School context

Established in 1884, Koorawatha Public School is a small school situated in the Lachlan Valley in central western NSW. Koorawatha School has strong community and family support and is seen as a vital part of village life. Our students have a spacious and attractive environment in which to work and play. The school provides quality educational programs which cater for the academic, social, emotional and physical needs of each individual student in a stimulating, caring environment. Challenging and relevant experiences which cater for different student learning styles are provided. An integral part of our school plan is the use of connected learning facilities, sports, cultural visits and excursions.

Principal’s message

2013 has been an exciting year for Koorawatha Public School with the implementation of a new Student Welfare Policy based on Positive Behaviours for Learning. The small student population ensures each student enjoys a happy, secure environment, a caring atmosphere and great support from community members which encourages individual learning and growth.

Koorawatha School has a strong focus on quality teaching and learning. The well-resourced classroom environment supports productive learning with ample access to advanced technology. A strong emphasis is placed on activities and programs that enable students to develop 21st Century Learning Fluencies and ample opportunities to apply their knowledge in everyday contexts.

Our school motto "Kindness and Courage" is highlighted in all aspects of day to day school life. A key feature of the school is its frequent connections with neighbouring small schools which encourages healthy social development and varied extension opportunities.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Catherine Briggs

P & C and/or School Council message

This year the P&C have actively held fundraisers. We have had raffles, barbecues, and sold showbags at the Koorawatha Show. The P&C have a school canteen that is run by a volunteer parent weekly. Meals are prepared by the parents and delivered to the school at minimal cost to the families. Money raised from the P&C Activities has been used to pay for bus transport for all students to attend the school swimming scheme in November.

Erin Lambshead, P&C President.

Student representative’s message

We had an inspirational 2013. Mrs Briggs, Mrs Nobes, Mrs Bryant and Mrs Chisholm once again taught us here with the help of Mrs Clarke and Miss Blackmore. Thank you for spending your time teaching and developing us to the best people we can be.

We went on some very exciting and interesting excursions throughout the year. The Eisteddfod was one of the ‘drama’ highlights of all the excursions. We enjoyed singing ‘Mixing the Beats’ and ‘You Are My Inspiration’ and we won! Kids Teaching Kids was a wonderful experience, meeting the kids from Woodstock and other schools. Uncle Harry and Erin Lambshead were very kind to share their time teaching Wiradjuri and we had a Wiradjuri Dancing Day to celebrate our cultures, so a massive thank you to Uncle Harry and Erin. Lastly Miss Blackmore (our Training teacher) arranged a trip to the Canowindra Age of Fishes Museum to support our Fossils research. We learnt heaps of weird and wonderful things there.

Our school musical, ‘Dance Craze Crazy’, was also one of the highlights of the year. We weaved Glynn Lehmann’s songs into our handwritten play, choreographed the dances and performed, all in three months!

Once again, thank you to the teachers for teaching us and spending your time making sure we will have a good future. Also, we would to thank to the P&C for making our opportunities
are open and making so many things possible for us.

Myka Davis and John Masicampo, Members of the 2013 School Leadership Council.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>16</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>11</td>
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<td>9</td>
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<tr>
<td>Female</td>
<td>12</td>
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<td>14</td>
<td>16</td>
<td>9</td>
<td>14</td>
<td>14</td>
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</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.3</td>
<td>91.5</td>
<td>91.7</td>
<td>83.0</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.5</td>
<td>85.5</td>
<td>95.1</td>
<td>87.7</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>81.3</td>
<td>94.1</td>
<td>92.9</td>
<td>69.4</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>81.3</td>
<td>93.8</td>
<td>92.7</td>
<td>90.8</td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>79.0</td>
<td>93.4</td>
<td>97.8</td>
<td>92.8</td>
<td>88.0</td>
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<td>93.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>87.7</td>
<td>84.3</td>
<td>92.8</td>
<td>91.5</td>
<td>86.4</td>
<td>92.2</td>
</tr>
</tbody>
</table>

Management of non-attendance

Students who do not regularly attend school are supported using the school’s Attendance Policy. This involves initially contacting with the child’s family and working with them to address any attendance issues. Should this strategy be unsuccessful the Home School Liaison Officer is contacted and Regional guidelines followed to support the family in ensuring their child attends school regularly.

Workforce information

There continue to be two fulltime and one part time teaching staff. This includes the teaching Principal who teaches Years 3-6 and another teacher who teaches Years K-2. The second teacher also takes the role of Learning and Support Teacher one day per week. The part time teacher provides a specialist sports & PDH program one day per week.

