

# Korowal School

## Educational and Financial Annual Report 2007

The information in the following report is provided on the basis of legislative requirements as laid out in Schedule 2 of the Australian Government's *Schools Assistance (Learning together – Achievement Through Choice and Opportunity) Regulation 2005* and the *Registered and Accredited Individual Non-Government Schools (NSW) Manual* (the manual). The NSW Board of Studies are the delegated authority in ensuring Korowal School fulfills the requirements of the manual. 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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2. value added information
3. school performance in statewide tests and examinations
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6. student retention and retention rates in Secondary school
7. post-school destinations
8. enrolment policies and profiles
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## 1. A message from key school bodies

Korowal Annual General Meeting 2007

Chair's Report 31st May 2007

It is pleasing to see such a good attendance in this pivotal year of our history. The AGM is the principal instrument of our accountability when the council reports back to the membership on our stewardship of the school.

Maintaining our integrity as a school has been a key theme of the past 12 months.

We have been through a major exercise in examining and affirming our values. We have responded ethically to the challenges of state-mandated mandatory reporting. You will recall that the Australian Government now requires that for each class from K to 10, we provide written reports to parents, twice a year, grading each child's performance and giving her/her a quartile ranking. In the face of this, the council reaffirmed our own grading policy, and Mark Thomas will tell you more about how the school executive ensured that we could remain true to our principles.

We are evolving into a school where both environmental and social sustainability will be the core of our future identity. Rebecca Gilling from our sustainability committee will share with you these developments.

The initiative that has naturally occupied much of both the council and executive activity is our relocation. You will hear more about this from Annie Carment on our relocation committee.

Many of you will want to help with this, and we will discuss with you how. Some of this will involve fundraising, but also, just as importantly, contributions in kind. Barbara from our fundraising committee will tell you about about this.

Although it is something to which most of us pay no attention, the absolute bedrock of our integrity is the school constitution. Some of you may know or remember that the school went through some very difficult times just a few years ago. A key factor in helping us survive was the change in our constitution. The school was governed by two separate councils: a teacher and a parent council that did not communicate well with each other. the councils were merged to form one democratic body and the rules changed so that neither group could dominate with a simple majority. A culture of consensus has grown – a culture that is also open, inclusive and enquiring – and it is a delight to work with this community and this group of people.

Since the time of the restructure, we have seen an unprecedented harmony in the school governance, a highly improved financial position, high morale and the healthiest waiting lists in the school's history.

The school community has been fortunate in having a very able and talented leadership group. The senior teachers (both those on council and not) have an enormous depth of experience in human-centred education. The parent members of council bring a great

wealth of experience from their working lives. We all have senior management roles in the human-service industries, managing both substantial budgets and staff in challenging environments.

I would like to thank the directors who have retired during the past year: Mick Fell, Catherine Dignam and Caroline Summerfield.

There has, however, been one shadow hanging over us. We have never, in the school's history, been able to gain our long-term physical security. In regard to this, I am limited in what I can say about our lease negotiations. We have been requested by the Gavemer Foundation not to refer to it or its directors without their consent. In accordance with our lawyer's advice, we will request this request at this time and advise that participants at this meeting similarly refrain from mentioning the foundation or its directors.

We have lived on annual leases since 2005. You will appreciate that it is not tenable for a school to really plan properly without long-term tenure. Every time a child enrolls in our Kindergarten, we are anticipating a relationship that will last 13 years and carry forward in the memories of a lifetime.

Without security, we have not been able to build or make any substantial improvements, or be eligible for government building funds. We clearly have little prospect of enjoying the long-term benefits of maintenance and improvement investments. (In the past 10 years, we have spent \$644,000 on maintenance and improvements.)

Because of this, we first began exploring relocation in 2004. We now know, however, that our tenure will not be renewed after 2008. And so we have an urgent imperative to relocate by 2009. This is a very short time frame. As soon as we learnt of this, Mark our School Co-ordinator and Cindy our Bursar moved into high gear. We now have financial consultants and architects working with us on the relocation effort. You will later this evening hear more about these plans.

Relocating physically has prompted the School Council to give more thought about where we located ourselves in our educational practice. A quick glance at the World Wide Web tells us that human-centred education is a term used in many countries to describe practices similar in spirit, but also with a rich diversity in keeping with their local cultures. Our own practice is evolving to reflect the following:

#### Human-Centred Education

- has at its heart the quality of relationships between students, teachers and parents
- promotes multiple-aged learning
- provides a holistic interdisciplinary curriculum
- values comparison, equity and respect
- is democratic and participatory
- enables meaningful community
- allows students and teachers to be known and valued as individuals

#### Sustainable Education

- is socially and environmentally sustainable

- is life-centred
- requires a school community of a human scale
- promotes a lifelong love of learning.

It really is about time we connected with like-minded practitioners. It really is about time to start sharing the secrets of our educational practice with the broader community. To this end, the council will be exploring ways and means of promoting the principles and practice of sustainable, human-centred education beyond the boundaries of Korowal School, by:

- defining and supporting its practice
- connecting with theorists and practitioners in Australia and internationally
- assisting in the practice and development of democratic school – governance and management
- promoting and supporting the establishment of other sustainable schools
- documenting and developing curriculum resources for practitioners
- facilitating forums and dialogue
- sustaining an evolutionary, human-scale model for schooling.

