

# Korowal School

## Educational and Financial Annual Report 2008

The information in the following report is provided on the basis of legislative requirements as defined by the Australian Government and the NSW Board of Studies as the delegated authority on behalf of the NSW Government. All information in this report has been collated and prepared by Mark Thomas, Korowal School Coordinator.

The report contains information under the following thirteen “Reporting Areas”

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## 1. A message from key school bodies

### Chair Report to AGM 2008

Some of us here today had doubts, in the darkest hours, about whether we could pull off this move. We questioned whether we could keep the continuing promise of this school alive.

The fact we stand here today answers that question.

We are here because of the thousands of hours of parents, friends and teachers scraping, painting, digging, clearing, carrying and sweating their way through last summer and beyond.

We are here because tradespeople, politicians and city council bureaucrats connected with our dream and went that extra mile for us.

We are here because Annie Carment, my partner, and the love of my life, just did not know how to quit.

We are here because of the fierce commitment of Mark, Nancy and our leadership group to sustainable human centred education.

We are here because our parents believe that there is more to raising kids than giving them the tools to accumulate wealth and status- and that learning how to give as well as take is fundamental to the survival of our communities as well as our planet

We are here because when we walk in to any classroom we are delighted by the engagement, the joy in the work and the mutual respect.

Since this is my last address to you as the Council Chair, I am going to share with you some of my part in the story of the government of this School.

My involvement began as a parent in 1987. I took little interest in the School beyond being grateful that it existed and provided the kind of education I wanted for my children. I was drafted into standing for Council ten years ago. Ironically this was the only contested election in the history of the School. The losers of that election were not happy. They thought that it was not in keeping with the school ethos that I actively campaigned and canvassed for the votes of fellow parents. This was the symptom of a more fundamental schism.

I found a community deeply divided. The parent and teacher councils barely spoke to each other. Enrolments were declining. The foundation that supported our existence was increasingly skeptical of our educational direction. It would not give us security of tenure and we were therefore not eligible for government capital funding grants.

In the face of this I held firmly to the belief that there was more that united us than divided us. I thought it would take a year or two to achieve security of tenure- before I could slip away to a more idle use of my spare time.

I led a consultation process of all the parties. We forged a new constitution uniting the school under the government of a single democratically elected council, comprising equal numbers of teachers and parents.

Sadly in April of 2007 we were notified that our lease would definitely not be renewed beyond 2008.

You know the rest.

The road ahead is tough. We can expect our share of setbacks. There is still an educational culture in the broader world that worships measurement for its own sake, that values enormity of scale with the illusion of choice, and that is driven by the fear of failure.

In the face of this we must remain true to our principles of a human scaled education, that is both socially and environmentally sustainable.

This means sustainable school government and administration, sustainable financing, sustainable use of energy, water, land and buildings. And all of this must support a sustainable teaching workforce.

To be sustainable our School Council must reflect diversity, embrace robust internal debate, but also speak with one voice.

Our administration must not be a captive of its own processes, but an efficient servant to the needs of staff, parents and students.

To be sustainable our fees have to be affordable but also be enough to salt some away for the lean years. To be sustainable we need our enrolments to match our business model.

To be sustainable we must be imaginative in recycling buildings, some of which are more than 100yrs old. We must capture the rainfall and use it well. We must strike a balance between frugal energy use and the comfort of our staff and students.

And of course buildings, land, governance, finance and administration are not ends in themselves. They are the container for a sustainable teaching staff.

As the baby boomers retire we are heading into an era of teacher shortage. It is understandable that we would take particular care in nurturing and conserving a scarce resource. But truth be told, scarce or not, we must nurture our teachers, simply because it is right.

We ask of our teachers that they do and be their very best. This is only sustainable if we give them the very best. Whilst we can and must support their professional growth and development, it is up to our teachers to challenge themselves, to keep their knowledge and skills up to date and never stop honing their craft.

We must give them the necessary time and space to do this.

It has been a privilege to make a contribution to or school. I have made many friends amongst current and past councillors. They are now brothers and sisters in arms.

My tenure has been longer than George Bush but shorter than John Howard. I am like an old football coach, past his prime; the sound of my voice too familiar, my tactical insights, now worn and hackneyed.  
It is time for a fresh voice.

