Koonawarra Public School
Annual School Report
Our school at a glance

Students
Koonawarra Public School caters for 318 Preschool to Year 6 students from a low socio-economic background. Approximately 20% of our students have an Aboriginal cultural background. A small percentage of our students are of a multicultural background.

Staff
Koonawarra Public School is serviced by a mixture of experienced and beginning staff who are committed to providing quality care and learning for the students.

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

Significant programs and initiatives

Preschool Program
The Preschool is currently preparing for Accreditation and will move from half day programs four days a week to a five day fortnightly program five in 2013.

The Preschool Program has gained stronger community support since the introduction of our 0 - 5 years Community Playgroup in 2009.

Koonawarra Early Intervention Program
All Kindergarten students work together supported by three Teachers and two School Learning Support Officers (National Partnerships).

L3: Language, Literacy and Learning
This pedagogy, combined with our Early Intervention Program has had a significantly positive impact on our early learners in 2012.

The school's end of year 2012 Kindergarten Literacy results were outstanding.

Accelerated Literacy
Year Two to Year Six teachers are supported by an Accelerated Literacy Coach. Five more primary teachers were trained this year.

Quality Teaching
Deputy Principal (National Partnerships) is supporting all teachers to improve their professional performance through effective staff development in the Quality Teaching model.

Positive Behaviour for Success Program
The Positive Behaviour for Success Program continues to support the development of positive attitudes throughout the school since its inception in 2010.

Our School Community is promoting the values of Responsibility, Respect, Personal Best and Fun in its students, staff and parents.

In 2013 we will continue to renew and refine the program as we work towards supporting our most at risk students.

Student achievement in 2012

Minimum Standards data

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year</th>
<th>Level 12+</th>
<th>Level 9-11</th>
<th>Level 6-8</th>
<th>Level 3-5</th>
<th>Level 1-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>18%</td>
<td>53%</td>
<td>22%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>2011</td>
<td>24%</td>
<td>39%</td>
<td>12%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>2009</td>
<td>0%</td>
<td>50%</td>
<td>25%</td>
<td>20%</td>
<td>5%</td>
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<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
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Koonawarra Public School is a member of the Dapto Learning Community of Schools situated south-west of Wollongong.

Koonawarra is a P3 school with classes from Pre-school to Year 6 that serves a predominately low socio-economic community.

The students all speak English as a first language.

There are 80 Aboriginal students who all have Personalised Learning Plans to support their aspirations.

The majority of our students live in Department of Housing accommodation leading to significant student population movement during and at the end of each year.

National Partnerships monies ($300000+) supported the school to move from a "Welfare Culture" to a "Learning Culture" through the establishment of smaller grade based classes, mentoring arrangements, teaching partnerships, quality teaching and the Positive Behaviour for Success Program.

Prior to 2012 the school hosted a Special Education Unit. In 2012 the school's Special Education Unit was disestablished with the movement of an IM Support Class to Albion Park Rail School and an SLSO to Dapto Public School. At the end of 2012 the Assistant Principal Support was relocated to Towradgi Public School.

The school received Priority School Funding Program support ($200000 per year) which provided extra School Learning Support Officers (3 positions) to deliver specialised services such as a P-2 Language - Speech Program, a Playground and Social Skills Support Program and an Accelerated Literacy Coaching Program.

The School Community understands the importance of this program and the valuable support it offers to our students. The Program continued its support for our students and staff to engage more effectively in learning.

The staff consists of a combination of experienced permanent teachers supplemented by a band of younger and early years casual / temporary teachers.

The new Teacher and Executive Assessment Review Schedule process, based on developing professional performance to a point where there is a quality teacher in every classroom continues to enjoy staff support. This process was facilitated by monies from the National Partnerships Program which funded extra release time for teachers to meet and engage in quality teacher professional judgement conversations, Executive interviews and further teacher professional learning opportunities which supported the development of a strong "Learning Culture" at Koonawarra.

Koonawarra Public School's National Partnership support will be discontinued in 2014. This will mean a change in the way teacher professional development will be provided in 2013 as we prepare for this event.

Our 2013 focus will be on providing a Quality Teaching and Learning Team consisting of Executive and Aspiring Executive to review and advise on programming and observe and provide feedback on professional performance.

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.

Brendan K. Moore

Principal

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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</table>
The P and C opened the canteen three days a week under the leadership of Mrs. D. D’Amato with stronger community support. They organised a number of fundraising Sausage Sizzles throughout the year.