The teachers are supported by a Senior Administration Manager two and a half days per week and School Learning Support Officer 5 days per week.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>0.712</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>shared</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.996</td>
</tr>
<tr>
<td>Total</td>
<td>2.792</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

There are currently no regular Indigenous staff members however a local Wiradjuri Elder and Language Teacher was employed part time in Term 3 to teach Wiradjuri Language and Culture to all students.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33%</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>28081.72</td>
</tr>
<tr>
<td>Global funds</td>
<td>49861.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>25073.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>6838.97</td>
</tr>
<tr>
<td>Interest</td>
<td>1460.5</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>529.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>111845.72</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

The Number of students sitting for these tests are too low to accurately report progress made without identifying individuals. However, students did perform around the state average in all aspects of the NAPLAN tests in 2013 and most performed above the National Minimum Standards.

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

All parents whose children sat for NAPLAN testing in 2013 were provided with detailed results. Any parents who wish to discuss those results may make an appointment with their child’s teacher.

Other school based assessments

A scope and sequence of assessments was established in 2012 in order to monitor individual student achievement and adjust teaching and learning programs in response to this data. This annual testing includes Boehm, Best Start, and PM Benchmarking for K-2 students. For students in Years 3-6 NAPLAN Style Tests are administered in Terms 2 and 4 across Literacy and Numeracy skills. Students also undertake the South Australian Spelling Test in Term 2 and any other diagnostic testing that is required by individual students is undertaken by the Learning and Support Teacher.

Due to the small number of students in each Year Level testing results are useful only to inform and adjust learning programs for individual students. Results for 2013 show a steady development in Language and Literacy skills for most students. Numeracy results in both classes show that programs introduced in 2012 and 2013 are increasing children’s skills levels and confidence with a variety of mathematical concepts. From testing results a focus will be placed on the development of student’s reading comprehension skills.

Other achievements

Arts

Students regularly participate in all aspects of Creative Arts. They have regular Visual Arts and Craft lesson each week and are encouraged to produce a range of pieces using a range of media. These artworks are displayed in the school, at community events and assemblies, and entered in the local show.

Music and performance is an integral part of the school program. In 2013 students attended weekly music lessons looking at the basics of musicianship and allowing them to experience a variety of musical styles. The students wrote, practiced and performed a school musical for the Koorawatha community in Term 3, 2013. The musical was based on a history of music and dance and incorporated a range of song and dance styles from each era. They acted, sang and danced on stage at the Koorawatha Hall for an
audience of over 60 people. Every child in the school took an active role in the production.

In 2013 the whole school also competed in the Small Schools section of the Cowra Eisteddfod. Our choir placed first in this section. The Primary Class also competed in the Small Schools Section of the Verse Speaking Competition. They placed first in this section also. The children and community as a whole were very proud of the children’s achievements and are looking forward to competing again in 2014.

Sport

Physical activity at Koorawatha is strongly supported by parents and it has an emphasis on high levels of participation and enjoyment. Koorawatha Public School employs a specialist PE teacher to run weekly sport sessions in order that students develop their fundamental movement skills. Our teaching staff is committed to ensuring students develop a range of sporting skills that will ensure they access an active lifestyle throughout their school and adult lives. The school is totally committed to developing an environment that builds student skills, confidence and fitness levels. The students enter the Premier’s Sporting Challenge annually and in 2013 achieved a Gold Medal for their high level of participation.

Koorawatha students continue to be well-represented in athletics at the small schools and PSSA district carnivals with further athletic recognition at the regional carnival. Unfortunately in 2013 the Phillip’s Shield competition was abandoned due to continuing bad weather, and we were unable to field a team for the Young Small School Tennis Tournament and Regional Cross country.

Significant programs and initiatives

Aboriginal education

In 2013 there has continued to be a dedicated focus on developing relationships between school staff, the local AECG and the local Aboriginal community.

A local Wiradjuri Elder and Language Tutor was employed half a day per week for all of Term Three to teach all students in the school about Wiradjuri Language and Culture. Wiradjuri was used as our LOTE subject in 2013. As part of this course the children attended a dance workshop with the award winning Aboriginal Dance troupe at Cowra High School. They were taught a variety of dances and practiced and performed them on a special day of celebration at the end of Term 3. For their performance the students were painted in traditional designs by local Wiradjuri Community members and dressed in appropriate costumes. Each student was presented with a Certificate of Attendance at the Wiradjuri Workshops for the term by Gloria Lambshead our Local Elder. The school also organized for a new flag pole to be erected in the school and the Aboriginal Flag was raised on our site for the first time by Mrs Lambshead.

