2023 Annual Report

Koonawarra Public School

4409

Introduction

The Annual Report for 2023 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.

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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 Regionally Allocated 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 2023 is 227 students. 194 K-6 Students and 33 Preschool Students. 37% of students at Koonawarra Public School are from Aboriginal and/or Torres Strait Islander backgrounds. During 2023, Koonawarra Public School experienced diversification in its student population with 6 new arrivals students, and 17 students where English is an additional language or dialect.

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.

Koonawarra Public Schools staff is comprised of a mix of early career and experienced educators, all who show a profound pride for the whole community and are dedicated to supporting students in achieving their full potential. The implementation of The Way, a school wide wellbeing practice has provided students with consistent language and framework of high expectations to strive to uphold throughout their schooling.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence

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
Aboriginal background
Low level adjustment for disability
Integration funding support
New Arrivals Program
AP Curriculum & Instruction
QTSS release
Professional learning

Summary of progress

Reading

The focus for 2023 was on developing students reading and comprehension skills. Structures continued from 2022, ensuring consistency across the school. Internal and external data measures were used to track the growth across the year.

This involved continuing the structures of reading groups, which consists of 8-12 minute rotations and 4-5 activities. These activities include spelling/phonics, reading with the teacher, text-based comprehension, reading with an additional teacher and iPads/chromebooks. Each class is allocated a teacher (NCaT) to ensure students are getting 2 opportunities to read and develop their skills in reading. Each teacher focuses on a different strategy and cross contextualises all reading strategies to support student reading and comprehension. Students are grouped based on assessed levels which allows for targeted teaching and learning strategies for each individual student.

As a result, there was an average growth of, based off of PM Benchmarking, +5 levels across K-6, an increase on average of 1 level in decodables K-3 and an average increase in reading fluency and comprehension of 22.8% across Years 1-6. Teachers used data analysis to differentiate their teaching and learning programs to target individual student needs. Student learning outcomes were monitored using a range of assessments and collected by NCaTs across a stage to ensure consistency.

Next year the focus will be on increasing the decodable levels of K-4 and developing vocabulary across K-6. Utilising the NAPLAN data, the gap analysis shows that informative texts need to be a focus, finding information and developing student's written comprehension skills.

Numeracy

The focus for 2023 was on embedding whole school practices for collecting and analysing data to inform teaching, teacher PL and school resourcing.

This involved developing a consistent, school wide programming template using Learning Intentions and Success criteria, explicit teaching strategies and evidence of differentiation. The use of Essential Assessment for all students K-6 as a formative and summative data tool was strengthened and was also used to ensure data adjusted programming occurred in all classes. This was recorded in teacher programs and was differentiated to the needs of students. APCI's led PL on how to interpret the data and worked closely with teachers on adjusting explicit teaching strategies guided by the data.

As a result, teachers used data analysis to identify numeracy trends in their classroom and adjusted their weekly

programs to ensure that it was reflective of the needs in the classroom. Coaching and Mentoring from AP and APCI supported the enhancement of the analysis of data using Essential Assessment and also on using a consistent programming template school wide. Student learning outcomes were monitored using class based data sheets with data taken from Essential Assessment. This was triangulated from classroom data including anecdotal and class based assessments/work samples as well as other data such as Check In and NAPLAN.

Next year the focus will be developing teacher expertise in planning, teaching and assessing mathematics lessons with a focus on measurement and geometry which will support further improvement towards increasing student understanding and achievement in this area.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scaled score indicates the percentage of students achieving growth in reading has increased 0.5%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scaled score indicates the percentage of students achieving growth in numeracy has decreased 0.69%
Data Analysis systems All classroom and Learning Support teachers will be involved in twice termly data conversations with literacy and numeracy leaders to monitor and analyse student progress in reading and numeracy to inform teaching and learning programs.	High Impact PL with APCIs on analysing data in Essential Assessment and around the triangulation of data from external sources and classroom data. Weekly CaC sessions with AP/APCI to discuss data.
Improvement in the school self-assessment in the element of Assessment.	Self-assessment against the School Excellence Framework in the element of Assessment shows the school currently performing at Delivering.

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

Low level adjustment for disability
Socio-economic background
Professional learning
QTSS release
AP Curriculum & Instruction

Summary of progress

The school focus for 2023 was on redefining what 'wellbeing' meant at KPS. A team of expert staff (Way Crew) was chosen to investigate best practices, collect student voice, survey the community and truly understand the needs of our students. In the beginning, a full review of the existing program based on the PBL framework was conducted. The team found that 31% of students valued the program overall, 22% understood what the values meant and 14% indicated they were motivated by the incentives offered. This low level of buy-in was consolidated using triangulated data sources, Tell Them From Me survey and Sentral incident data. These data sources showed a decrease in sense of belonging in the years since the program was conceptualised and an increase in negative behaviour incidents (in both the playground and the classroom). The team's research resulted in a hybrid collection of focus areas that reflected the most up-to-date research and the needs identified by the data sources referenced above. The program was rebranded as 'The Way' and a focused approach on developing a common understanding of 'The Ways' began. 'The Ways' are a set of twelve character strengths/virtues that were voted by students, staff and community as the most important 12 from a list of 50 presented to them. Over a period of 3 professional learning sessions, staff developed definitions for each Way that reflected the context of Koonawarra Public School. The Way Crew have written a scope and sequence that ensures consistent delivery and focus on the same Way over the year.

The scope is linked directly to Personal Development outcomes and fits seamlessly with existing scopes - this ensures that teaching load and classroom instructional times are not impacted by the new program. The Crew have consulted with local elders at Coomaditchie to group the Ways under 3 local animals, Burri Burri - Whale, Djawula - Lyrebird and Warra Binji Munda Gari - Red Belly Black Snake. The Aunties shared with us local stories of these animals and linked out Ways to the characteristics and lessons that each animal teaches us. From here, awards were developed, Dharawal artist, Mr Moran designed 3 images, one for each animal, that adorn the awards. Awards will be presented to students who show The Way and embody the associated animal. All staff engaged in collaboratively planning lessons in 3-week cycles to explicitly teach the Ways - These lessons will be rolled out in 2024. The Way will officially launch in 2024.

Throughout the year the school's physical environment was improved to become a more inviting and welcoming place to learn. Every classroom was furnished with soundproof carpet walls thereby minimising classroom noise. It has also allowed students and teachers to create engaging displays known as 'walls that teach'. Externally a series of new murals have been painted bringing the dull playground to life. Local wildlife adorns many brick walls. New window coverings on outward-facing buildings raise the physical profile of the space. Both the boy's and girl's toilets were repainted and all doors were replaced with bright, colourful doors covered in motivational quotes. Since this upgrade, we have had zero graffiti incidents, a reduction from previous incidents which occurred multiple times per week. We are beginning to see an upward trend in internal sense of belonging data sources (student voice and Sentral incidents) for the first time since pre-COVID. We acknowledge that there is a long way to go. However, recent improvements show that our interventions are beginning to have an impact on wellbeing.

A focus on meeting the individual needs of students included professional learning in social and emotional skills, trauma-informed practices and cognitive behavioural therapy. All staff engage in weekly student-focused wellbeing sessions. These sessions included, but were not limited to CPI Verbal Intervention & CPI Safety Intervention, Supporting Student's

Mental Health, Personalised Learning and Support and Mindfulness. Staff regularly share new plans and profiles of students in their class so all staff can utilise their expertise to support every student in every setting. Professional learning focused on how to accurately record an incident in Sentral doubled the number of unique reporters using Sentral. The goal to reduce the number of students absconding has not been realised. However, analysis of the data source shows that these figures were impacted by the number of staff reporting in 2023 vs those reporting in 2022. As more staff are now equipped and empowered to report, the number of reports has naturally increased. Looking at the qualitative aspects of this data, we concluded that students were being more effectively supported within the classroom and the data now, is trustworthy. We are well positioned for 2024 to accurately measure the impact of wellbeing approaches connected to student behaviour.

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 64.4%.	Given the data was impacted by families taking blocks of leave throughout the year, sorry business for example, the attendance target was no achieved. Attendance will remain a core focus in 2024.
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 indicates that student 69% of students are meeting the wellbeing target focused on in this particular measure.
20% 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	Negative incidents reported this year have increased by 20%. This data has been impacted by a focus on ensuring all incidents are reported, making it mandatory for all staff to use Sentral and enter incidents and upskilling all staff on how to effectively use Sentral. This new baseline data will be a more trustworthy measure for future goals in the reduction of negative incidents.

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

AP Curriculum & Instruction
Low level adjustment for disability
English language proficiency
Socio-economic background

Summary of progress

The focus for 2023 was on developing data literacy among all staff and utilising it to best support student learning outcomes.

This involved whole school and stage based meetings which focussed of the triangulation on data and developing staff understanding of assessment processes. Through structures and transparent processes, KPS utilises off class staff members to collect data from a range of assessments across a stage to ensure an unbiased and consistent approach. All classes, including Regionally Allocated Classes, engage in a range of internal and external assessments. This process ensures a variety of data sources, allowing teachers to triangulate and adjust their teaching and learning to the needs of their class.

As a result, teachers are adjusting whole school scope and sequences to pin point areas of need and extension.

Next year the focus is on further developing teachers understanding of data and utilising their support staff to implement individualised teaching and learning programs. SLSOs will also become more familiar with data and assessments, creating a wealth of knowledge amongst all staff at KPS.

The focus for 2023 was on embedding visible learning into the new programming template that all staff K-6 use. This involved teachers planning and including the gradual release of responsibility - I do, we do, you do. and included a learning intentation for each. These were displayed on the slides created by teachers and became the focal part of the lesson.

Observations of classroom practice and evidence of teaching programs and slides indicates 100% of staff utilise learning intention and success criteria in their lessons to establish learning goals for all students.

Next year the focus will be on strengthening the use of exemplars and rubrics to foster students' ability to make evaluative judgements and to monitor their thinking and work-in-progress, as well as, helping students to become independent and self-regulating learners.

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.

100% of IEPs and PLPs have effective learning goals that are regularly engaged with and evidenced in teaching and learning programs.	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
New Arrivals Program $8,835.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Koonawarra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this targeted funding include:** • employing a teacher to provide small group English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** - 75% of students progressing to the next phase of English learning proficiency. - In reading all students made at or above expected growth over the year. - 50% of students have nearly met stage outcomes - 50% who have not yet met stage ouctomes are receiving support in this area. **After evaluation, the next steps to support our students will be:** - Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible
Integration funding support $203,310.00	Integration funding support (IFS) allocations support eligible students at Koonawarra Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** - Students were supported in small groups and some 1:1 in the area of reading. - Staff were employed to run a mastery program for identified students to ascertain gaps in students phonic knowledge and then implement short, sharp and frequent lessons to address these gaps. - 85% of identified students made growth in reading and 100% of students demonstrated progress towards their individual learning goals in literacy. **After evaluation, the next steps to support our students will be:** - Use of integration funding will be adjusted throughout the year in response to student Personalised Learning and Support Plans (PLaSPs) reviews to ensure funding is used to specifically address each student's support needs. This will ensure that all areas of the curriculum can be addressed based on individual student need.
Socio-economic background $615,694.71	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. **Funds have been targeted to provide additional support to students**

Socio-economic background $615,694.71	**enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • Developing a culture of engagement • Visible Learning and Differentiation **Overview of activities partially or fully funded with this equity loading include:** • Additional staff employed to cover classes outside of RFF and to provide small group support to students. **The allocation of this funding has resulted in the following impact:** - Teachers receiving additional release from face-to-face teaching to plan quality literacy and numeracy programs using assessment data. - The school heavily invested in data and the evaluation of data to support students and their learning. - Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. The SLSO's provided mastery learning to all students K-2 and targeted students 3-6. This program has seen a significant increase of students identifying phonemes and graphemes as well as high frequency irregular words. **After evaluation, the next steps to support our students will be:** - To continue successful reading interventions for individuals and groups of students. - To expand current interventions in mathematics and writing to support more students. - To continue to employ School Learning and Support Officers (SLSOs) to support interventions for targeted students.
Aboriginal background $177,398.86	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 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • creation of school literacy resources embedding local language • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process **The allocation of this funding has resulted in the following impact:** - All Aboriginal boys and a non-Aboriginal peer attended the Deadly Dharawals, Men's Business program run by Mr Moran. - 100% of these students were positive about the opportunities they had to engage in Aboriginal culture at KPS. - All students were exposed to the integration of Dharawal language through professional learning based on Aunty Jodi Edwards Dharawal Words resource. - The PLP process was reviewed and PLP meetings with student, teacher, family and Aboriginal staff member were implemented. - Family feedback was overwhelmingly positive about the change to the PLP process.

Aboriginal background $177,398.86	- 100% of students had goals displayed in the Cultural Room and had the opportunity to reflect and revise goals twice a term. **After evaluation, the next steps to support our students will be:** - The Deadly Dharawals program will be modified to allow girls, parents, carers, families and the community to be involved. - The program will go 'on the road' and include partnering with other local schools so Culture can be shared more widely. - Mr Moran will book times with all teachers to provide cultural knowledge in the classrooms and ensure Deadly Dharawals has a reach beyond the small group withdrawal model. - Develop a 'How we teach Dharawal language at KPS' document that ensures all staff have a guide for embedding language in their classrooms. - Ongoing consultation with Aunty Dr Jodi Edwards to ensure the most appropriate use of language is taking place - Inviting Aboriginal Elders and community members to tri-weekly ceremonies to deepen and strengthen KPS connection to local families. - PLPs will continue to be collaboratively developed and include more regular conversations, updates and reviews with key stakeholders.
English language proficiency $9,664.39	English language proficiency equity loading provides support for students at all four phases of English language learning at Koonawarra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Visible Learning and Differentiation **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** - Increased teacher capacity to cater for EAL/D students in mainstream classrooms - Specialist support has been given to some staff, ensuring adequate support is being provided to students. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. **After evaluation, the next steps to support our students will be:** - Ongoing professional learning to identify language and cultural demands across the curriculum and plan and deliver evidence-based, explicit teaching programs that support English language proficiency - Work with EAL/D education leader to enhance systems, processes and learning - Increased staff awareness of EAL/D practices - Set up systems and processes for EAL/D reporting to parents.
Low level adjustment for disability $274,072.50	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Developing a culture of engagement • Visible Learning and Differentiation **Overview of activities partially or fully funded with this equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

Low level adjustment for disability $274,072.50	• employment of NCaT (Non-Class attached Teachers to provide in class and small group intervention.
	The allocation of this funding has resulted in the following impact: - Targeted, differentiated support was provided for students. - Mastery learning sessions were delivered to all students in K-2 and for identified students in 3-6. The data shows significant growth with students being able to identify more sounds and read hgh frequency irregular words. This saw a positive flow on effect into student writing. - Teacher evaluation stated that sessions with AP and APCI were valuable to look through the data and discuss cohort, whole class and individual student, leading to increased teacher confidence. **After evaluation, the next steps to support our students will be:** - Professional learning for all teachers in reading to ensure that students are receiving the most current, evidence-based reading practices. - A focus on data literacy and using other forms of data to assist in accurate triangulation.
Professional learning $28,700.69	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy • Developing a culture of engagement **Overview of activities partially or fully funded with this initiative funding include:** • Professional learning - using data to inform practice. • Connect and Collaborate (CaC) sessions supporting evidence based research to enhance teaching practices. **The allocation of this funding has resulted in the following impact:** - Differentiation based on data talks - Data adjusted programming **After evaluation, the next steps to support our students will be:** - Developing an understanding of the research that unpins teaching mathematics - Developing teachers knowledge of explicit teaching and how to implement this in a classroom effectively, ensuring that all needs are catered for - Implementing structures around mathematics lessons.
QTSS release $58,000.32	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Koonawarra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Numeracy • Developing a culture of engagement **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** - Students in K-2 and the Year 4 cohort, which identified decoding and their

QTSS release $58,000.32	focus, were able to increase their ability to decode unknown words throughout a range of texts. - Students increased their knowledge of individual sounds, digraphs and sight words in order to read a range of texts within individual and group settings. Internal data and Check in assessments has seen an improvement in this area with the gap closing allowing development in other areas of reading such as fluency and comprehension to be the area of focus. **After evaluation, the next steps to support our students will be:** - Executive staff will provide demonstration lessons and team teach with colleagues to build capacity in differentiation across the curriculum.
COVID ILSP $216,612.77	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - reading **The allocation of this funding has resulted in the following impact:** - Majority of the students in the program achieving significant progress towards their personal learning goals. - Students in K-2 and the Year 4 cohort, which identified decoding and their focus, were able to increase their ability to decode unknown words throughout a range of texts. - Students increased their knowledge of individual sounds, digraphs and sight words in order to read a range of texts within individual and group settings. Internal data and Check in assessments has seen an improvement in this area with the gap closing allowing development in other areas of reading such as fluency and comprehension to be the area of focus. - As for the small group intervention, K-6 focusing on inferential comprehension strategies, internal data and external data measures an increase in students ability to understand narrative and persuasive texts. A gap analysis shows a shift in the comprehension focus to informative texts, increasing students knowledge of vocabulary and background knowledge in order to successfully understand the text. **After evaluation, the next steps to support our students will be:** - Continue the implementation of literacy small group tuition using data sources to identify specific student need and implement small group tuition for numeracy - Continue to provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority. - In 2024, Kindergarten and individuals identified through data, will be targeted to ensure all students at KPS have mastered decoding skills.

Student information

Student enrolment profile

	Enrolments			
Students	**2020**	**2021**	**2022**	**2023**
Boys	98	106	110	115
Girls	138	130	94	90

Student attendance profile

School				
Year	**2020**	**2021**	**2022**	**2023**
K	93.7	88.9	86.7	87.3
1	93.5	88.9	83.9	82.0
2	91.9	88.6	87.7	81.5
3	91.5	88.4	86.5	89.6
4	92.2	84.0	85.3	83.2
5	88.5	87.3	81.3	85.7
6	87.7	85.9	79.7	83.8
All Years	91.4	87.4	84.5	84.9
State DoE				
Year	**2020**	**2021**	**2022**	**2023**
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

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)	5.4
Classroom Teacher(s)	10.56
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.4
School Counsellor	0.6
School Administration and Support Staff	7.07

*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	289,692.16
Revenue	5,378,934.51
Appropriation	5,324,144.88
Sale of Goods and Services	12,344.94
Grants and contributions	38,030.96
Investment income	4,413.73
Expenses	-5,399,627.86
Employee related	-4,898,358.37
Operating expenses	-501,269.49
Surplus / deficit for the year	-20,693.35
Closing Balance	268,998.81

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	138,339
Equity Total	1,076,830
Equity - Aboriginal	177,399
Equity - Socio-economic	615,695
Equity - Language	9,664
Equity - Disability	274,073
Base Total	2,302,852
Base - Per Capita	58,988
Base - Location	0
Base - Other	2,243,864
Other Total	912,880
Grand Total	4,430,901

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

Parents

In 2023, parents had the opportunity to participate in the Tell Them From Me survey. The data collected was from 34 respondents across P-6. Areas of strength that were identified were;

- Parents support learning at home with 82% of families encouraging their child/ren to do well at school.
- Parents also indicated that their child/ren are clear of the rules for school behaviour (80%) and that their child feels safe going to and from school (80%).
- An increase in parents feeling welcome within the school.

Areas that were identified as areas for improvement include: communication to parents about their child/rens social and emotional development and dealing with behaviour issues in a timely manner.

Parent focus groups outlined the following strengths;

- The school environment is a positive and welcoming place for students and parents.
- Beautification of school, new fences, murals, play spaces, yarning circle and refreshed learning spaces across the school.
- 100% parents found the individual student goals in school reports were well matched to their students and that the inclusion of these goals was helpful.

Additional feedback was sought around report improvement. Suggestions included adding checklists (60%), student work samples (20%) and visual aides (20%). This information will be used to guide reports for 2024.

Students

In 2023, students in Years 4-6 had the opportunity to participate in the Tell them From Me Survey. The Tell Them from Me student survey elicited responses for their satisfaction in the broad categories of social-emotional and drivers of student outcomes. Students indicated the following;

- 41% of students indicated they had a positive sense of belonging at school. Student's sense of belonging at school is down from previous years. We do, however, see a trend with boys having a better sense of belonging at school.
- 68% of students reported they demonstrate positive behaviour at school. This is a 5% increase on the previous years data.
- 68% of students value schooling outcomes.
- 70% of students have positive relationships at school.
- 75% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

In the most recent survey students were asked about what clubs and activities they would like to see at school. Many of the responses were the inclusion of different sports, cultural clubs and creative clubs such as art. How this can be successfully integrated into break times will be a focus in 2024. Students were also asked about assessments and what worries them. Responses varied from unsure to nothing worries them with a substantial number of students saying that getting the answers wrong worries them.

In 2023, students were provided with opportunities to engage with The Koonawarra Way and give their feedback. Students were asked to help design the Way tokens that became the fast and frequent rewards system. Future plans are for student focus groups in a number of areas to help provide valuable feedback at Koonawarra Public School.

Teachers

The Tell Them from Me teacher survey used a 10-point rating scale for different elements within 12 broad categories. In the 2023 survey there were 34 respondents. Teachers indicated the following;

- School leaders help teachers to create new learning opportunities for students (7.1)
- School leaders are supportive (7.2)
- Collaboration was high with a score of 8.1 for teachers discussing student learning with other teachers. Teachers collaborate on strategies that will increase student engagement in the classroom (7.8)
- Teachers set high expectations for student learning (8.3)
- Teachers reported that Koonawarra PS is an inclusive school and that they are regularly available to help students with specific learning needs (8.1). Teachers make an effort to include students with specific needs in class activities (8.7) and clear expectations are established for behaviour (8.3).

Staff were also surveyed about strategies that are used in the school which promote a respectful learning environment. Responses included;

- Robust policies and procedures
- Clear expectations
- Explicit teaching

- Regular check-ins with students
- Focus on wellbeing and social-emotional learning outcomes
- Communication with parents
- Well-resourced learning environments.

Staff, student and parent voice will continue to be a focus in 2024.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

At Koonawarra Public School we enhance students connection to and understanding of Culture through;

- Deadly Dharawals - Mr Moran (Student Support Officer and local Dharawal man) runs Deadly Dharawals, a Men's Business program for Aboriginal and non-Aborginal students. All Aboriginal boys and a non-Aboriginal peer attended the program in 2023. The program involves small groups going with Mr Moran once per week for a term. They participate in art, language and artefact creation activities.
- The PLP process - All students having a PLP that is collaboratively created with student, teacher, family and Aboriginal staff member. All student goals are displayed in the Cultural Room where students are taken twice per term to talk about their PLP with AEO.
- Professional learning delivered to all staff on multiple occasions - specifically in the area of Dharawal Language. All classes have Dharawal language embedded as part of daily practice through - translated documents, class names (Dhawaral words for animals), Teaching and Learning programs, Whole school wellbeing program (significant animals align with character strengths) and explicit language lessons.
- Integration of Dharawal language based on Aunty Jodi Edwards Dharawal Words resource. Mr Moran supports this by working in classrooms and with teachers directly.

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.