This enabled the P and C to support the school by providing trophies, ribbons and book prizes to our students throughout the year. P and C funds also supported the purchase of much needed play equipment for our Preschool.

A major purchase for our new school hall was a large screen and projector.

The P and C also introduced a Breakfast Club which enables all students to access a healthy breakfast before the start of the school day. Members of the P and C volunteer two mornings a week to run this invaluable program.

In 2013 the P and C have plans to expand the Breakfast Club and run a school fete.

Mrs. T. Knowles P and C President

Student enrolment profile

- **Students:**
  - Female: 2007 (200), 2008 (200), 2009 (200), 2010 (200), 2011 (200), 2012 (200)

Management of non-attendance

Teachers monitor the students and phone parents if a student is away or late for 3 consecutive days.

Each teacher has a book of absent slips that they provide to students who are experiencing difficulty with their punctuality or attendance.

The school involves the HSLO to organize meetings at school with both parents and children to support them to access outside agencies if necessary.

Information about School Attendance is published regularly in the school newsletter.

The school has a Teacher Welfare National Partnerships to monitor student attendance.

Staff information

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

Three new positions were created in 2011 to support staff and students. These positions were continued in 2012.

These positions are funded through the Low Socio Economic School Community National Partnership. They include a Deputy Principal Quality Teaching and Learning, an Assistant Principal School and Community Welfare and an Accelerated Literacy Coach.

In 2012 the Special Education Unit was disestablished with the loss of the AP Support position and one Support IM class.
Two School Learning Support Officers were employed for five days a week to support the Kindergarten Early Intervention and engagement in Learning Program.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>19</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28.2</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

During 2012 the school had a 0.6 FTE Aboriginal Education Officer who was employed an extra 0.4 FTE to assist with Preschool and Kindergarten Early Intervention Programs.

Through Norta Norta funds we also employed a 0.4 Aboriginal Education Worker to support our primary aged students.

Staff retention

Koonawarra Public School had
- a teacher retire in June
- a nominated transfer SLSO in January
- an over establishment AP Support nominated transfer and an SLSO transfer in December
- a PPT SLSO transfer in April
- an nominated transfer Classroom Teacher in December

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>
</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>362932.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>205033.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>376417.75</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31105.69</td>
</tr>
<tr>
<td>Interest</td>
<td>15959.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23981.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1015429.68</td>
</tr>
</tbody>
</table>

| **Expenditure**               |            |
| Teaching & learning          |            |
| Key learning areas           | 16640.08   |
| Excursions                   | 12688.93   |
| Extracurricular dissections  | 10899.33   |
| Library                      | 0.00       |
| Training & development       | 1120.37    |
| Tied funds                   | 367701.54  |
| Casual relief teachers       | 60493.06   |
| Administration & office      | 32666.71   |
| School-operated canteen      | 0.00       |
| Utilities                    | 52247.70   |
| Maintenance                  | 16919.39   |
| Trust accounts               | 14368.67   |
| Capital programs             | 8989.33    |
| **Total expenditure**        | 594735.11  |
| **Balance carried forward**  | 420694.57  |

A full copy of the school's 2012 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.
Koonawarra Public School prides itself on our quality teaching development programs, choir and sporting achievements.

Achievements
Koonawarra students excel in all areas of the Creative and Practical Arts. Highlights of 2012 include:

- Two teachers received Illawarra and South East Region Excellence in Teaching Awards
- One teacher received the Minister's Award for Excellence in Teaching
- The junior choir’s performance at Senior Citizens' Week morning tea and their performance at Hayes Park Public School for the Dapto Learning Community
- The school choir performing at the ANZAC Day Assembly.
- The school choir of over 90 students performing at the Southern Illawarra Music Festival. (Year 3 – Year 6)
- Participation in Koonawarra’s Got Talent show as part of our PBS program
- The participation of the whole school in the Musica Viva in Schools program
- The Senior Choir’s performance at the local Remembrance Day Service at Lakeside Memorial Park.
- The School Choir performing at the Presentation Day Assembly
- The school choir’s participation at the Dapto Community Carols
- The end of year Koonawarra Year 6 Kabaret.