All staff attended a number of workshops and completed their Aboriginal Pedagogy training in 2013. The considerations and techniques taught through this course and the 8 ways Wiki are being incorporated in school programs as they are being reviewed and rewritten for the introduction of the National Curriculum.

Multicultural education

Class teaching and learning programs continue to emphasise the importance of cultural diversity and racial harmony within Australian society. This is particularly emphasized in units of study under the Connected Outcomes Groups. Opportunities for developing an understanding of cultural, linguistic and religious differences is taken whenever possible in an attempt to extend the students’ understanding of situations beyond the local community. This makes students more able to relate to others in appropriate and socially just ways.

Transitional Equity Funding

Koorawatha Public School received Transitional Equity Funding (TEF) for Low Socio Economic Status in 2013. This came in the form of some staffing and financial support. All of the TEF were used to provide students with access to more individual tuition time with a particular focus on children who are struggling readers.

An SLSO was employed four to five days a week throughout the year. And she provided a group of students with MultiLit and Reading tutor support sessions. Those children identified as requiring addition support in learning to read participated in the program and their results at the end of the year showed significant improvement in their reading skills. Our TEF will continue to be
combined with any SLSO staffing entitlement to continue to run this very successful program.

**National partnerships and significant Commonwealth initiatives**

In 2013 the funding under the National Partnerships (Low SES) has continued. As in 2012, this funding has been used to establish a second class four days a week and continue SLSO support three days a week.

Establishing the second class has meant that students are in small groups for all literacy and numeracy sessions. The focus of this funding has continued to be on developing the core literacy and numeracy skills of all students. Smaller class numbers have allowed the students to gain greater individual assistance and to grow in confidence and skills across all areas of the curriculum.

The SLSO support has been used to support students with learning difficulties in class and to provide regular one on one sessions which focus on building the skills of students requiring extra support. This support has been directed through the use of the expertise of our Learning and Support Teacher appointed under the Every Student Every School Scheme.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Parent, staff and student surveys and interviews.
- Analysis of data collected in school regarding student achievement.
- Analysis of NAPLAN Data.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

**Literacy**

**2013 Targets to achieve this outcome include:**

- 80% of K-2 students achieve Regional Benchmark levels in Reading.
- 20% improvement in writing by all Stage 2 &3 students based on R2L pre and post assessment.

**Strategies to achieve these targets include:**

- Continued implementation of Reading to Learn in 3-6 class and gathering of data.
- Fulltime teacher allocation to K/2 and additional SLSO support in class has allowed for focus on individualised teaching and learning programs
- Integrate the Quality Teaching Framework into all literacy programming for classroom delivery.

**Evidence of progress towards outcomes in 2013:**

- 75% of students in K-2 Class have reached or exceeded Regional Benchmark levels. Of the 6 students that did not reach RBL 3 are students with an Individual Learning Plan (ILP) under the Disability Discrimination Act (DDA).
- Work samples and NAPLAN Results indicate that there has been an improvement in the Primary children’s ability to write more complex texts.
- All students participating in NAPLAN 2013 achieved in Band 4, 5 or 6 for writing. Their results show some growth. Of the 4 students who participated three have ILPs under the DDA.
- The students demonstrate that they are familiar with a range of text types, their functions and how they are constructed. Their use of vocabulary, grammar and punctuation has improved. There is still room for more improvement.

**Strategies to achieve these outcomes in 2014**

- Preschool transition program to be increased to develop pre literacy skills in the children from the village prior to attending full time school.
Implementing the use of Sound Waves program for the teaching of spelling, grammar and punctuation K-6. This will allow a whole school approach.

The teaching of writing will be based on PM Writing resources and will be consistent across all Year Levels.

Implementation of new English curriculum.

School priority 2
Numeracy
Outcomes from 2012–2014
- All students (excluding those with identified special needs) achieving at or near age and stage appropriate levels as indicated by placement on the Numeracy Continuum
- Special needs Students demonstrating progress through the skills outlined on the Numeracy Continuum.

Evidence of progress towards outcomes in 2013:
- All Primary students who were enrolled in 2012 have achieved above 60% in NAPLAN Style testing.
- Students in K-2 class have achieved age appropriate levels under the TEN framework.
- SENA 1 &2 testing shows that K-2 students number skills are good and improving. More improvement should come with transition to school sessions offered to children beginning school in the following year.

