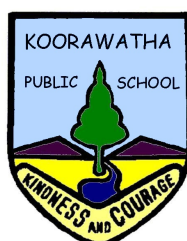


2023 Annual Report

Koorawatha Public School



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Introduction

The Annual Report for 2023 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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Message from the school community

2023 welcomed in a new dynamic within our P&C, we had farewells, new roles, new ideas, new talents and a LOT of teamwork.

The P&C, with the help of all of our parents, school staff, our immediate local community groups, our Facebook community, local businesses and our ongoing supporters were able to assist us have a successful year. We hosted quite a few events in 2023, such as the Koorawatha Show, a beautiful Mother's Day raffle, and we put on our famous sausage sizzles for many other events. We welcomed our Cowra Small Schools as host of the 2023 cross-country event-a fantastic day with lots of laughs and achievements to celebrate.

We finished the year with our two big events, the Kooraween Glowtastic Disco-which was a hit with everyone from babies to adults. The P&C came together with the help of our amazing teachers, dads, older brothers and sisters and the community to help us put together a truly spooktakular event that will be remembered for years to come! We then held our final event for the year, the Koora Colour & Slime Fun Run which saw young and old get their running shoes on to head out around our beautiful dual-purpose pathways for the run of their life; being squirted with slime and water left right and centre by our teen helpers, finishing off with a sausage sizzle, music and a slime war. We can't wait to host this event again next year!

Moving forward, in 2024 we will be shifting our focus towards promoting healthy habits including opening our canteen and offering nutritious meals. We are aiming to host a lot more meaningful, community driven and most importantly FUN events that will be able to be shared with the surrounding communities to show what a hidden gem of a small school we have here in Koorawatha.

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 opportunities 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 just over 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*, stands 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, Lyndhurst, and Woodstock constitute the Cowra 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.

7 students are enrolled, including 1 shared enrolment, at Koorawatha Public School in 2023. The school has a diverse student enrolment, with diversity and inclusion embraced in a multi-stage setting. Students are typically taught in a K-2 and Years 3-6 organisational structure, however peer to peer collaboration occurs daily and when beneficial to improving student learning and wellbeing outcomes.

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 the school.

Koorawatha Public School participates in rigorous school planning that involves ongoing monitoring and evaluation of student performance, teaching quality, and leadership capacity. The school's criteria for excellence in teaching and learning draws on the Centre for Education Statistics and Evaluation's *What Works Best*, New South Wales' *Quality Teaching Framework*, and the Department of Education's *Teaching and Learning Cycle*. The New South Wales Department of Education's *School Excellence Framework* ensures robust educational methodology and research is drawn upon in the domains of whole school planning for *teaching, learning and leading* to ensure quality assurance.

A priority at Koorawatha Public School is to grow student's literacy and numeracy dispositions explicitly within English and mathematics programs, and purposefully integrating General Capabilities across all Key Learning Areas (KLAs). Literacy and numeracy knowledge and skills are for life and expand upon students ability to connect, transfer, and innovate successfully in a forward thinking society.

Through collective efficacy, collaborative and targeted networking, all staff participate in professional learning to improve all student's learning and wellbeing outcomes. Koorawatha Public School's Assistant Principal of Curriculum and Instruction (AP C&I) further strengthen's targeted teaching programs through 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*, *Zones of Regulation*, and *PAX Good Behaviour Game*. In addition, the school was successful in its application for the Commonwealth's *School Chaplaincy Program*, and has employed an invaluable chaplain 1 1/2 days per week and who offers targeted pastoral care across the school.

Koorawatha Public School takes pride in its unrelenting commitment to ensuring that its community connect, succeed, and thrive. The school community, including the school's Parents & Citizens committee and Aboriginal Education Consultative Group (AECG), has collectively 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, dynamic and contextualised. All students co-create learning, cultural, attendance, 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 Educational Plans* (IEPs) and *Personalised Learning Pathways* (PLPs) illustrate these goals. Individual student needs are unique, and as such they are provided support and extension to cater for these. Our school liaises with the Cowra Network of School's Learning and Support Team and allied health specialist services and agencies who provide additional expert advice and offer wrap-around support for students and their families.

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	2023 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 growth and performance	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

Student growth and attainment is driven by contemporary educational research that is applied meticulously across the school to maximise the potential and growth in achievement for all learners.

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 in Reading
- High Expectations in Numeracy

Resources allocated to this strategic direction

Socio-economic background
AP Curriculum & Instruction
Professional learning
QTSS release
Aboriginal background
Integration funding support
Per capita

Summary of progress

In 2023, the core focus for Strategic Direction 1: Student growth and attainment, was delivered through the initiatives of High Expectations in Reading and High Expectations in Numeracy.

With a focus on High Expectations in Reading, Koorawatha Public School implemented the new NSW K-2 English syllabus through a rigorous approach to improving teaching and learning reading programs. Oral language emerged as a priority for improving student reading outcomes in student's early years of schooling. Explicit teaching of phonological awareness and phonic knowledge and word recognition through a combined targeted adaptation of InitialLit F-2 and Language Lift programs, resulted in informed and purposeful use of high-quality decodable texts during differentiated small group lessons and high-quality texts during whole-class instruction. Executive staff supported teacher's use of Assessing Literacy and Numeracy Assessments (ALAN) which were mapped against the National Literacy Progressions, specifically the Reading and Viewing element and targeted sub-elements, phonological awareness and phonic knowledge and word recognition to inform teacher's of their impact on student's reading achievement and progress.

Student reading assessment and progress was measured through the use of Best Start Kindergarten (BSK) assessment, InitialLit F-2 screener assessments, Language Lift pre and post assessments, ALAN: Phonological Awareness and Phonics Diagnostics and Year 1 Phonics Screening Check. As student's reading of decodable texts improved, the Department of Education's (DoE) Fluency assessment tool added value to supporting teacher's co-develop reading goals with K-2 students. Ongoing monitoring of student learning and the impact of teaching quality was further analysed through the use of ALAN's student assessment analysis, teacher anecdotal records and regular evaluation of teaching and learning reading programs.

With a focus on High Expectations in Numeracy, in Term 1 of 2023, Koorawatha Public School initially intended on participating in the NSW Mathematics Strategy 2025 recommendation, *Big Ideas to Start Strong in Mathematics* professional learning modules and with the aim of building teacher capacity to recognise student's mathematical conceptual understanding as outlined in Initiative 8: Becoming Mathematicians: Big Ideas to Start Strong. In response to the school's end of 2022 evaluation, this approach was to further improve classroom teacher's prior implementation of small group differentiated rotations developed from student' results in ALAN's Interview for Student Reasoning (IfSR) assessments and utilising Universal Hub teaching resources. Limitations in collaborative opportunities and staff shortages resulted in participation in the professional learning being postponed until 2024. Through evaluative practice, executive collaborated with teaching staff to reflect and reset numeracy goals for 2023. It was clear that the school's previous 2022 teaching and learning cycles surrounding ALAN's IfSR assessments (with the exception of the newly developed IfSR: Proportional Thinking), had significant potential to be extended and strengthened to improve effective teaching practice of number and place value and additive and multiplicative thinking in alignment with the new NSW K-6 Mathematics syllabus.

In collaboration with the principal and classroom teachers, the school's Assistant Principal Curriculum & Instruction (AP C&I) commenced the refinement of a robust suite of IfSR resources, directly linking student results to assessment sections and teacher advice. The resource was completed mid-Term 4 of 2023 in readiness for classroom

implementation. Classroom teachers were familiarised with the resource and supported by executive to trial activities from the resource packages. At the conclusion of 2023, it was collectively apparent that the updated and revised resource had significant potential to improve all student's achievement of numeracy outcomes in the three identified assessment areas, with Year 3 and Year 4 students end of year results indicating a relevance to extend interpreting fractions and exploring the IfSR: Proportional Thinking assessment. Furthermore, building teaching capacity and middle school leadership development will be further enhanced through targeted differentiated professional learning opportunities.

In 2024, executive will collaborate with classroom teachers and School Learning and Support Officers (SLSOs) to co-create Performance and Development Plans (PDPs) that strengthen their current reading and numeracy goals and to reflect Koorawatha Public School's Annual Report for 2023 and School Improvement Plan. Staff will be scaffolded through regular shoulder-to-shoulder professional learning, mentored through scheduled lesson demonstrations, and supported during classroom lesson observations with the overall aim of providing them timely and effective feedback about the impact of their teaching on student learning and achievement of outcomes. Effective data literacy will continue to be a focal point to drive differentiated teaching and learning programs in Koorawatha Public School's multi-stage setting, with PLAN2 Version 3 data being updated regularly throughout the year.

In 2024, High Expectations in Reading and in alignment with the new NSW K-6 English syllabus, school planning will continue to surround phonological awareness, phonics and word recognition in K-2, and with a new focus on vocabulary in Years 3-6. High Expectations in Numeracy and in alignment with the new NSW K-6 Mathematics syllabus, school planning will continue to focus on number and place value, additive and multiplicative thinking.

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
<p>Increase the percentage of students achieving or exceeding expected growth in the <i>Reading and Viewing</i> element of Version 3.0 National Literacy Learning Progressions.</p>	<p>In 2023, K-2 students achievement and growth in literacy was measured against Version 3.0 National Literacy Learning Progressions Reading and Viewing sub-elements: phonological awareness, and phonic knowledge and word recognition. The school collected anecdotal evidence of students reading progress during differentiated small group oral language lessons and guided reading instruction in a multi-stage setting. Assessing Literacy and Numeracy (ALAN) student assessment analysis provided evidence of student achievement over time; where possible, two pulse-check assessments were conducted throughout the year for each sub-element. Student growth was determined through collaborative valid teacher judgement using PLAN2 observable measures: <i>not demonstrated - demonstrated</i>.</p> <p>In the sub-element: phonological awareness, 100% of Kindergarten students progressed from <i>not demonstrating</i> and performing below stage expected outcomes, to achieving 4 levels growth to consistently <i>demonstrating</i> stage expected outcomes. Stage 1 students did not have baseline data for phonological awareness and it is not recognised in the new NSW K-2 English syllabus. Therefore, the digital Version 2.0 National Literacy Learning Progression on the Australian Curriculum platform was utilised. By the end of 2023, 100% of Stage 1 students were <i>demonstrating</i> stage expected outcomes based on progression advice.</p> <p>In the sub-element: phonic knowledge and word recognition, Early Stage 1 students had baseline data collected at the end of 2023, in preparation for planning in 2024. Stage 1 students had pre and post assessment data collected in 2023. Stage 1 students were <i>not demonstrating</i> expected stage outcomes at the beginning of the year. Post assessment data confirmed that 100% of students were <i>demonstrating</i> working towards <i>consolidation</i> at stage expected outcomes.</p>
<p>Increase the percentage of students achieving or exceeding expected growth in the <i>Number Sense and Algebra</i> element of Version 3.0 National Numeracy Learning Progressions.</p>	<p>In 2023, K-6 students achievement and growth in numeracy was measured against Version 3.0 National Numeracy Learning Progressions Number Sense and Algebra sub-elements: number and place value, additive strategies, and multiplicative strategies. The school tracked how students constructed their mathematical understandings in each of these sub-elements through differentiated small group instruction, facilitated in a multi-</p>

Increase the percentage of students achieving or exceeding expected growth in the *Number Sense and Algebra* element of Version 3.0 National Numeracy Learning Progressions.

stage setting. Assessing Literacy and Numeracy (ALAN) student assessment analysis provided evidence of student achievement over time; a minimum of three pulse-check assessments were conducted throughout the year for each sub-element. Student growth was determined through collaborative valid teacher judgement using PLAN2 observable measures: *not demonstrated* - *demonstrated*.

In number and place value, 100% of K-2 students consistently achieved *demonstrated* at least 2 levels and 10 indicators above their first observation in 2023 and were performing either at or slightly below stage expected outcomes. 100% of Stage 2 students achieved *demonstrated* at least 2 levels and 11 indicators beyond their first assessment, and were achieving expected stage outcomes. 100% of Stage 3 students displayed at least 3 levels and 16 indicators growth from *not demonstrated* to *demonstrated*.

In additive thinking, 100% of K-2 students progressed from working below stage outcomes, to *demonstrating* at stage level. K-2 students achieved at least 4 levels and 9 indicators across the additive strategies progressions. Stage 2 students were either *not demonstrating* or *partially demonstrating* expected stage level outcomes at the beginning of the year, and by the end of the year 100% *demonstrated* at or above expected stage outcomes. 100% Stage 3 *demonstrated* 1 level growth.

In multiplicative strategies, 100% of Early Stage 1 students progressed from working at expected stage outcomes to working beyond. They *demonstrated* 4 levels and 7 indicators in growth. 100% of Stage 1 students progressed from *not demonstrating* to *demonstrating* expected stage outcomes. They *demonstrated* 7 levels and 11 indicators progress. 100% Stage 2 students *demonstrated* expected stage outcomes, with results indicating 2024 goals will surround interpreting fractions and proportional thinking. 100% of Stage 3 students were *demonstrating* at 3 levels and 6 indicators progress, with one full stage of learning in growth.

Purpose

Expertise and innovation is underpinned by collaboration within and beyond the school to provide learning experiences that are engaging, foster leadership and accountability, social responsibility and are tailored for life-long learners.

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

Resources allocated to this strategic direction

Integration funding support
Aboriginal background
Socio-economic background
Location

Summary of progress

In 2023, the core focus for Strategic Direction 2: Education for a changing world, was delivered through the initiative of *High Expectations*.

The whole school was led for improvement, innovation and change in an inclusive learning culture of high expectations. The school embedded a collaborative, consultative ethos of continuous improvement embodied in holistic evidence-based approaches to improving equitable outcomes targeting student engagement and staff development. To support student engagement, professional learning for staff surrounded PAXIS Institute's *PAX Good Behaviour Game* (PAX GBG). Connectedness with families to promote student engagement was enhanced through regular attendance of staff at Koorawatha Public School's Parent and Citizen (P&C) committee meetings and by developing member's organisational capacity through needs based cooperative learning strategies. Shared aspirational expectations were aimed at strengthening relational trust and collective efficacy to drive equal opportunities across the whole school community in a complex setting.

High impact professional learning involving staff participation in quality assured training, such as PAX GBG (for school) and PAX Tools (for home), resulted in 100% participation, completion, implementation, and evaluation rate of staff enrolled. The interactive online mode of training and optional provision of multiple course dates was successful and encouraging for a small school, whereby many variables may impede staff attendance otherwise. With a focus on student engagement through effective classroom management practices and developing and maintaining positive partnerships with families, other schools and the wider community, high expectations was concentrated on promoting a positive climate for learning.

In 2023, accentuated staff development focusing on professional standards, occurred through executive mentorship of teaching staff scaffolded by the Department of Education's (DoE) Performance and Development Plan (PDP) process and/or relevant role description qualification requirements. Both the principal and Assistant Principal Curriculum and Instruction (AP C&I) were collaboratively pivotal in strengthening systems to support staff achieve their targeted level of accreditation and/or certification within a defined period of time. Shared responsibility of the leadership team reduced barriers, such as implications of managing operations, staff shortages and/or staff leave patterns.

In summary, student engagement supported through PAX GBG will continue to reflect the whole school community's confidence in promoting a positive learning culture for students. In 2024, building on student engagement as measured through attendance and identified as a shared family/school priority, PAX Tools family/community workshops will be scheduled throughout the year and in consultation with anticipated participants. In addition to accessing and unpacking relevant and applicable Department of Education's (DoE) attendance matters suite of resources, the school will continue to work alongside allied health family and community services and school services to advocate student attendance at school.

Non-executive staff were provided targeted support to achieve professional growth in their career pathways, including certification and/or qualification and accreditation. Professional learning surrounding the digital Performance and Development Plan (PDP) platform will be utilised to reduce administration tasks and promote clarity and transparency of the process in 2024. In addition, continued aspirational goal setting for teaching and non-teaching staff along with a further focus on principal professional learning and attainment of higher accreditation will drive progress from Sustaining and Growing to Excelling in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time to be above the schools lower bound target of 80%.	In 2023, students at Koorawatha Public School attended 88% of the time. 55.6% of students attended school at least 90% of the time, with Semester 1 showing the greatest enrolment population and value for attendance rates and with these measures being slightly above the state's overall average for attendance. Semester 2 indicated a decline in the percentage of students attending at least 90% of the time, to 33.3%. In summary, Koorawatha Public School did not achieve an increase in the percentage of students attending school more than 90% of the time or meet the school's lower bound target of overall attendance being 80% of the time.
School Excellence Framework assessment in the Teaching element of <i>Professional Standards</i> indicates growth from Delivering to Sustaining and Growing.	In 2023, in the Teaching element of Professional Standards in the School Excellence Framework V2 assessment, Koorawatha Public School continued to work towards Sustaining and Growing from Delivering. In consultation with staff through the Performance and Development Plan (PDP) process, executive staff collaborated in developing and assisting non-teaching staff, pre-service teachers and classroom teachers achieve each of their professional goals surrounding the NSW Education Standards Authority's (NESA) Australian Professional Standards for Teachers and NSW Public Sector's Capability Framework. The principal supported non-teaching staff successfully complete their Certificate IV in Education Support to compliment their role as a School Learning and Support Officer, and supervised pre-service teachers successfully complete their final year internship contributing to them gaining their Conditional Accreditation and Interim Casual Approval to teach. As a result of the implementation of a tailored mentorship program by executive staff, classroom teachers achieved Accreditation at Proficient. In addition, established classroom teachers were successful in transitioning from temporary engagement to permanency.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$29,349.00</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 in Reading • High Expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing a full-time temporary classroom teacher to ensure principal release time could be spent attending case management and Learning and Support Team meetings. • Employment of a full-time temporary School Learning Support Officer was possible in Term 1. The SLSO was able to provide additional support for students who were identified as having high-level learning and/or behaviour needs. <p>The allocation of this funding has resulted in the following impact: Eligible students receiving Integration Funding Support (IFS) were provided both universal and personalised intervention support throughout their year of learning in 2023. As a result of principal executive release time through the employment of a full-time classroom teacher, case management and Learning and Support Team meetings were attended at least once per term, and more regularly on a needs basis. The meetings provided all stakeholders, including families, timely correspondence that involved collaboratively developed Personalised Learning Pathways and/or Individualised Education Plans for identified students. As a result of these meetings, student's academic achievement, including a focus on reading and engagement, was regularly monitored and responded to. Furthermore, the employment of a full-time School Learning and Support Officer (SLSO) in Term 1, provided critical small group and one-on-one support options for students requiring Tier 2 and Tier 3 learning and/or behaviour management interventions in a mainstream multi-stage setting. Principal, classroom teacher, and pre-service teacher participation in PAX Good Behaviour Game professional learning encouraged a positive climate for learning, with a focus on supporting students with complex trauma backgrounds. Behaviour management strategies learnt and applied in the school setting indicated an increased positive response from student's to teacher expectations and an increase in teaching staff's capacity to positively manage overall student behaviour both in and beyond the classroom and in a variety of situations and settings.</p> <p>After evaluation, the next steps to support our students will be: to employ a part-time temporary School Learning and Support Officer (SLSO) to assist classroom teachers provide tailored support for student's with additional learning and/or wellbeing needs. The school will engage a Student Wellbeing Officer (SWO) one day per week through the National Student Wellbeing Program (NSWP) 2024-2027, with a focus on Your Dream School's attendance card program.</p>
<p>Socio-economic background</p> <p>\$16,616.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Koorawatha Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations in Reading • High Expectations <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$16,616.57</p>	<p>include:</p> <ul style="list-style-type: none"> • executive release to increase community engagement. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: Principal release, through the employment of a full-time classroom teacher, focused on supporting parents/carers during Parent & Citizen (P&C) committee meetings, with a focus on community engagement to celebrate Koorawatha Public School students. As a result of the school's support for the P&C and it's shared initiatives, fundraising events for the year were significantly successful and relative to the constituents of the group. In 2023, the P&C in partnership with the school, coordinated fundraising events including holding a stall at the local Koorawatha Show, running a Mother's Day raffle, catering for the Federal memorandum 'Yes/No' voting day, coordinating and hosting the Kooraween Glowtastic Disco and Kooraa Slime and Kolor Fun Run events. The P&C's fundraising efforts went towards the purchase of full school uniforms for each enrolled student and a contribution towards the costs of the Cowra Small Schools Creative and Performing Arts 'Circus' spectacular.</p> <p>Participation of the P&C committee and families in non-fundraising school events further amplified the efforts shared between them.</p> <p>Non-fundraising events hosted by the school that involved community engagement included fortnightly assemblies, special assemblies, orienteering for sport, breakfast club, and regular shared morning teas and lunches.</p> <p>After evaluation, the next steps to support our students will be: about building sensitive and responsive partnerships between the school and it's Parent and Citizen (P&C) committee, which in 2023 has proven to be successful in building positive relationships both within the immediate school community and with local groups and associations. The school's social media platform, Facebook, has had an increase in viewers, including positive responses, comments, and feedback about student's achievements and shared events involving community participation.</p> <p>In a complex setting, further support for staff and families has been identified as an ongoing priority to build capacity of the school community to communicate positively and with professionalism, and when required with confidentiality. All staff will become familiar with the Department of Education's (DoE) School Community Charter and will be encouraged to enrol in the 3C's Conversation Model and Community Engagement professional learning. In 2024, the school will offer PAX Tools workshops for families within and beyond the school community and seek parent/carer suggestions to further plan for team building opportunities.</p>
<p>Aboriginal background</p> <p>\$1,940.87</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 in Reading • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Extensive participation of executive, classroom teachers, and non-teaching staff in various Department of Education's (DoE's) suite of professional learning courses, such as: Aboriginal Education - Let's take the first steps together; Personalised Learning Pathways; Turning Policy into Action. In addition, executive and classroom teachers participated in Narragunnawali's NAIDOC Week webinars: Reconciliation, Cultural Responsiveness, and the Australian Professional Standards for Teachers and School Leaders and Reconciliation, the Australian Curriculum, and the