Sport
The students of KPS continued their inter-school competition in 2012. Students from year 2 to year 6 were engaged in a variety of sports throughout each term on Gala Days. These sports included: touch football, basketball, netball, boys and girls soccer, tee ball, softball, kanga cricket, newcombe ball and oz tag. This program allowed many of our children the opportunity to participate in competitive games for the first time, with an emphasis on enjoyment and fun.

Our Kindergarten and Year 1 students continued their tabloid of introductory sports on Friday mornings. This program involved the students rotating through a series of modified games and skills.

Many of our boys and some girls also took part in a rugby league competition in conjunction with St George Illawarra Dragons. KPS was crowned district champions in both the McGregor and Wishart Shield and won the Girls Competition, which is an outstanding effort. Our Junior Boys were runners up in the State Rugby League Competition.

A number of KPS students also represented their school at Dapto PSSA carnivals in swimming, cross country running and athletics, with some students having further success in making regional teams in these fields.

Academic
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.

Reading – NAPLAN Year 3

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage in Bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Average 2008-2012 % in Bands 2012</td>
</tr>
<tr>
<td>2</td>
<td>SSG % in Bands 2012</td>
</tr>
<tr>
<td>3</td>
<td>State DEC % in Bands 2012</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 3
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

**Significant programs and initiatives**

**Aboriginal education**

Koonawarra has a 0.6 Aboriginal Education Officer (AEO). The AEO is also employed as a 0.4 Preschool-Community Engagement Support.

In 2012 there were 79 Aboriginal students enrolled at Koonawarra PS. This represented approximately 25% of the school student population. Each Aboriginal student at Koonawarra PS has a Personal Learning Plan (PLP). The PLP of each Aboriginal student was updated with relevant and appropriate information throughout 2012.

Koonawarra PS is fortunate to have an Aboriginal Education Officer and Local Aboriginal Education Consultative Group representative. The AEO worked closely with students and staff throughout 2011 to ensure that the academic, social and emotional needs of our Aboriginal students were met.

The school also employed local Aboriginal parent as an Aboriginal Education Worker through Norta Norta funds to support our Aboriginal student literacy and numeracy outcomes; further building our connection with the local community.

NAIDOC week 2012 was celebrated at Koonawarra PS through a full day of activities. Children worked in K-6 groups and could choose from a variety of stimulating Aboriginal based activities that had been prepared by classroom teachers.

We were pleased to be supported by two young male Gerringong Aboriginal community members whom our students were delighted to work with on the day learning dance and Aboriginal art.

During 2012 the school worked closely with Dapto Careways Community Group and classes enjoyed wonderful presentations from Richard Campbell and Brett Amatto. Some of our senior Aboriginal students participated in a tutoring program with the Careways team. Other students were supported by the Rock and Water Program run through Careways.

**National partnership programs**

As a result of the school's inclusion in the Low SES National Partnership our school community has created the following improvements for its students ...

1. **Changes in teacher quality and/or teacher capacity**

   The school introduced the following staffing and classroom structure innovations:
   - hired quality casual and permanent teachers to reduce class sizes and create a single class structure throughout the school
   - promoted talented staff from within the school to lead Learning and School and Community Welfare
   - trained teachers in Accelerated Literacy and L3 and utilised in school expertise to mentor and coach teachers in their classrooms
   - implemented a strong values program through Positive Behaviour for Success initiative

   The cumulative effect of these innovations was improved student management and the focus of the school community became student learning instead of student behaviour.

   The shift in culture is a difficult process for some staff members but it is moving the
school towards being a quality learning institution rather than the welfare school it had been for so long.

The negativity towards the school from the community is changing with surveys revealing vast improvements.

2. Teacher capacity to mentor and lead innovation in classroom practice

A classroom teacher trained as Accelerated Literacy Tutor leading teacher training throughout Years 2 to 6 through demonstration lessons, observations and formal training in small group situations. This teaching received the Minister’s Award this year for Excellence in Teaching and an Illawarra South East Region Award as well.

Although 2012 student NAPLAN results are disappointing but this is to be expected due to the importance of taking our time to ensure we develop our teachers to the point where we have a quality practitioner in every classroom.

At this point in time we have developed a strong base of experienced teacher coaches in the school who will be working with all teachers on their individual performance and development in 2013. We will use the experience of the past three years to strengthen processes and structures that have been developed in the school to further support our staff.

Over the past three years the National Partnerships Plan allowed us to renew staff confidence; calm the school environment; provide quality planning and evaluation time for Stage Teams; strengthen our Early Years Program; and change the culture of the school from a welfare focus to a learning focus.

Our next step in this process is to support the teachers in the learning environment with experienced colleagues who can demonstrate, guide and support the development of all teachers through individual performance and development support.

The focus for 2013 to 2015 will be supporting professional learning through guiding teachers in developing their professional knowledge, practice and engagement.

3. Positive Behaviour for Success

The program has been expanded, requiring further professional development to increase their capacity to engage and manage difficult students.

A positive outcome has been the reduction in behaviour referrals by 33%.

Other programs

Information And Communication Technologies (ICT)

Staff are all trained and confident in the use of Interactive White Board technology to support engagement in learning in their classrooms.

The decision was made to purchase Lenovo T520i notebooks for use in the classrooms. Consequently thirteen notebooks were obtained through our T4L (Technology for Learning) rollout.

Our 2012 hardware saw us establishing a mobile computer lab for use by classes and during the RFF program.

Administration and documentation tasks for tracking student learning and behaviour have continued with improvements to the online program STARS. This continued to be a strong focus throughout 2012.

Wayne Farquhar PBS Committee Leader

Progress on 2012 targets

The 2012 School Targets are based on our revised
School Plan for the Low SES Community National Partnership.

Target 1
Repeat target for 2012 from 2011 report

LITERACY

- Decrease by 4% number of students in bands 1 and 2 in Year 3 reading

  ACHIEVED
  Decrease of 9.9% in Band 1
  Decrease of 9.8% in Band 2
  Increase of 23.5% in Band 3

- Decrease the number of ATSI students by 2% in bands 1 and 2 in Year 3 reading

  EXCEEDED
  0 students in Bands 1
  Decrease of 17.8% in Band 2

- Increase by 8% the number of students in bands 5 and 6 in Year 3 reading

  PROGRESS MADE
  3.0% in Band 5
  3.0% in Band 6

- Increase the number of ATSI students by 12% in band 5 in Year 3 reading

  PROGRESS MADE
  Increase of 11.1% in Band 5

- Decrease by 6% number of students in bands 3 and 4 in Year 5 reading

  LITTLE / NO PROGRESS MADE
  Increase of 4.4% students in Bands 3 and 4

- Increase by 6% the number of students in 7 and 8 in Year 5 reading

  LITTLE / NO PROGRESS MADE
  Decrease of 10.3%

- Increase the number of ATSI students by 5% in band 6, 7 and 8 in Year 5 reading

  PROGRESS MADE

- Increase in Band 6 & 7 of 3.3%

- Increase the number of Year 5 students in Band 8 by 1 student

  LITTLE / NO PROGRESS MADE

  2 students in 2011
  1 student in 2012

NUMERACY

- 8% reduction in Year 3 students in bands 1 and 2

  LITTLE / NO PROGRESS MADE

- 8% increase in Year 3 students in bands 5 and 6

  LITTLE / NO PROGRESS MADE

- 4% reduction in Year 5 students in bands 3 and 4

  LITTLE / NO PROGRESS MADE

- 8% increase in Year 5 students in bands 6, 7 and 8

  LITTLE / NO PROGRESS MADE

- 4% decrease in ATSI students in bands 3 and 4

  LITTLE / NO PROGRESS MADE

- 8% increase in ATSI students in band 7

  TARGET EXCEEDED
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Changes to the Learning Environment and Student Engagement; and the Positive Behaviour for Success Program.

Background

Changes in the Learning Environment and Student Engagement

The Positive Behaviour for Success (PBS) ideology continues to have a significant positive impact on the School Environment since its inception two and a half years ago. Our STARS Behaviour data demonstrates the effect of the staff's positivity can have on the learning environment. The following figures evidence the improvement in student acceptance of their teachers' guidance and support.

185 students have a perfect Behaviour Record in 2012 .... 62%
87 students have a perfect Behaviour Record in 2011 and 2012 ..... 29%

From 2010 till 2012 we have seen commendable improvements in the safety and supportiveness of our learning environment.

STARS indicates that PBS is beginning to have a positive impact on learning with less disruptions, suspensions and student walkouts.

The following was communicated to staff at the end of Semester One 2012. It outlines our achievements to date and the direction we are taking the school in into the future.

"I congratulate all staff on the positive changes we are accomplishing in developing a safe and supportive learning environment for students and staff. Thank you for your hard work and willing acceptance of the PBS ideology.

I remind all staff that working with children is a juggling act that takes continuous, ongoing practice to get right .... especially in Koonawarra-like schools. We cannot just sit back and expect that the learning environment will remain safe and supportive because "we've done that bit already".

For the PBS philosophy and us to remain relevant and effective in the eyes, hearts and minds of our students and community we must maintain an ongoing commitment to high expectations of ourselves, our colleagues, our students and our community.

Our next challenge moves us into the job of teaching and learning. The commitment that we make is that we will ensure that all our students attend school regularly in order to have the opportunity to learn to the best of their abilities. Our first measure of success in this venture will be a sustained improvement in our Student Attendance."

The students were asked to respond to statements about the school, their teachers, their learning, their self confidence in developing early literacy and numeracy strategies and their sense of belonging to the Koonawarra learning environment.

All 40 students responded positively to all aspects of this survey.

• 13 Kindergarten students felt such a strong sense of belonging and attachment to the Koonawarra learning environment that they changed the statement ..."I like my school" to "I love my school".
• Students were also asked to comment on various aspects of school life, teachers, learning, their class and the school
• Whilst many comments were positive areas of improvement were identified
• These issues were addressed with staff and have been included in playground plans and teacher development plans for 2013.

Positive Behaviour for Success
During 2012 Koonawarra Public School focused on continuing to support our classroom management structures with PBS strategies.

All staff continued their strong commitment to the PBS philosophy and were receptive to changes decided upon by the PBS committee.

The PBS committee monitored PBS into the Classroom setting to ensure our positive management gains are supported with the changes to staff this year.

2012 saw a further 25% reduction in Behaviour Referrals. This reduction continues the downward trend of a 21% reduction in 2011; 25% in 2010; and a 30% reduction in 2009.

In 2013 we will implement a Check In Check Up Check Out Program to better support our most at risk students to engage in school.

Findings and conclusions

Although 2012 student NAPLAN results are disappointing this is to be expected due to the importance of taking our time to ensure we develop our teachers to the point where we have a quality practitioner in every classroom.

At this point in time we have developed a strong base of experienced teacher coaches in the school who will be working with all teachers on their individual performance and development in 2013.

We will use the experience of the past three years to strengthen processes and structures that have been developed in the school to further support our staff.

Over the past three years the National Partnerships Plan allowed us to renew staff confidence; calm the school environment; provide quality planning and evaluation time for Stage Teams; strengthen our Early Years Program; and change the culture of the school from a welfare focus to a learning focus.

Future directions

Our next step in this process is to support the teachers in the learning environment with experienced colleagues who can demonstrate, guide and support the development of all teachers through individual performance and development support.

The focus for 2013 to 2015 will be supporting professional learning through guiding teachers in developing their professional knowledge, practice and engagement.

Parent, student, and teacher satisfaction

Reporting To Parents

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents/carers were asked to provide their thoughts on moving the School Student Reporting process forward to Term One and Term Three instead of Term Two and Four.

The reasoning behind this move was that the school felt that it could better support students to achieve successful learning outcomes if the teachers could engage parents/carers earlier in their child's learning.

Parents/carers supported this initiative for the 2013 Student Reporting with 65% of returns indicating they would prefer an earlier reporting timeframe; 17% indicating they did not mind either way and 18% wanting to keep the same reporting timeframe.

What I Think About My School and My Classroom .... End of Semester One 2012

Students: Kindergarten - Year One

Number surveyed: 40

The students were asked to respond to statements about the school, their teachers, their learning, their self confidence in developing early literacy and numeracy strategies and their sense of belonging to the Koonawarra learning environment. All 40 students responded positively to all aspects of this survey.

13 Kindergarten students felt such a strong sense of belonging and attachment to the Koonawarra learning environment that they changed the statement "I like my school" to "I love my school".

Students: Year Two – Six
Number surveyed: 100

Students indicated that Student Management was the highest priority for the Teachers to focus on. We need to do Student Management for Learning differently in the eyes of our students from Years Two to Six.

In compiling the results of this survey it is apparent that students know what the job of the teacher is and what the job of the students is with respect to learning.

Many students could clearly explain what a good teacher was and does with 96% giving favourable opinions of their experience with the teachers at Koonawarra.

- 96% of students could give a satisfactory explanation of what they believed a 'good teacher' did; and this was supportive of the work of the teachers at Koonawarra
- 96% knew how to get help when necessary
- 89% believed Learning was fun
- 89% liked their classroom learning environment.