Strategies to achieve these outcomes in 2014:
- Count Me in Too training for both teaching staff.
- Continued investment and focus on developing staff capacity to teach mathematics effectively.
- Continued use of iMaths program which was very successfully introduced in 2013.

Outcomes from 2012–2014
- 90% of parents engage in the development of student Personalised Learning Plans.
- Provide teachers with Professional Learning in Aboriginal Pedagogy so it can be implemented in classrooms.

Evidence of progress towards outcomes in 2013:
- 100% of parents with students requiring an ILP under the DDA attended Parent Teacher Interviews and actively participated in the development of their child’s ILP.
- All staff completed Aboriginal Pedagogy Training in 2013.
- Wiradjuri taught as a LOTE in 2013 to all students.

Strategies to achieve these outcomes in 2014:
- Invite and encourage all parents of children requiring ILP to participate in Planning session.
- Continue Wiradjuri as a LOTE.
- Integrate Aboriginal Pedagogies into classrooms and programs as they are reviewed and re written.

Professional learning
All teaching staff received training in Child Protection, OH&S awareness, Asthma awareness and Anaphylaxis training at staff- development days and at regular staff meetings.

In addition to the three staff development days conducted at the beginning of Terms 1, 2 and 3 and the last 2 days of Term 4, staff accessed a range of professional learning opportunities consistent with the school plan for improvement. Groups and individuals took part in training associated with:
- The new National Curriculum
- Planning using the BoS Program Tool
- Implementing the new English Curriculum
- School Improvement Planning
Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Data was collected using SchoolMap Best Practice Statements about School Culture and the teaching of Mathematics.

A new school uniform, school pledge and school rules have been implemented in 2013. This is in an attempt to influence school culture and increase the confidence and pride of Koorawatha students in themselves and their community. The areas of Numeracy and School Culture were therefore chosen as areas for investigation and comment in 2013.

Their responses are presented below.

From the findings of interviews and surveys all parents have noticed an improved sense of pride in our school in 2013. The implementation of the new uniform has received compliments from members of the community and visitors. All students have purchased and are now wearing the new uniform everyday.

Parents at Koorawatha Public School all felt that the school is continually finding ways to improve what it does. They also responded that the school almost always caters for the learning needs of all students.

With regard to the teaching of Mathematics all parents who responded either agreed or strongly agreed that their child has developed new skills in mathematics during the year and that the school had kept them informed about the teaching of Mathematics.

Staff felt that there had been a strong improvement in the overall culture of the school and a focus on school improvement. They also felt that they were increasing in confidence in their ability to successfully teach Mathematics at all levels.

The results from the student surveys and discussions indicated that the students of Koorawatha Public School are very happy with their school and the progress they are making. The students agree their teachers set high standards and they enjoyed the new mathematics program being offered by the school.

Program evaluations

Background

Literacy & Numeracy learning has been the major focus under National Partnerships and PSP for 2013. Involvement of community in school activity has also been a priority.

Findings and conclusions

In their evaluation of Mathematics teaching parents felt that their child was enjoying learning Mathematics and was allocated enough time and resources to the teaching of mathematics. Parents felt that they had a good understanding of how Mathematics was taught and could support their child/ren in their learning at home.

Due to family and work commitments the number of parents and carers helping in the classrooms has decreased over time. There has however, been a greater involvement in P&C and canteen by a wider range of parents. Almost all parents have been involved in the choosing of a new school uniform and in school based activities such as our annual school production.

Future directions

The development of core literacy and numeracy skills will continue to be a focus in 2014.

In response to the suggestions of parents and community a new school sports uniform will be purchased and implemented in 2014.

As part of the implementation of Local Schools Local decisions greater involvement of the P&C and community members will continue to be encouraged in 2014. This will be facilitated through the review and updating of key school policies and the involvement of the P&C in providing input in decision about the use of funding within the school.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Catherine Briggs, Principal
Norma Clarke, Senior Admin. Manager
Stacey Nobes, Class Teacher
Sharon Chisholm, SLSO
Erin Lambshead, President P&C
P&C Members

School contact information
Koorawatha Public School
Crowther Street, KOORAWATHA
Ph: 02 6345 3414
Fax: 02 6345 3458
Email: koorawatha-p.school@det.nsw.edu.au
Web:
http://www.koorawatha-p.schools.nsw.edu.au
School Code: 2326

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: