were being met and there was consistency K-6. The introduction of Essential Assessment saw formative and summative assessment being collected consistently and used in conjunction with in class assessment data. Teachers were able to triangulate the data effectively, enhance their knowledge of each students individual learning needs and adjust their teaching accordingly.

The school had planned to engage in professional learning around the big ideas in numeracy. This did not occur as it was evident that teachers would benefit from the further development of the specific skills required in the explicit teaching of numeracy concepts.

Future focuses for Strategic Direction 1 include providing teachers with learning around new syllabus documents, unpacking outcomes and developing differentiated, data informed teaching and learning programs. Further work in data literacy will be needed to ensure that all teachers have a strong understanding in analysing and responding to data as well as how to collect and triangulate with other sources of data collected in the classroom.

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
Proficiency bands There will be an increase in students achieving in the top 2 bands in reading to 21.4%	2022 NAPLAN data indicates 13.11% of students are in the top two skill bands for Reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in internal data indicating that an increased number of students made growth in comprehension.
There will be an increase in students achieving in the top 2 bands in	2022 NAPLAN data indicates 6.78% of students are in the top two skill bands for Numeracy indicating the school did not achieve the system

<p>numeracy to 13..7%</p>	<p>negotiated target. Focus on this target has resulted in further developing student skills in whole number with number talks in all classrooms K-6.</p>
<p>* Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>* Expected growth data not available due to Covid 19. Internal assessment measures used to monitor progress.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>School self-assessment of the element Data Skills and Use indicates improvement in the following areas:</p> <p>* Focus theme: Data analysis - move from Delivering to Sustaining and Growing</p> <p>* Focus theme: Data use in teaching - maintain Sustaining and Growing</p> <p>School self-assessment of the element Effective Classroom Practice indicates improvement in the following area:</p> <p>* Focus theme: Lesson Planning - move from Sustaining and Growing to Excelling</p> <p>School self-assessment of the element Curriculum indicates improvement in the following areas:</p> <p>* Focus theme: Teaching and learning programs - move from Sustaining and Growing to Excelling</p>	<p>Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the element Effective Classroom Practice shows the school currently performing at Delivering.</p> <p>Self-assessment against the School Excellence Framework in the element Curriculum shows the school currently performing at Delivering.</p>
<p>PLAN 2 Data</p> <p>The proportion of students completing Year 3 who have achieved within Level 8 of the Understanding Texts sub element of the Literacy Progressions is 70%.</p> <p>At least 90% of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts sub element of the Literacy Progressions.</p> <p>School self-assessment of the element Student Performance Measures indicates improvement in the following area:</p>	<p>PLAN 2 data was solely utilised at Koonawarra PS in 2022 for the COVID Intensive Learning Support Program. We therefore do not have valid data to report on this improvement measure. Pleasingly, our internal data systems have shown growth in all areas and this consistent recording will be triangulated with Check In and NAPLAN data moving forward.</p> <p>Self-assessment against the School Excellence Framework in the element Student Performance Measures shows the school currently performing at Working Towards Delivering.</p> <p>Self-assessment against the School Excellence Framework in the element Assessment shows the school currently performing at Delivering.</p>

* Focus theme: Student Growth - move from Delivering to Sustaining and Growing

School self-assessment of the element **Assessment** indicates improvement in the following area:

* Focus theme: Whole School Monitoring of student learning - move from Delivering to Sustaining and Growing

Strategic Direction 2: Thriving - Engaging Students

Purpose

At our school students will develop skills to become resilient and responsible citizens. Working in partnership with the parents and the school community we will ensure the school environment is pivotal to the growth and development of our students.. This can be achieved by connecting and building trusting and respectful relationship for students to succeed.

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.

- Developing a culture of engagement
- Attendance
- Continuity of learning

Resources allocated to this strategic direction

Aboriginal background: \$169,095.57

Integration funding support: \$90,505.00

Summary of progress

A whole-being review was undertaken to make changes to the culture of Koonawarra PS to ensure that all students feel safe, valued and can demonstrate pride for the school. The whole staff were involved in the review. This formed the Koonawarra Way. This will continue to be a focus in 2023 as the review and evaluation requires additional student and community voice. A committee will be formed moving forward that includes participants from all areas of school life.

In 2022 school attendance protocols were followed, data was collected and analysed on trends around partial attendance. Work has started on new and improved ways to monitor and encourage students to be on time for school. Communication went out to families via Dojo and the school newsletter. Sentral was utilised to send messages to families each day their child was absent. This allowed robust follow up and led to conversations about ongoing attendance issues with parents and students. Attendance will receive more attention in 2023 with ongoing use of the Department's Attendance Hub resources. A new incentivised system is being considered as well as individual attendance plans where required. Our positive connection with outside agencies has assisted with students and families who have case managers involved. A dual approach was a successful strategy that we will continue to grow.

At the start of 2022 Sentral was introduced as the only system for recording wellbeing records. The shift from how EBS was used at Koonawarra PS in the past has been an ongoing focus of attention. Continued work on the most effective use of Sentral Wellbeing data is underway. Categories have been updated so we can track the issues that we believe require attention in order to see big scale change. Professional learning of staff is ongoing to ensure we capture robust and authentic data.

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
Attendance To increase the number of students attending at least 90% of the time to exceed 63%.	The number of students attending greater than 90% or more of the time is 43.23% indicating progress yet to be seen toward the lower bound target. We have a number of students who for various reasons attend school on partial programs and we speculate that the data has been skewed do to this. More work will be done to ensure the accuracy of the data.
Wellbeing The wellbeing of our students increases as evidenced from data from Tell Them From Me survey in the area of sense of belonging, advocacy and high expectations to exceed 88.7%	Tell Them From Me data shows 72.91% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.

15% reduction in referrals for negative behaviours, including out of class.

School self-assessment of the element **Wellbeing** indicates improvement in the following area:

Focus theme: Attendance - move from Sustaining and Growing to Excelling

The initial data set used for this improvement measure is no longer collected in the same manner. Therefore improvement cannot validly be assessed. We are seeing more in depth follow up with students and families to assist staff in understanding the function of behaviour that may present at school. This has been successful, co-developed support plans continually reviewed and updated ensure that best practice management is embedded.

Self-assessment against the School Excellence Framework in the element Wellbeing shows the school currently performing at **Sustaining and Growing**.

Purpose

Highly effective teaching is the key to improving student learning. Teachers take shared responsibility with support staff for student improvements and contribute to a student centered, evidence-based learning culture where students succeed in their learning by striving toward and achieving meaningful goals.

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.

- Visible Learning and Differentiation

Resources allocated to this strategic direction

QTSS release: \$54,127.79

Professional learning: \$26,598.97

Low level adjustment for disability: \$52,423.52

Socio-economic background: \$34,476.30

Summary of progress

The focus for 2022 was for teaching staff to continue utilising learning intentions and success criteria in lesson planning. A core focus on evidence based best practice pedagogy is embedded into all professional learning facilitated by the Assistant Principal Curriculum and Instruction (APCI). As a result, across 2022 most staff developed an in depth understanding of why this strategy is beneficial to both their teaching and to student learning. The shared expertise of the two APCI's is the foundation on which further teacher learning will be built. Next year the focus will continue to be building teacher knowledge in best practice pedagogy while familiarising themselves with the new syllabus documents. This will support further improvement in all areas of the teaching and learning cycle.

Individual student plans that addressed student need continued to be developed in 2022. This involved using data captured during assessment week along with in class formative assessment to make evidence based decisions about the intervention required in order to see improved student outcomes. As a result, plans were responsive, engaging and at point of need for each child. The next step in ensuring we meet all student need, academically and socially, is to continue staff professional learning in data literacy, best practice goal setting and intervention methods. Teachers, students, parents and specialist staff will work collaboratively to develop plans that can be supported at both school and home to provide consistency to the students and capacity to the parents.

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
Improvement in the proportion of teachers having clear learning intentions from previous year.	Internal data indicates improvement in the proportion of teachers having clear learning intentions and success criteria with students in some classes successfully articulating what they are learning and how to improve their work.
Individual student learning goals as determined via PLPs and IEPs are evident in teaching and learning programs. Individual student goals are tracked by classroom teachers with support from assistant principals to ensure student growth and attainment is being monitored, recorded and extended.	Internal data indicates individual student learning goals are evident and reviewed regularly in PLPs and IEPs as well as student academic reports. Our data recording system along with available Check In and NAPLAN data are the key tools used to develop responsive plans for our students

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$90,505.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Koonawarra 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"> • Continuity of learning <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 • staffing release for targeted professional learning around • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$637,491.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Koonawarra 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"> • Reading • Visible Learning and Differentiation <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 mastery learning program implementation. <p>The allocation of this funding has resulted in the following impact: Professional learning directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy. Programs were structured to enable learning that is personalised for individual students, student cohorts and groups of students to engage with the curriculum at their point of need. A regular and rigorous analysis of data was evident to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage teachers in instructional learning opportunities and develop their confidence and capacity to design teaching and learning that reflects the needs of all students, transferring this practice across all key learning areas (KLAs)</p>
<p>Aboriginal background</p> <p>\$169,095.57</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Koonawarra Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$169,095.57</p>	<p>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"> • Continuity of learning <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: An increase of Aboriginal families engaging in the PLP process with internal surveys indicated that 91% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students and further strengthening community partnerships.</p>
<p>Low level adjustment for disability</p> <p>\$190,328.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Koonawarra 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"> • Reading • Visible Learning and Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • employment of SLSO to improve the learning and development of students • targeted students are provided with an evidence-based intervention to increase literacy and numeracy learning outcomes <p>The allocation of this funding has resulted in the following impact: Structured programs to enable personalised learning for individual students, student cohorts and groups of students to engage with the curriculum at their point of need, including a whole school focus on data analysis and differentiated teaching aligned to student learning needs.</p> <p>After evaluation, the next steps to support our students will be: Evidence-based, high impact teaching and learning strategies consistently implemented with targeted and strategic learning and support and intervention, evaluated in consultation with instructional leaders.</p>
<p>Professional learning</p> <p>\$26,598.97</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 Koonawarra 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>

<p>Professional learning</p> <p>\$26,598.97</p>	<ul style="list-style-type: none"> • Visible Learning and Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$54,127.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Koonawarra 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"> • Visible Learning and Differentiation <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 • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Staff confidence and teaching practice had developed with teachers embedding evidence-based, high impact teaching strategies within their classroom.</p> <p>After evaluation, the next steps to support our students will be: Ensuring the leadership team lead improvement in areas where teachers require further support, such as literacy or numeracy. Teachers will be supported to trial innovative or evidence based, future-focused practices.</p>
<p>COVID ILSP</p> <p>\$290,280.00</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"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data for small group tuition groups • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals. Data collected was used regularly to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for all students. Student goal setting, monitoring and feedback was a core part of learning</p>

COVID ILSP

\$290,280.00

After evaluation, the next steps to support our students will be:

To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will be revised with regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	99	98	106	110
Girls	121	138	130	94

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.8	93.7	88.9	86.7
1	92.3	93.5	88.9	83.9
2	88.5	91.9	88.6	87.7
3	92.6	91.5	88.4	86.5
4	88.8	92.2	84.0	85.3
5	85.1	88.5	87.3	81.3
6	85.5	87.7	85.9	79.7
All Years	88.8	91.4	87.4	84.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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)	5.4
Classroom Teacher(s)	12.73
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
School Counsellor	0.6
School Administration and Support Staff	7.57

*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	562,204
Revenue	5,361,104
Appropriation	5,307,827
Sale of Goods and Services	8,774
Grants and contributions	43,351
Investment income	1,114
Other revenue	37
Expenses	-5,633,616
Employee related	-4,601,557
Operating expenses	-1,032,058
Surplus / deficit for the year	-272,512
Closing Balance	289,692

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	90,505
Equity Total	996,915
Equity - Aboriginal	169,096
Equity - Socio-economic	637,491
Equity - Language	0
Equity - Disability	190,329
Base Total	2,556,854
Base - Per Capita	66,771
Base - Location	0
Base - Other	2,490,083
Other Total	903,692
Grand Total	4,547,966

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, students in Years 4-6 had the opportunity to participate in the Tell them From Me Survey. The data showed that 86% of students value school and 78% of students try hard to succeed in their learning. Students state that teachers set clear learning goals and they check for understanding. This was above the NSW Government norm. Students at Koonawarra Public School have a good sense of advocacy with boys being able to identify someone at school who consistently provides encouragement and can be turned to for advice. Areas of focus that were identified from the student survey are: developing student's positive sense of belonging, increasing student engagement levels and addressing bullying concerns.

Survey results from staff indicated our strengths as teacher collaboration with the focus of increasing student engagement and discussing most effective and fit for purpose assessment strategies. Staff also indicated they successfully implemented learning goals and used assessments to guide their teaching. 100% of staff stated that they had clear expectations for learning and behaviour.

Parents focus groups outlined the following strengths: ease of communication with child/children's teacher, school admin staff are helpful, all staff have high expectations of learning and behaviour and the reports are easy to understand and know where the child/children are with their learning. 82% of parents indicated that they felt that Koonawarra Public School was a culturally safe space. Areas that require further action and planning are communication to the community about school events with adequate notice, scheduling of events to include families who work and to strengthen plans and programs to supporting anti-bullying. This will be built into the expectations for 2023.

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.