

Korowal School

Educational and Financial Annual Report 2010

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.

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1. A message from key school bodies

Coordinators Report AGM 2010

The year since our last AGM has passed so quickly. As I think back over the past 12 months I reflect on the degree to which we achieved the goals that we set ourselves for the year, and those issues and challenges that arose which added to the complex mix of events and activities that carried us through the year.

One of the most obvious achievements was the management of all the capital works programs that needed to be completed in order for the school to deliver its educational programs with comfort and efficiency.

We were able to complete the oval, construct a Basketball court, instal a very cosy heating system, build a verandah across the northern end of the primary school, extend the classrooms for K12 and finally have our new school hall (nearly) completed.

Although the funding was from the Commonwealth government the school opted to project manage these capital works in order to extract the maximum value and to achieve the best quality of outcome. These tasks were taken on by existing members of the school community with the same spirit of determination that carried us through the relocation process.

At the same time our review of business operations lead to changes in personnel, roles and responsibilities. There remains however ongoing work to be done at at School Council level in reviewing management and financial policies in order to achieve the financial security that is part of the Council's responsibility.

Our enrolments increased slightly this year and it appears this trend will continue. We put a lot of time and energy into communicating and marketing our school. On matters of principal we have engaged the debate, for example on Naplan, and our response is a matter of public record.

We believe that our school offers education based on principles that remain timeless and immutable. As we strive to make these principles evident in the everyday practices of the school we believe that we attract families that share these principles in common. In a world of increasing political and emotional complexity we trust that our students learn vital lessons in how to be in the world as strong citizens and contributors to healthy communities.

We want the world to know we exist and that communities, or schools, can create for themselves their own visions of sustainability and endurance. The year ahead will be interesting in seeing how we develop relationships with the wider national and international education community.

We sought and achieved re-registration with the Commonwealth Government to be eligible to enrol overseas students. After the debacle of the overseas student programs for tertiary students in Australia last year, the compliance requirement for this process were onerous.

It is our intention to actively seek enrolments from students in the Asian region as part of our relationship building with our regional neighbours.

A challenge for all independent school is to develop mechanisms for ensuring continuity of educational process and practices as new staff enter and older staff leave or retire from the school.

Whilst Korowal has a commitment to our founding principles, it also has a commitment to be open to change and evolution. As new members of staff join our community it is vital that they have a place to challenge and debate current practices and policies. All staff support this ideal and spend a considerable amounts of their time in reflection and review as part of our structured professional development.

A test of this proposition occurred in the last year with the resignation/retirement of long-serving and experienced members of staff, Bob Tucker, Catherine Dignam, Jennifer Read and Mary-Ann Marshall. We recruited new teachers, Lisa Harding, Greg Brooks and Maria Bubna-Litic in the high school and Kizz Boyd, Bec Wilkinson and Sarah McGowan in the Primary School.

Each of the new teachers has, with delightful capacity, commenced their work this year bringing a recognition of what Korowal requires of them as classroom practitioners but also participating in the ongoing discussions on the purpose of the school, and how they, as individuals, sustain it, now and into the future.

A measure of our community, that it is in fact a community has been the degree of support offered, firstly to Ella Moon, a student in Year 6, who has been ill for a very long time and her parents. Secondly to the illness and finally death of our dear colleague Kathi Beck. As I prepare this address the funeral arrangements for Kathi are taking place and I have the privilege of experiencing the whole community respond to her family's request to have the funeral service at school.

My colleagues, in both teaching and general staff do a remarkable job. The goodwill expressed through their conduct and dedication is the sustaining force of the school. I also find my interactions with parents and of course the children reminds my that my dedication to the school is worthwhile.

There are some people who need specific acknowledgement.

Firstly, Annie Carment. Annie's role as a full-time volunteer has continued this year with her dedication to the schools marketing, including producing the newsletter, arranging all our media advertising, managing the website and ensuring all our good news is communicated as far and wide as possible.

Secondly the Executive team of Nancy Oosterhoff, Barbara Fitzgerald and Steve Garthwin

who have taken on an increasing range of tasks and responsibilities to enable me to take on new roles. Particularly their role in supporting and sustaining the new members of staff.

Trish Fitzgerald's operation of our canteen attracts lots of praise and acknowledgement not only from students and staff, but also from the volunteers who work with her and many school visitors. Trish's care and concern about the quality of the food produced and its relationship to the education of the whole community is much appreciated.

The Fair was a great success and I thank Tracy Barrett for her role in managing this important event.

Thank you also to Pieter Oosterhoff for his role in designing and coordinating a replacement heating and cooling system for our main school building.

My acknowledgement also to members of the School Council for their support.

Next to last my thanks to Hilary Wale, Susan Pearce, Cath Walker who have held fort in the office and in particular Bev Milner, our Bursar who provides invaluable financial and business operations guidance.

I also welcome Robyn Spark as a new teachers assistant in the Primary School.

I also have to comment on the extraordinary event of 4 members of staff who have had babies in recent months. Vanessa Avery, Talulah Vane (teachers), Carradene Hannan (our gardener), Heather Comacho (office)

To all our parents, students, ex-parents and ex-students, thankyou for your support and contribution either of love, labour, donations or goodwill. The success of this school and the ongoing story of Korowal belongs to all of us.

Mark Thomas
School Coordinator
May 27, 2011

2. Contextual information about the school

Korowal is a secular, co-educational, independent school catering to students from kindergarten to HSC and situated in an inspiring location in the Blue Mountains' town of Hazelbrook. It is a small, human-centred school where relationships are the heart of the learning process, and where we value empathy, creativity and resilience. Our unique curriculum encourages extended concentration and the integration of creative and formal work. Multiple-aged learning groups allow for the diverse needs and talents of every student and encourage social relationships across age boundaries. At Korowal, education is not seen as a race or a competition. Students are not rushed to achieve skills targets at an early age, and are not ranked against each other. Assessment is meaningful and constructive. Essential learning skills are acquired in a holistic context, supplemented by small group tuition. All of the essential learning skills are equally valued. Our Pathways Higher School Certificate program has a proud record of producing students with exceptional achievements across a range of subjects, with mature social skills and values and a desire for lifelong learning.

Characteristics of the student body

The school has 230 students from Kindergarten to Year 12, 104 in the Primary school and 126 in the High school. There are 112 girls and 118 boys. Students come from a wide range of backgrounds with a number of students with special needs. In addition 1% of students have an indigenous background. The school is registered to enrol overseas students from Kindergarten to Year 12 and currently has two students in the High School.

Socio Economic Status score (SES): 104

3. Student performance in national and 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 an Australian Tertiary Admission Rank (ATAR) do so by aggregating results obtained over the two year period.

Eighteen students completed the two year Pathways program in 2010, whilst another 20 students completed the first year of the program.

Of the 38 candidates across all subjects 96.5% 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. Of the 7 candidates who sat for a one unit extension course over 43% of candidates achieved 25 marks or more out of 50.

Individual students achieved Top Band (Band 6: 90 – 100 marks, E4 in Extension subjects) results in Biology, Drama, Visual Arts, Mathematics Extension 1, Modern History and History Extension

Six students appeared on the BOS Distinguished achievers list.

Table 1 HSC Exam results

Subject	No of Students	Performance band by achievement by number and %age			
		Bands 5-6	Band 3-4	Band 2	Band 1
Biology 2 Unit	12	School: 1 (8.3%) Statewide: (33.3%)	School: 7 (58.3%) Statewide: (56.4%)	School: 4 (33.3%) Statewide: (8.2%)	
English (Standard) 2 Unit	4		School: 3 (75%) Statewide: (67.5%)	School: 1 (25%) Statewide: (19.45%)	
Drama 2 Unit	12	School: 10 (83.3%) Statewide: (39.7%)	School: 2 (16.66%) Statewide: (56.64%)		
Modern History 2 Unit	17	School: 6 (35.3%) Statewide: (41.7%)	School: 10 (58.8%) Statewide: (49.3%)	School: 1 (5.9%) Statewide: (5.2%)	

Subject	No of Students	Performance band by achievement by number and %age			
		Bands 5-6	Band 3-4	Band 2	Band 1
History Extension	3	Top Bands E3 - E4 School: 1 (33.0%) Statewide: (71.1%)	Lower bands E1-E2 School: 2 (66.7%) Statewide: (30.0%)		
Mathematics 2 Unit	9	School: 1 (11.1%) Statewide: (48.0%)	School: 4 (44.4%) Statewide: (41.0%)	School: 1 (11.1%) Statewide: (5.5%)	School: 3 (33.3%) Statewide: (5.12%)
Mathematics Ext 1	3	Top Bands E3 - E4 School: 1 (33.0%) Statewide: (82.6%)	Lower bands E1-E2 School: 2 (66.7%) Statewide: (17.71%)		
Mathematics Ext 2	3	Top Bands E3 - E4 School: 1 (100%) Statewide: (90.0%)	Lower bands E1-E2 School: 0 (0%) Statewide: (9.8%)		
Studies of Religion II 2 Unit	7	School: 2 (28.6%) Statewide: (49.3%)	School: 5 (71.4%) Statewide: (42.5%)		
Visual Arts 2 Unit	13	School: 7 (53.8%) Statewide: (50.58%)	School: 3 (46.2%) Statewide: (47.53%)		
Physics	6	School: 1 (16.7%) Statewide: (47.5%)	School: 5 (83.3%) Statewide: (53.3%)		

Individual Students also enrolled in Personal Development Health and Physical Education, and Retail Services, through Distance Education, Open High Schools or TAFE

The mean student performance was well above average in Drama, above average in Visual Arts and English and below in other subjects, reflecting variances in small candidature subjects. This is consistent with long term performances.

School Certificate

Twenty three 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 83% of candidates achieved Band 6,5 and 4 results compared to 81% of the state. In Mathematics 39% of candidates achieved Band 6,5 and 4 results compared to 53% of the state. In Science 74% of candidates achieved Band 6, 5 and 4 results compared to 73% of the state. In Australian History, Civics and Citizenship 91% of candidates achieved Band 3 or greater and in Australian Geography, Civics and Citizenship 78% achieved Band 3 or higher. The results are slightly down from last year, but consistent with longer term (past 5 years) achievement.

Our candidates completed the Computing skills test. 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^B allocated by %</i>	
		Bands 3-6	Band 1-2	Grades C - A	Band E - D
English - literacy	23	School: 100% Statewide: 94.9%	School: 0% Statewide: 5.1%	School: 83% Statewide: 75%	School: 17% Statewide: 24%
Mathematics	23	School: 82.6% Statewide: 82.6%	School: 17.4% Statewide: 14.8%	School: 70% Statewide: 67%	School: 30% Statewide: 32%
Science	23	School: 95.6% Statewide: 91.5%	School: 4.3% Statewide: 5.9%	School: 74% Statewide: 72%	School: 26% Statewide: 28%
Australian Geography, Civics and Citizenship	23	School: 91.3% Statewide: 79.6%	School: 8.7% Statewide: 17.7%	School: 74% Statewide: 69%	School: 26% Statewide: 30%

<i>Subject</i>	<i>No of Students</i>	<i>Performance band achievement by %age</i>		<i>Grades ^B allocated by %</i>	
Australian History, Civics and Citizenship	20	School: 78.3% Statewide: 84.3%	School: 21.7% Statewide: 13%	School: 87% Statewide: 69%	School: 13% Statewide: 30%

B: Grades are allocated by the school after applying the Board of Studies assessment standards. 23 students were assessed

Literacy and Numeracy Assessments in Years 3,5,7 and 9

National Assessment Program Literacy and Numeracy (NAPLAN)

Performance on NAPLAN are documented on the My School website:
<http://www.myschool.edu.au>

4. Senior Secondary Outcomes

Senior Secondary outcomes are documented on <http://www.myschool.edu.au>

5. Professional Learning and Teacher Standards

Professional learning

The following professional development activities were undertaken by staff throughout 2010:

Description of the Professional Learning Activity	No. of staff participating
Curriculum based - activities designed to assist teachers to improve the quality of student outcomes in specific KLA's, both Primary and Secondary	26
Whole staff First Aid training	34
OH & S training	3

The average expenditure on professional learning, including course costs, relief teacher payments, resources, travel, accommodation and event costs was approximately \$200 per teacher

Table 3 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	27
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	2
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

6. Workforce composition

Workforce composition is documented on <http://www.myschool.edu.au>

7. Student Attendance and Retention Rates in Secondary Schools

Student attendance

Year level	Attendance rate
K	93
1	86
2	90
3	89
4	92
5	89
6	92
7	93
8	94
9	91
10	82
11/12	91
Overall	90

Ninety percent of students attended school on average each school day in 2010. This was the same the previous year. This includes all leave including sick, extended sick and other approved leave.

Management of student non-attendance

Where inadequate information is supplied to the school regarding student non-attendance of an enrolled student the school makes every attempt to establish the cause of non-attendance. Where the outcome of enquiries is unsatisfactory the school provides automatic notification to the NSW Department of Education Home School Liaison Office.

Student retention rates and post school destinations.

The following information is based on data from the BOS completion of School Certificate (Year 10) and Higher School Certificate (Year 12).

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

Table 4 Retention rates over 2 year period Year 10 to Year 12

Years compared	Year 10 total at completion of School Certificate (by individual)	Year 12 total enrolment at completion of HSC (same individual still enrolled)	Actual retention rate %
2008 / 2010	25	15	60%

Sixty eight percent of the 2008 Year 10 cohort completed Year 12 in 2010. This was up from 48% in the previous year.

Based on information provide to the school when students leave, 6 students went to other schools to complete their HSC, and four students left either pursue employment or vocational training at TAFE

8. Post School Destinations

Based on informal communication the majority of students completing their schooling at the end of Year 12, 2009 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.

9. Enrolment Policies and Profiles

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 30th 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 the 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 230 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.

10. School policies

Policy	Changes in 2010	Notification of Changes and Access to Policy Document.
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	nil	All changes are made following staff discussion. Recommended changes are then made by the School Executive to Korowal School Council (the Board of Directors). Staff are informed once changes have been ratified. 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.
Security Policy encompassing <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school related activities 	Emergency procedures updated	Parent body informed of changes via school newsletter and extracts published. Full text available from the school by request
Supervision policy encompassing <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	nil	
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management 	nil	

<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services such as counselling • health care procedures • critical incident policy • homework policy 	<p>nil</p>	
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • 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. 	<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 from the school by request

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 from the school by request](#)

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.

Policy Review

The Korowal School Council has initiated a review of the Complaints and Grievances Policy for consideration in 2010.

11. School Determined Improvement Targets

School Determined Improvement Targets

Achievement of priorities for 2010

Area	Priorities	Achievements
Teaching and Learning	Ongoing review assessment policies and practice	Ongoing
	Improved literacy intervention Years 3/4/5/6	Ongoing
	Continued refinement of Stage 4/5 PD and PE programme	Ongoing
	Improved programming for special needs students	Ongoing
	Improved sporting facilities	Installed new ball court, and playing field
Student Welfare	Ongoing education of rights and responsibilities charter	Ongoing
	review students/school values charter	Deferred to 2011
	Healthy Eating program	Ongoing
Facilities and resources	Ongoing implementation of ICT master plan	Ongoing
	Healthy canteen program	Ongoing and highly successful to date!
Staff development	IT training	Ongoing
	ongoing staff training – special needs students (K-12)	Ongoing
Community building	Maintain and enhance community spirit in relation to relocation	Ongoing and successful to date
	Annual singing	Implemented
	School festival	Implemented
	Student performances	Ongoing and highly successful

	Information and Open days Community festivals	Ongoing and highly successful Ongoing and highly successful - Lawson Festival - Winter magic
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2011 Priority Areas for improvement

Teaching and Learning	Ongoing review assessment policies and practice Improved literacy/numeracy intervention Years 3/4/5/6 Improved programming for special needs students Improved performance facilities Preparation for National Curriculum
Student Welfare	Ongoing education of rights and responsibilities charter Review Values Charter
Facilities and resources	Ongoing implementation of ICT master plan Healthy canteen program
Staff development	IT training inservice and training on programming review of staff appraisal mechanism
Community building	Maintain and enhance community spirit Annual singing School festival Student performances -School and Community Information and Open days Community festivals

12. 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 2010 the school continued the development of a school values charter. Students were asked to assess and appraise their own conduct with respect to the charter and provide feedback on its usefulness as a charter.

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

13. 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.

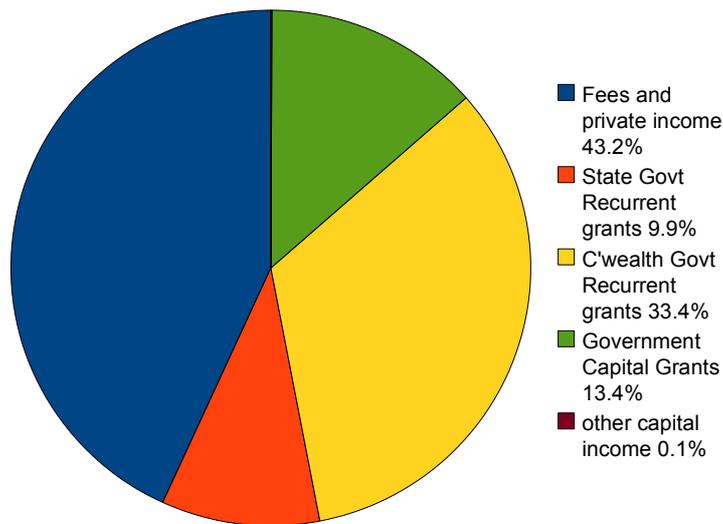
Informal feedback from all components of the community suggest a very high level of satisfaction, particularly in the areas of staff morale, team commitment, relationships in general and school operations.

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.

Recurrent and Capital Income



Recurrent and Capital Expenditure