Thank you

Vittorio Cintio  
Chair  
Korowal School Council

May 2009

## 2. value added information

Korowal places equal emphasis on the development of academic and intellectual capacity and the development of personal character.

Student performance in public examinations and statewide testing is reported on pages 7 to 12 of this report.

In the realm of personal character, the school has focused on the enhancement of the physical, emotional and spiritual dimensions of students.

We have engaged the students in the process of the relocation and the responsibilities of caring for a new school for now and future generations.

### 3. School performance in statewide tests and examinations

#### Higher School Certificate (HSC)

Students at Korowal sit for examinations over a two year period. The program is referred to as 'Pathways'. Students wishing to obtain the HSC and/or a University Admissions Index (UAI) do so by aggregating results obtained over the two year period.

Twelve students completed the two year Pathways program in 2008, whilst another 20 students completed the first year of the program

Of the 32 candidates across all subjects 95% of candidates in all subjects achieved marks of 50 or more (Band 2 or higher), with 50% of candidates achieving Bands 5 and 6 (80 – 100 marks) in one or more of their subjects.

Individual students achieved Top Band (Band 6: 90 – 100 marks, E4 in Extension subjects) results in Mathematics 2 Unit, Visual Arts and Studies of Religion.

**Table 1 HSC Exam results**

<b>Subject</b>	<b>No of Students</b>	<b>Performance band by achievement by number and %age</b>			
		<b>Bands 5-6</b>	<b>Band 3-4</b>	<b>Band 2</b>	<b>Band 1</b>
Biology	9	School: (11.1%) Statewide: (31.5%)	School: (77.8%) Statewide: (57.5%)	School: (11.1%) Statewide: (8.3%)	
Drama 2 Unit	6	School: 1 (16.6%) Statewide: (48.4%)	School: 5 (83.3%) Statewide: (49.3%)		
English (Standard) 2 Unit	3		School: 4 (100%) Statewide: (73.1%)		
Mathematics 2 Unit	12	School: 2 (16.7%) Statewide: (44.81%)	School: 6 (50%) Statewide: (42.8%)	School: 2 (16.7%) Statewide: (8.8%)	School: 2 (16.7%) Statewide: (3.2%)

<b>Subject</b>	<b>No of Students</b>	<b>Performance band by achievement by number and %age</b>			
		Mathematics Extension 1	4	Top Bands E3 - E4 School: 1 (25%) Statewide: (81.6%)	Lower bands E1- E2 School: 3 (75%) Statewide: (18.1%)
Modern History 2 Unit	10	School: 3 (30%) Statewide: (41.6%)	School: 7 (70%) Statewide: (50.41%)		
Modern History Extension	2	School:1 (50%) Statewide: (73.2%)	School: 1 (50%) Statewide: (26.6%)		
Physics 2 Unit	13	School: 1 (7.7%) Statewide: (32.7%)	School: 10 (69.2%) Statewide: (55.9%)		School: 2 (15.4%) Statewide: (3.5%)
Studies of Religion II	13	School: 4 (30.8%) Statewide: (48.6%)	School: 9 (48.7%) Statewide: (45.1%)		
Visual Arts 2 Unit	10	School: 7 (70%) Statewide: (61%)	School: 3 (30%) Statewide: (37.7%)		

## School Certificate

Twenty five students completed their School Certificate examination.

All School certificate students sit for a common public examination in

- English – literacy
- Mathematics
- Science
- Australian Geography, Civics and Citizenship
- Australian History, Civics and Citizenship
- Computing Skills

In English Literacy 96% of candidates achieved Band 6,5 and 4 results compared to 76.3% of the state. In Mathematics 56% of candidates achieved Band 6,5 and 4 results compared

to 49.3% of the state. In Science 88% of candidates achieved Band 6, 5 and 4 results compared to 65.3% of the state. In Australian History, Civics and Citizenship 100% of candidates achieved Band 3 or greater and in Australian Geography, Civics and Citizenship 96% achieved Band 4 or higher. The results are up from last year, but consistent with longer term (past 5 years) achievement.

Our candidates completed the Computing skills test as a new element in the School Certificate this year. All candidates achieved outcomes in the Competent and Highly Competent bands.