Staff Surveys

Staff members were surveyed on Learning, Aboriginal Education, Literacy and Numeracy, Information Technology for Learning and Safety, Values Education

Findings

1. Stage teams need to engage in more dialogue and self-reflection around student and teacher learning.

2. Staff members understand the importance of, and are positive about, what they do for Aboriginal students.

3. Staff members indicate that their usage of interactive whiteboard technology throughout the school has made a positive difference to student engagement in learning

4. Values Education plays a strong role in all Koonawarra classrooms.

Professional learning

Professional Learning in 2012 was focused on developing teacher performance to ensure we provide a quality teacher in every classroom.

Teacher Performance Development continued to support the strengthening of our Early Intervention Program in Preschool - Year 1 classrooms through the new Preschool Quality Improvement Program; the Language, Literacy and Learning pedagogy; and the Year 2 to 6 Accelerated Literacy pedagogy.

These successful endeavours have been strongly supported by our continuation of the Positive Behaviour for Success philosophy throughout the school.

Due to the monetary constraints of exiting the Low SES National Partnership at the end of 2013 we have been preparing teachers by gradually reducing their support. From 2013 the majority of staff professional development will be school based with the development of a Quality Teaching and Learning Team overseeing staff training.

In 2013 we will be moving towards a performance development culture underpinned by the Quality Teaching Framework and the National Teaching Standards with all teachers working towards their own negotiated learning goals; teams goals and school goals as described in the 2012 - 2014 school target.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

- LITERACY

Enhance student's critical thinking skills to be able to understand and use the techniques an author
uses to engage their audience in a variety of text types.

2012 Targets to achieve this outcome include:

The 2012 School Targets are based on our School Plan for the Low SES Community National Partnership.

- Decrease by 4% number of students in Bands 1 and 2 in Year 3 reading
- Decrease the number of ATSI students by 2% in Bands 1 and 2 in Year 3 reading
- Increase by 8% the number of students in Bands 5 and 6 in Year 3 reading
- Increase the number of ATSI students by 12% in Band 5 in Year 3 reading
- Decrease by 6% number of students in Bands 3 and 4 in Year 5 reading
- Increase by 6% the number of students in Bands 7 and 8 in Year 5 reading
- Increase the number of ATSI students by 5% in Bands 6, 7 and 8 in Year 5 reading
- Increase the number of ATSI students by 5% in Bands 6, 7 and 8 in Year 5 reading
- Increase the number of Year 5 students in Band 8 by 1.

School priority 2

- NUMERACY

Outcome for 2012–2014

Develop student’s skills, knowledge and understanding of the strategies for problem solving to enable them to successfully navigate their way around real world mathematical problems.

2012 Targets to achieve this outcome include:

- 8% reduction in Year 3 students in Bands 1 and 2
- 8% increase in Year 3 students in Bands 5 and 6
- 2% decrease in ATSI students in Bands 1 and 2

- 2% increase in ATSI students in Band 5
- 4% reduction in Year 5 students in Bands 3 and 4
- 8% increase in Year 5 students in Bands 6, 7 and 8
- 4% decrease in ATSI students in Bands 3 and 4
- 8% increase in ATSI students in Band 7
- Increase the number of Year 5 students in Band 8 by 1

School priority 3

- ATTENDANCE

Outcome for 2012–2014

Increase student average attendance to 92% by the end of 2014.

Strategies to achieve these targets include:

- more positive talk and focus on learning throughout the school
- smaller K-6 class sizes
- collaborative planning
- strengthened regularity of Assessment for Learning and feedback to staff and students
- implementation of a Quality Teaching and Learning Team to support all teaching staff to focus on their continuous performance maintenance and development
- establish a transition class for students who achieved well below their cohort in their first year of school
- review and strengthen our Preschool and Kindergarten Programs based on AEDI data
- review our Aboriginal Personalised Learning Plans with staff and students each Term
- more regular teacher contact with parents and carers
- weekly follow up with Teacher Welfare
- introduction of Check In Check Out Check Up Program
- regular supportive contact with Home School Liaison Officer and at risk students and families
Our success will be measured by:

- Student engagement in learning
- More students achieving in the higher bands of NAPLAN
- Increased student belief in their ability to succeed
- Reduced classroom Time Outs and Suspensions for disruption of learning
- improved student attendance rates

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.

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