<p>Aboriginal background</p> <p>\$1,940.87</p>	<p>Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum priority.</p> <p>The allocation of this funding has resulted in the following impact: Whole-school staff participation in professional learning, with a focus on Aboriginal education, enabled a shared body of knowledge and understanding of the significance of student's cultural backgrounds and how this may have an impact on their overall educational experience. Through case management meetings, the school's Learning and Support Team (LaST) were able to share the responsibility of creating Personalised Learning Pathways (PLPs) for Aboriginal students. Each plan reflected the whole child, including aspects such as cultural, sporting, academic, and social-emotional goals. In 2023, Aboriginal students achieved 15.1% above the state's average results in the Year 4 Reading Check-in assessment in 2023, however significant external factors influenced their social-emotional development and sense of belonging. The school promptly communicated and liaised with student's support and cultural networks and allied health services to re-evaluate Personalised Learning Pathways, that articulated clear strategies to provide wrap-around support for Aboriginal students. Based on student needs, the school considered the High Potential and Gifted Education policy and offered high performing students the recommendation of participating in the Year 5 Opportunity Class placement tests. The school attempted to employ specialist staff, including Aboriginal Education Officer, however was unsuccessful.</p> <p>After evaluation, the next steps to support our students will be: to provide identified staff additional release time to attend local Cowra Aboriginal and Educational Consultative Group (AECG) meetings to expand upon local connections within the local area and to strengthen the school's ability to respond to the needs of Aboriginal students and their families.</p>
<p>Low level adjustment for disability</p> <p>\$32,895.48</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based occupational therapy intervention program to increase learning outcomes • engagement of a Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The school was highly engaged and well supported by the Cowra Network's Learning and Support Team (LaST). As a result of the principal attending LaST professional learning days surrounding student behaviour management, Koorawatha Public School's teaching staff were led in creating and personalising various student plans, such as student risk management and behaviour management plans. Extensive consultation with parents/carers and the LaST resulted in successful submissions of Access Requests for Year 7 support unit placements, Integration Funding Support, and supplementary student support funding for new enrolments or for students identified with additional learning and/or wellbeing needs. Counsellor referrals were a shared responsibility with parents/carers, resulting in cognitive and behaviour assessments. Classroom teachers were provided one-on-one support to identify and complete counsellor</p>