**Table 2 School certificate test results**

<i>Subject</i>	<i>No of Students</i>	<i>Performance band achievement by %age</i>		<i>Grades <sup>B</sup> allocated by %</i>	
		Bands 3-6	Band 1-2	Grades C - A	Band E - D
English - literacy	25	School: 96% Statewide: 96%	School: 4% Statewide: 2.4%	School: 96% Statewide: 76.2%	School: 4% Statewide: 23.6%
Mathematics	25	School: 92% Statewide: 78.9%	School: 8% Statewide: 19.5%	School: 72% Statewide: 68.5%	School: 28% Statewide: 31.3%
Science	25	School: 96% Statewide: 86.7%	School: 4% Statewide: 11.8%	School: 72% Statewide: 72.7%	School: 28% Statewide: 27.1%
Australian Geography, Civics and Citizenship	25	School: 96% Statewide: 89.2%	School: 4% Statewide: 9.25%	School: 88% Statewide: 71.4%	School: 24% Statewide: 28.5%
Australian History, Civics and Citizenship	25	School: 96% Statewide: 82.7%	School: 4% Statewide: 15.7%	School: 84% Statewide: 70%	School: 20% Statewide: 30%

**B:** Grades are allocated by the school after applying the Board of Studies assessment standards. 25 students were assessed

As in previous years candidates maintained higher than state average achievement across all examined subjects.

## Literacy and Numeracy Assessments in Years 3,5 and 7

### National Assessment Program Literacy and Numeracy (NAPLAN)

#### NAPLAN Years 3 and 5

In 2008, all Year 3 and all Year 5 Korowal students participated in the statewide NAPLAN Tests

The BST assesses students against National Benchmark Statements in Reading, Writing and Numeracy.

**Table 3 NAPLAN results– percentages at or above minimum standard**

<b>2008 test</b>	<b>Year 3 (12 students)</b>		<b>Year 5 (17 students)</b>	
	<b>percentage at or above minimum standard</b>		<b>percentage at or above minimum standard</b>	
NAPLAN	School	Statewide	School	Statewide
Reading	90% <i>2 students absent</i>	96%	94%	92%
Writing	92%	98%	94%	95%
Spelling	92%	97%	94%	94%
Grammar and Punctuation	92%	96%	94%	94%
Numeracy	100%	97%	100%	95%

**Table 4 NAPLAN results – percentages in skill bands**

2008 NAPLAN Test	Year 3				Year 5			
	Bands 2-6		Band 1		Bands 4-8		Band 3	
	School	State-wide	School	State-wide	School	State-wide	School	State-wide
Reading	90%	96%	10%	6%	94%	92%	6%	8%
Writing	92%	98%	8%	2%	94%	95%	6%	5%
Spelling	92%	97%	8%	7%	94%	94%	6%	6%
Grammar and Punctuation	92%	96%	8%	4%	94%	94%	6%	6%
Numeracy	100%	97%	0%	3%	100%	95%	0%	5%

In Year 3 100% of students who attempted all components of the assessment achieved skill bands 2 or higher in overall literacy compared to the state average of 98% and 100% of students achieved bands 2 or higher in overall numeracy compared to 97% of the state. In overall literacy 70% of students were placed in Band 4,5 or 6, compared to 76% of the state. In overall numeracy 100% were placed in Band 3 or higher, compared to 90% of the state.

These results are consistent with longer term achievements for our students at this age and also reflect a statistically small class group.

In year 5 82% of our students achieved bands 6 or higher in overall literacy compared to the state average of 63% and 71% of students achieved bands 6 or above in overall numeracy compared to 52% of the state. In overall literacy 64% of students were placed in Band 7 & 8, compared to 32% of the state. In overall numeracy 47% of candidates were placed in either Bands 7 or 8, compared to 26% of the state.

Again these results are consistent with longer term achievements of our students.

## National Assessment Program Literacy and Numeracy (NAPLAN) Year 7

**Table 5 NAPLAN results – percentage above the national benchmark**

2008 NAPLAN Test	Percentage of students above the national benchmark	
	Year 7 (21 students)	
	School	State-wide
Reading	100%	96%
Writing	100%	93%
Spelling	100%	94%
Grammar and Punctuation	100%	93%
Numeracy	95%	96%

In Year 7 the student performance was consistent with national averages in all components of the assessment, although given the small candidature considerable variance occurs between candidates. These results are consistent with previous results.

Some variation was apparent in the averaged performance between boys and girls, with girls stronger than boys in all aspects of literacy and, boys stronger than girls in all aspects of numeracy.

**Table 6 NAPLAN results – percentages in skill bands**

2008 NAPLAN Test	Year 7			
	Bands 5-9		Band 4	
	School	State-wide	School	State-wide
Reading	100%	96%	0%	4%
Writing	100%	93%	0%	7%
Spelling	100%	94%	0%	6%
Grammar and Punctuation	100%	93%	0%	7%
Numeracy	95%	96%	5%	4%

In Year 7 100% of students achieved skill bands 5 or higher in overall literacy compared to the state average of 98% and 95% of students achieved bands 5 or higher in overall

numeracy compared to 98% of the state. In overall literacy 81% of students were placed in Band 7,8 or 9, compared to 53% of the state. In overall numeracy 62% were placed in Band 7 or higher, compared to 56% of the state.

## 4. Professional Learning and Teacher Standards

### Professional learning

The following professional development activities were undertaken by staff throughout 2008:

Description of the Professional Learning Activity	No. of staff participating
Library- Annual Teacher librarians conference	2
Inservice Training – Investigating reportable conduct – Child protection	1
Curriculum based - activities designed to assist teachers to improve the quality of student outcomes in specific KLA's, both Primary and Secondary	13
Special needs students – training to meet the educational requirements of special needs students	2
Whole staff refresher - Child protection, Risk of harm	24

*Individual staff also underwent Senior First Aid Training*

The average expenditure on professional learning, including course costs, relief teacher payments, resources, travel, accommodation and event costs was approximately \$120 per teacher

### **Table 6 Teacher Standards category**

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	<b>24</b>
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualifications	<b>2</b>
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	<b>0</b>

## 5. Teacher Attendance and Retention

In 2008 the average daily staff attendance rate was 98.12%. The proportion of staff retained from 2007 is approximately 96%, that is one teachers (part-time) resigned.

## 6. Student Attendance and Retention Rates in Secondary Schools

### **Student attendance**

Eighty-eight percent of students attended school on average each school day in 2008. This was slightly lower than the daily attendance in 2007. This includes all leave including sick, extended sick and other approved leave

### **Student retention rates and post school destinations.**

The following information is based on official census data provided to the Commonwealth Department of Education Science and Training (DEST). Census date is 1<sup>st</sup> August.

Actual retention rate which tracks individual students over a 2 year period

**Table 7 Retention rates over 2 year period Year 10 to Year 12**

Years compared	Year 10 total enrolment on census date (by individual)	Year 12 total enrolment on census date (same individual still enrolled)	Actual retention rate %
2006 / 2008	22	15	68%

Sixty eight percent of the 2006 Year 10 cohort completed Year 12 in 2008. The retention rate is about the same as last year and is consistent with retention patterns from the past three years.

## 7. Post School Destinations

Based on informal communication the majority of students completing their schooling at the end of Year 12, 2008 intend to continue their education at tertiary level, including TAFE and University or pursue part of full time employment. Some also seek to establish their own enterprises.

## 8. Enrolment Policies and Profiles

*This policy has been changed since the 2007 Report.*

### Enrolment

Korowal school is an independent, co-educational, K-12 school underpinned by a human-centred philosophy and operating within the policies of the NSW Board of Studies. All applications will be processed in order of date received and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school, waiting list status, scholarship applications, gender and other criteria determined by the school from time to time. Once enrolled students and parents are expected to support the school's ethos and comply with the school policies and procedures to maintain the enrolment.

Our policy enables us to meet the requirements of the Disability Discrimination Act 1992. We currently have ramps to provide mobility access and will work towards having all classrooms accessible for those with disabilities. Other facilities include toilets and parking.

Children must turn 5 before April 30<sup>th</sup> to be eligible to enter Kindergarten.

When children transfer from another system to Korowal and have been in a class a year ahead of where we would have them, we will base our decision upon sighting of school reports, samples of work and communication with school at which child is currently enrolled.

In all cases it is important to check the child's D.O.B.

### Student Population

The school has approximately 220 students, almost equally distributed across primary and secondary classes. Primary classes are organised in multiple age classes, with the exception of Class 6. There is some vertical grouping in secondary school. The HSC is taught using the Pathways approach. Students come from a wide range of backgrounds, though there are not many students whose first language is not English. There may be some students with special needs and some overseas students.

### Continued enrolment

Students whose fees are unpaid at the end of an academic term may have their enrolment terminated.

Students or parents who are unable or unwilling to support the school's ethos, policies or procedures may also lose enrolment.

## 9. School policies

Policy	Changes in 2008	Notification of Changes and Access to Policy Document.
Child Protection Policy encompassing <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	Edited	<p>All changes are made following staff discussion. Recommended changes are then made by the School Executive to Korowal School Council (the Board of Directors).</p> <p>Staff are informed once changes have been ratified.</p> <p>An updated policy is available to all staff via school computer network, following information being discussed at staff meetings. An updated copy is provided to all staff and is to be signed for.</p>
Security Policy encompassing <ul style="list-style-type: none"> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• travel on school related activities</li> </ul>	Changes to: fire drill and emergency procedures Use of Grounds & Facilities	<p>Parent body informed of changes via school newsletter and extracts published.</p> <p>Full text available on the school website <a href="http://www.korowal.nsw.edu.au">www.korowal.nsw.edu.au</a></p>
Supervision policy encompassing <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of supervision for on-site and off-site activities</li> <li>• guidelines for supervisors</li> </ul>	Changes to: Train supervision Playground Duty Areas	
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour management</li> </ul>	Policy updated to reflect: internet and computer usage use of personal entertainment devises	

<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services such as counselling</li> <li>• health care procedures</li> <li>• critical incident policy</li> <li>• homework policy</li> </ul>		
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> <li>• formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being.</li> </ul>	<p>Nil</p>	

## A. Student Welfare

Korowal seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides students welfare policies and programs that develop a sense of self-worth and foster personal development.

## Policy on Child Protection

### General Introduction

As a caring educational community with a human centred philosophy Korowal School values students as individuals and exercises its duty of care most seriously. The School is committed to protecting all children in its care from harm and recognises that children have a right to feel safe and respected. This involves maintaining a school culture where harm is not tolerated and positive influences are encouraged. The likelihood of harm occurring will be reduced by a learning environment for children and young people that is free of violence and exploitation and provides services that foster their health, developmental needs, spirituality, self-respect and dignity. Children at risk are unlikely to learn and develop effectively.

This Child Protection Policy is important so that all members of the School community are clear on how to respond appropriately, if they are confronted with child protection issues affecting a member of the School.

A dynamic Child Protection Policy for Korowal is not just a legal obligation, it is also essential to achieve the School's aims and is fundamental to the School's ethos.

The procedures followed are in accordance with all relevant legislation, and take into account other appropriate practices and guidelines aimed at the protection of students, parents and staff. The School's policy and detailed procedures will be amended from time to time to take into account amendments to legislation and regulations.

**Full text available on the school website [www.korowal.nsw.edu.au](http://www.korowal.nsw.edu.au)**

## B. Discipline

“Freedom is the ultimate goal of human endeavour, but freedom and responsibility are two aspects of the one reality. Freedom can only be obtained through developing self responsibility and the self discipline which this entails. Because the child's consciousness is not mature, the teacher must provide the discipline the child needs to enable self discipline to develop as maturation proceeds.”  
*Articles and Memorandum of Association Korowal School Ltd*

We believe that it is essential to an individual's personal growth to flourish in connection with other human beings. The purposes of Korowal's Welfare procedure are

- to provide a safe environment for all students and teachers.
- to assist students who behave in ways that are inappropriate or unacceptable within the context of the School's philosophy and values.

We are interested in changing these students behaviour in such a way that they feel that belong to the School community and have a sense of allegiance to it.

Whilst we have set procedures, that are a tool for teachers to use rather than a set of rules that must always be followed despite the needs/circumstances of a particular individual or situation. It is important that we are able to be flexible .

Our experience is that in most cases our set procedures – as discussed below – are effective. It is when a child's behaviour does not change, despite our best efforts, that discussion and flexibility of approach become necessary.

What remains vital is that:

- unacceptable or inappropriate behaviour must always be followed up
- there is a consistency in our response
- change is achieved

### General principles

As a non-government school we are required to have disciplinary procedures that are based on principles of procedural fairness.

The School acts on the following definition of procedural fairness.

“Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and ‘right to an unbiased decision’.

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

1. Know the allegation related to a specific matter and any other information which will be taken into account in considering the matter;
2. Know the process by which the matter will be considered;
3. Respond to the allegation; and

4. Know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

1. Impartiality in an investigation and decision making; and
2. An absence of bias by a decision-maker.

## Discipline Overview

1. Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.
2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct, which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.
3. The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. **Corporal punishment is not permitted.**

Full text available on the school website [www.korowal.nsw.edu.au](http://www.korowal.nsw.edu.au)

## C. Complaints and Grievances Resolution policies

Korowal School invites feedback from its parent and student body and informs its community of its processes, practices and procedures via written and published policies, school newsletters and at regular class meetings.

### **Parent/Guardian**

In the event of a concern or grievance needing to be raised communication, as a general principle, should be directly with staff. If this is not feasible then comments, complaints, criticisms about any school matter should be made any member of the School executive. If the results of this are not satisfactory the School Co-ordinator will act to resolve any conflict or concern and is responsible for communicating with all parties. Parents should not deal directly with students with whom they have a grievance.

### **Students**

In the first instance students are encouraged to speak to their class teachers, who accept as part of their role teaching students appropriate skills of how to raise and resolve issues.

Students may seek the assistance of any staff member, including the School Co-ordinator.

Students are also encouraged to put concerns in writing addressed to the School Executive.

## 10. School Determined Improvement Targets

### School Determined Improvement Targets

Achievement of priorities for 2008

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li>• Introduction of new HSC subjects – Studies of religion &amp; Biology</li> <li>• reintroduced HS Outdoor Ed program</li> <li>• review Stage 4/5 PDHPE program</li> <li>• review outcomes based reporting all Stage 4/5 subjects</li> </ul>	<p>Completed</p> <p>ongoing</p> <p>ongoing</p> <p>complete</p>
Student Welfare	<ul style="list-style-type: none"> <li>• review and update literacy/numeracy support for identified HS students</li> <li>• ongoing implementation of Stage 4/5 PD programme</li> <li>• review and refine PE / fitness programmes for K – 6</li> <li>• PD K – 6. Life Ed programme continue and review</li> <li>• students workshop - Values Charter Yr 6 - 12</li> </ul>	<p>complete</p> <p>complete</p> <p>inservice and staff time allocated to ongoing revision and implementation</p> <p>processed commenced and ongoing</p> <p>ongoing</p>
Facilities and resources	<ul style="list-style-type: none"> <li>• Complete relocation of the school</li> <li>• renovation of entire primary facilities</li> </ul>	<p>Complete</p>

	<ul style="list-style-type: none"> <li>renovation of entire high school facilities</li> <li>complete data networking for entire high school</li> <li>installation of portable science laboratories</li> </ul>	<p>completed</p> <p>complete</p> <p>complete</p>
Staff development	<ul style="list-style-type: none"> <li>all staff Risk of harm update seminar – AIS</li> <li>change management training whole staff</li> <li>Staff development action plan</li> </ul>	<p>complete</p> <p>complete</p> <p>ongoing</p>
Community building		<p>Community meetings and planning for relocation</p> <p>High school playbuilt performances</p> <p>Christmas community singing</p> <p>Community working bees at old and new site</p>

#### 2009 Priority Areas for improvement

Teaching and Learning	<p>Update of all programmes, registers and other documentation for BOS registration process</p> <p>Review assessment policies and practice</p> <p>Improved literacy intervention Years 3/4/5/6</p> <p>Development of Stage 4/5 PD and PE programme</p> <p>Improved programming for special needs students</p> <p>Improved sporting facilities</p>
Student Welfare	<p>Ongoing education of rights and responsibilities charter</p> <p>review students/school values charter</p> <p>Healthy Eating program</p> <p>Students community welfare training</p>

Facilities and resources	Ongoing implementation of ICT master plan Healthy canteen program
Staff development	IT training inservice and training on programming ongoing staff training – special needs students (K-12)
Community building	Maintain and enhance community spirit in relation to relocation Annual singing School festival Student performances Information and Open days Community festivals

## 11. Initiatives promoting respect and responsibility

The school wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. The school works with staff and students to ensure that students understand their rights and responsibilities as outlined in the student developed “Rights and Responsibilities” charter.

In 2008 the school continued the development of a school values charter. Students from the Primary and High School were invited to participate in this process. We expect that a final document and implementation programme will be in place in 2008/9.

Secondary students worked with Primary through Drama to enhance and support younger students through the relocation process.

## 12. Parent, student, teacher satisfaction

The school operates on a high level of accessibility to teachers. direct contact and communication is encouraged between parents and teachers.

Parents and teachers are represented in equal numbers on the schools governing body, the Korowal School Council. This body provides a forum for direct feedback to the School executive to enable timely and efficient response to all matters related to satisfactory development and implementation of new policies and programmes. The council concerns itself with staff and student morale issues and provides effective responses when required.

Students are able to directly access the School Executive with requests and concerns, with support and guidance from their class teachers. Students opinion is sought and their feedback considered in most matters directly related to the experience of their school, for example in discussing and planning school camps and excursions or the menu in the school canteen.

The primary and secondary staff meet weekly to enable discussion, feedback and evaluation. This forum enables staff to express their satisfaction or otherwise related to their experience and working conditions in the school.

Informal feedback from all components of the community suggest a very high level of satisfaction, particularly in the areas of staff morale, team commitment, relationships in general and school operations.

In the process of relocation the parent community demonstrated their support of the school with over 95% of families continuing to send their children to the school.

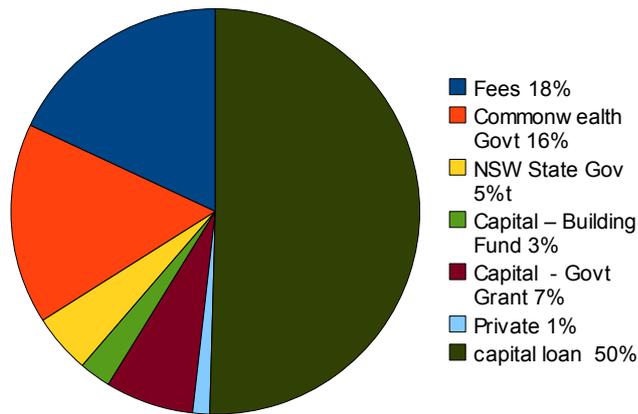
Further a significant number of parents and students worked through the school holidays to ensure the new school was ready for operation in 2009.

### 13. Summary Financial Information

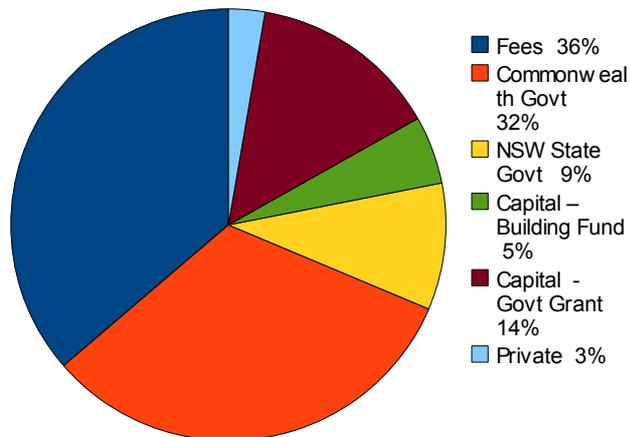
All members of Korowal School Ltd are sent a copy of the audited accounts each year. Spare copies are always available.

The following graphs illustrate the distribution in summary form of the School's Income and Expenditure for the year.

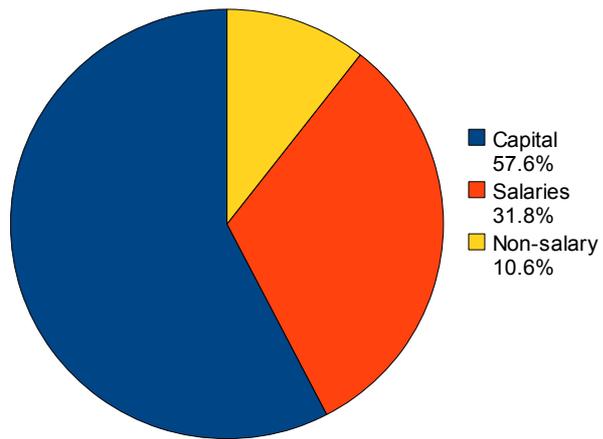
Income including Capital Loan



Income excluding Capital Loan



### Expenditure inc Capital Purchase



### Expenditure excluding Capital Purchase