<p>Low level adjustment for disability</p> <p>\$32,895.48</p>	<p>referrals and were directed to the Department of Education's (DoE) suite of wellbeing resources, including links to online professional learning options, available through the their website. Engagement with local allied health professionals, such as the Cowra Community Health Speech Pathology, resulted in identified students being assessed and provided a follow-up speech pathology assessment summary outlining strengths and areas of need with suggestions about how to support these.</p> <p>Through the School Chaplaincy Program, the school's chaplain was pivotal in liaising with parents/carers and community family support services and agencies. The school chaplain consolidated existing partnerships with allied services, and the Cowra Neighbourhood Centre and the Hilltops Community Hub and sought through parent/carer interactions and attendance meetings.</p> <p>After evaluation, the next steps to support our students will be: based on a whole-school approach determined by staff responses to the Department of Education's (DoE) Checklist and guidelines -tailoring health and wellbeing approaches at your school, and that embed the 10 key principles which underpin all successful health and wellbeing approaches .</p>
<p>Location</p> <p>\$6,747.52</p>	<p>The location funding allocation is provided to Koorawatha Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <p>The school was able to reduce financial costs for students in order for them to have equitable access to excursions, attendance at interschool sporting and cultural events, and participation and involvement in community events. In 2023, the school supplemented financial costs enabling students to attend a Circus Skills day at Greenethorpe Public School, Reconciliation Day at Holmwood Public School, Ben Halls Caves as part of Education Week, and the Cowra Small Schools 3-day excursion to Huskisson. All students were also able to attend two modules of the Life Education Van's Healthy Harold incursion, covering habits of healthy lifestyles.</p> <p>The school's Student Leadership Team and Parents and Citizens (P&C) committee both presented annual reports as part of the 2023 Presentation Day ceremony, and both included an overview of highlights of their school year reflecting the value of location expenditure.</p> <p>In 2023, the school was advised by Variety, the Children's Charity, of it's successful grant application for a 12-seater bus. The school was informed that the arrival of the bus may take up to 18 months, therefore in the interim the school submitted a proposal to the Department of Education's asset team and was approved of the construction of a bus shelter located within the school's grounds.</p> <p>The bus will present significant possibilities for the whole school community to contribute to suggestions about how the bus can be utilised to best meet the needs of students and their families.</p> <p>After evaluation, the next steps to support our students will be: to plan and schedule with the Parent and Citizens (P&C) committee, a 2024 calendar of events which include collaboration days within and beyond the Cowra Small Schools Network.</p>
<p>Professional learning</p> <p>\$6,317.87</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</p>

<p>Professional learning</p> <p>\$6,317.87</p>	<p>including:</p> <ul style="list-style-type: none"> • High Expectations in Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Language Lift professional learning • Digital Classroom Officer (DCO) professional learning <p>The allocation of this funding has resulted in the following impact:</p> <p>Through executive evaluation of high impact professional learning, various internal student assessment data surrounding reading, Parent and Citizens (P&C) committee meetings, and family interactions, student oral language development was recognised as a whole school focus in 2023. The principal and classroom teacher participated in Multilit's Language Lift 2 day professional learning course at the end of Term 2 and were program ready for implementation in Term 3. Highlights of program implementation included the building of classroom teacher capacity as middle-school leaders, engagement with the new NSW K-2 English syllabus, specifically oral language, the use of direct instruction as an explicit teaching strategy, ongoing assessment for, as, and of learning and program evaluation. Impact of student achievement was profound beyond assessment scores. Anecdotal records, pre and post assessment, provided significant evidence of student growth in their verbal responses through speaking and listening. Additional benefits of the program included the strengthening of student's oral language when measured alongside the National Literacy Progression element of Reading and Viewing and sub-elements phonological awareness, phonic knowledge and word recognition, and fluency. Each sub-element showed evidence of student's growth as evaluated against the levels and indicators respectively. Further more, the program highlighted correlations between oral language and the process of transcription for writing.</p> <p>In the first semester of 2023, the school's Digital Classroom Officer (DCO) supplemented the school's location funding, and continued to explore Microsoft Team functions and applications to enhance student learning, with a focus on autonomy and feedback of reading. The DCO supported Yrs 3-5 student's use of Microsoft Teams through the introduction of Microsoft Teams Reading Progress function, with imported Read Works passages for reading and responding. Reading Progress and Read Work passages provided students and staff instant feedback as to various aspects of their reading fluency and comprehension. Another application that was added to student's Microsoft Team, enhancing their reading experience, included the use of FlipGrid. Student's were able to video record and analyse their spelling and passages used for their reading fluency. Through use of these digital applications, locality funds were partially used to create a third teacher (artificial intelligence) with the capabilities of recording student achievement and providing visible instant feedback and which was available indefinitely.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>to respond to the analysis and evaluation of the Language Lift program, as it was determined a successful intervention program for students who may not have accessed or had limited access to early childhood programs or may have additional learning needs. Further adaptations of the program are warranted for continuation of aspects that align with the new NSW K-6 English syllabus and to include the National Literacy Progressions V3 Reading and Viewing sub-element: speaking and listening levels and indicators. A continued focus on utilising artificial intelligence to build staff capacity and to maximise student learning outcomes will continue to be a focus in 2024.</p>
<p>QTSS release</p> <p>\$2,130.62</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Koorawatha Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations in Reading

<p>QTSS release</p> <p>\$2,130.62</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing release to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Through additional teaching release, executive were able to lead whole school participation in a triangulation style approach to familiarisation of teaching staff with the new K-6 NSW English syllabus. Teaching staff analysed external and internal student reading data, the principal completed NESA's Learning: English 3-6 professional learning, while the school's second classroom teacher attended Small Schools Curriculum Implementation professional learning day. An outcome of staff's participation in the professional learning, resulted in them being able to effectively share and collaborate to create an updated English programming template, including explicit links to the new NSW K-6 English syllabus outcomes, which was prepared for instructional and evaluative use.</p> <p>After evaluation, the next steps to support our students will be: to co-develop classroom teacher's Performance and Development Plans (PDPs) that include personalised classroom observation opportunities with a focus on teaching and learning cycles for reading and numeracy.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</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 identify students for small group tuition and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy, with a focus on phonic knowledge and word recognition, understanding texts, and fluency. • employing staff to provide online tuition to student groups in numeracy, with a focus on multiplicative strategies, number patterns and algebraic thinking, and counting processes. <p>The allocation of this funding has resulted in the following impact: In consultation with the Leader, Online Teaching and Learning for COVID-ILSP online tuition delivery, the school acquired additional expert classroom teachers to deliver targeted differentiated literacy and numeracy small group tuition virtually and that strengthened PLAN2 updating and monitoring, while simultaneously enabling on-site classroom teachers to embed the new NSW K-2 English and Mathematics syllabuses. In 2023, as a result of student participation in the COVID-ILSP online tuition program, there was an overall 78% growth in student's progressing to partially demonstrated, demonstrated, and/or consolidated on the National Literacy Progressions. There was an overall 93% growth in student's progressing to partially demonstrated, demonstrated, and/or consolidated on the National Numeracy Progressions. Based on evaluative processes involving consultation with students, staff, and the COVID-ILSP online tuition delivery team, it was apparent that there was a clear alignment with the school's ES1-S2 student's literacy and numeracy needs. It strongly complimented and strengthened the school's focus on improving student's reading and numeracy outcomes by enabling on-site classroom teachers to address additional learning needs within their English and mathematics sessions.</p>

<p>COVID ILSP</p> <p>\$11,927.82</p>	<p>After evaluation, the next steps to support our students will be: to continue consultation with the Online Teaching and Learning team for COVID-ILSP online tuition in preparation for planning and programming in 2024.</p>
<p>Per capita</p> <p>\$1,561.56</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Koorawatha Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations in Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • allocate additional resources to support differentiated individual, small group, and whole class reading and numeracy instruction. <p>The allocation of this funding has resulted in the following impact: Distributed per capita funding enabled the purchase of quality consumable resources to support reading and numeracy programs. Firefly Education's Think Mentals (Yrs 1 -6) student workbooks, including an online subscription, were purchased to supplement independent group rotations that develop student's quick and efficient mental computation, with explicitly taught strategies and scaffolded practice. Firefly Education's Maths Trek (K-6) student workbooks, including an online subscription, were purchased to supplement and develop mathematical understanding, fluency, reasoning and problem-solving skills during whole class explicit instruction.</p> <p>After evaluation, the next steps to support our students will be: professional learning for staff surrounding Firefly Education's Think Mentals and Maths Trek to support implementation of the new NSW K-6 Mathematics syllabus.</p>
<p>AP Curriculum & Instruction</p> <p>\$31,017.60</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for 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"> • High Expectations in Reading • High Expectations in Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum • lead the implementation of evidence-informed literacy and numeracy teaching strategies through mentoring, team teaching and demonstration in classrooms alongside teachers • strategically plan for and engage in professional conversations about teaching practices to enhance literacy and numeracy instruction in classrooms <p>The allocation of this funding has resulted in the following impact: In 2023, the AP Curriculum and Instruction (AP C&I) has led the school in rigorous improvement in the areas of reading and numeracy. Through differentiated professional learning, reflecting and targeting classroom practice and its impact on student achievement, a whole school culture of continuous improvement through evaluative practice has been positively influential on the development of classroom teaching, student learning, and educational leadership. Reading improvement has been supported by the AP C&I through shoulder-to-shoulder teacher support, incidental classroom observations and feedback, leading small group reading demonstrations, and recommending</p>

AP Curriculum & Instruction

\$31,017.60

differentiated professional learning surrounding the new NSW K-6 English syllabus.

In 2023, results in the Year 3 NAPLAN Reading domain were in the top proficiency level, Exceeding, and the Year 3 Reading Check-in assessment results were 22.9% above the state's average. The Year 4 Reading Check-in assessment results were 16.3% above the state's average.

In numeracy, the AP C&I has been instrumental in developing and strengthening the school's use of ALAN's Interviews for Student Reasoning - number and place value, additive thinking and multiplicative thinking assessments. An achievement in 2023 is the meticulously developed high-quality teaching resources encouraging effective teaching and magnifying observations of student's application of mathematical strategies.

In 2023, students measured against external assessments achieved positive results. In the Year 3 NAPLAN Numeracy assessment, student's performed in the Exceeding proficiency level and in the Year 3 Numeracy Check-in assessment, students achieved 20.4% above the state's average. In the Year 4 Numeracy Check-in assessment, student's achieved 11.3% above statistically similar school groups (SSSG), and slightly below the state's average.

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

to develop consistent school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices with a focus on PLAN 2 Areas of Focus in reading and numeracy, professional learning surrounding V3 Progressions, and programming using new curriculum outcomes.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	7	8	4	4
Girls	3	4	2	1

Student attendance profile

School				
Year	2020	2021	2022	2023
K	88.1		72.7	89.5
1	98.4	87.9		90.0
2	90.4	88.7	89.8	
3			88.0	91.9
4	91.5	89.6		91.4
5	99.4	91.3	82.7	93.7
6	92.5	87.2	90.0	
All Years	93.8	88.9	86.8	91.3
State DoE				
Year	2020	2021	2022	2023
K	92.4		87.9	91.1
1	91.7	92.7		90.5
2	92.0	92.6	87.8	
3			87.6	90.9
4	92.0	92.5		90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	
All Years	92.0	92.3	87.3	90.7

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.24
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	140,369.82
Revenue	511,310.07
Appropriation	503,065.81
Sale of Goods and Services	475.00
Grants and contributions	5,811.09
Investment income	1,958.17
Expenses	-513,268.35
Employee related	-385,926.90
Operating expenses	-127,341.45
Surplus / deficit for the year	-1,958.28
Closing Balance	138,411.54

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.

	2023 SBAR Adjustments (\$)
Targeted Total	29,349
Equity Total	51,453
Equity - Aboriginal	1,941
Equity - Socio-economic	16,617
Equity - Language	0
Equity - Disability	32,895
Base Total	331,266
Base - Per Capita	1,562
Base - Location	6,748
Base - Other	322,957
Other Total	60,692
Grand Total	472,760

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

As part of the school's promotional strategy, Koorawatha Public School's Parent and Citizen committee (which is represented by all families) offered the following testimonials based on both their own and their child's educational experience in 2023:

- small school big opportunities, community based, accepting, communicating, learning tailored to children's needs, hands-on learning, real world learning, embracing of family involvement and community support.
- I feel that I am a part of my child's learning, I have always felt welcome and comfortable to be included as an active member of the school community.
- my child previously attended a larger school, and had always been a little shy. Since being at Koorawatha Public School, I have watched their personality shine, even having the confidence to be a speaker during their assemblies. An amazing feat to overcome.
- In a little school environment, my child has made strong connections not only with peers but with teachers also and I have also made friends within the school community and even volunteer on the P&C.
- being a small school they, are able to really focus on individual learning and find out what works best for each student so they can reach their full potential.
- I like that everyone is so close ... like a little family almost.
- There're more opportunities for educational excursions.

Koorawatha Public School obtained additional parent/carer satisfaction through *Safeguarding Kids Together Parent/Carer survey* and *Creating a Welcoming School Environment checklist*. In the *Parent/Carer survey*, overall responses indicated that Koorawatha Public School's strengths surrounded community engagement and personalised learning for students. A major barrier indicated by respondents surrounded accessibility to the school, such as bus transport and access to quality early childhood services within the local community. Respondents also indicated an overwhelming interest in the school offering a parent/carer coffee club and taster lessons. Significant responses in the *Creating a Welcoming School Environment checklist* indicated that the school is *Achieving* in the areas of Communication, Procedures, Environment, Parent and Community Connection, and Meetings and Presentations, with Signage an area that the school is *Working Towards*.

Students were interviewed using a survey aligned to the Department of Education's Wellbeing Framework and created with the support of the Learning Ecosystem evaluation team. Contextualised questions surrounded the Wellbeing Framework's themes: Connect, Succeed and Thrive. Based on these surveys, students expressed that the school's strengths surrounded three areas: physical features, assets, and facilities available on-site; personalised quality teaching and learning experiences; and feeling safe and connected to friends and staff at school. Furthermore, students highly rated and valued participation in the school's mentoring program involving group rotations led by the General Assistants, with a focus on electronics and music.

Highlights identified by students in 2023, included participation in combined interschool events and internally hosted events such as the Kooraween Glowtastic Disco and the Kooraween Colour and Slime Fun Run. Increasing student enrolments was identified by all students as a need to improve their overall educational experience.

Staff were also surveyed using a contextualised variation of the parent/carer survey. Staff surveyed included the teaching principal, classroom teacher, School Learning and Support Officer, School Administration Manager, and General Assistants. The overwhelming responses identified that the school's strengths surrounded support in learning and development, specifically teaching and learning catering for individual student needs, and community engagement. Staff reflected upon the school's complexity as a challenge to overcome the nature of student enrolments. Staff also noted that the availability of early childhood services within Koorawatha was an area of need. Responses specified before and after school care, pre-school transition programs, general daycare options, and playgroups as being limited to once per fortnight or not available at all.

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.