One of my children once described Korowal as “tiny, wooden and homely”. There is no good reason why every school on the planet could not be tiny wooden and homely.

I will end on the same note that I did in my report 12 months ago:

If Korowal has created a haven in a heartless world, that is good. But it is not good enough. It can only be the start of giving the world back some heart.

Vittorio Cintio

## 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 6 to 9 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.

The school ran a number of programs, including Active After School Activities (AASA) funded by the Federal Government, a driver awareness program provided by the NSW Fire Brigade.

The main focus for students was on sustainability, with workshops, seminars, public forums and education designed to enhance students understanding of this vital issue.

### 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.

Twenty students completed the two year Pathways program in 2007, whilst another 20 students completed the first year of the program

Of the 40 candidates across all subjects 100% of candidates in all subjects achieved marks of 50 or more (Band 2 or higher), with 55% of candidates achieving Bands 5 and 6 (80 – 100 marks) in one or more of their subjects. Of the three candidates who attempted extension courses (Advanced English Extension 1 and Extension 2), two achieved results in the top band (40 marks out of 50 or greater), with one candidate achieving full marks, 50 out of 50 in Extension 2.

Academic achievement was generally above state averages, most notably in English Advanced and Extensions 1 and 2, English Standard, Information Processes and Technology, General Mathematics, Modern History and Extension History and Visual Arts. This is a general pattern of student performance.

Individual students achieved Top Band (Band 6: 90 – 100 marks, E4 in Extension subjects) results in English Advanced and Extensions 1 and 2, Modern History, Visual Arts and French Continuers.

**Table 1 HSC Exam results**

<i>Subject</i>	<i>No of Students</i>	<i>Performance band by achievement by number and %age</i>			
		<b>Bands 5-6</b>	<b>Band 3-4</b>	<b>Band 2</b>	<b>Band 1</b>
English (Advanced) 2 Unit	17	School: 9 (53%) Statewide: (47%)	School: 8 (47%) Statewide: (52%)		
English Extension 1	3	Top Bands E3 - E4 School: 3 (100%) Statewide: (80%)			

<i>Subject</i>	<i>No of Students</i>	<i>Performance band by achievement by number and %age</i>			
		<b>Bands 5-6</b>	<b>Band 3-4</b>	<b>Band 2</b>	<b>Band 1</b>
English Extension 2	3	Top Bands E3 - E4 School: 3 (100%) Statewide: (79%)			
English (Standard) 2 Unit	13	Statewide: (3%)	School: 13 (100%) Statewide: (74%)		
General Mathematics 2 Unit	7	School: 1 (14%) Statewide: (23%)	School: 6 (86%) Statewide: (61%)		
Information Processes and Technology 2 Unit	9	School: 3 (33%) Statewide: (37.34%)	School: 5 (55%) Statewide: (50%)		
Chemistry 2 Unit	13	School: 2 (15%) Statewide: (39%)	School: 9 (69%) Statewide: (52%)	School: 2 (15%) Statewide: (6%)	
Modern History 2 Unit	15	School: 7 (47%) Statewide: (44%)	School: 8 (53%) Statewide: (45%)		
Modern History Extension	1	Top Bands E3 - E4 School: 1 (100%) Statewide: (73%)			
Music 1 2 Unit	9	School: 4 (44%) Statewide: (52%)	School: 5 (56%) Statewide: (45%)		
Society and Culture 2 Unit	3		School: 2 (67%) Statewide: (56%)	School: 1 (33%) Statewide: (9%)	

<i>Subject</i>	<i>No of Students</i>	<i>Performance band by achievement by number and %age</i>			
		<b>Bands 5-6</b>	<b>Band 3-4</b>	<b>Band 2</b>	<b>Band 1</b>
Visual Arts 2 Unit	15	School: 9 (60%) Statewide: (52%)	School: 6 (40%) Statewide: (47%)		
French Continuers 2 Unit <sup>A</sup>	1	School: 1 (100%) Statewide: (29%)			
Spanish Beginners 2 Unit <sup>A</sup>	1		1 <sup>A</sup> School: 1 (100%) Statewide: (21%)		
Biology 2 Unit <sup>A</sup>	4	School: 2 (100%) Statewide: (50%)	School: 2 (100%) Statewide: (50%)		

A : course studied elsewhere

## 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 88% of candidates achieved Band 6,5 and 4 results compared to 72% of the state. In Mathematics 48% of candidates achieved Band 6,5 and 4 results compared to

45% of the state. In Science 80% of candidates achieved Band 6, 5 and 4 results compared to 66% 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**

<b>Subject</b>	<b>No of Students</b>	<b>Performance band achievement by %age</b>		<b>Grades <sup>B</sup> allocated by %</b>	
		Bands 3-6	Band 1-2	Grades C - A	Band E - D
English - literacy	25	School: 100% Statewide: 92%		School: 64%	School: 36%
Mathematics	25	School: 84% Statewide: 76%	School: 16% Statewide: 34%	School: 84%	School: 16%
Science	25	School: 100% Statewide: 90%	School: 0% Statewide: 10%	School: 84%	School: 16%
Australian Geography, Civics and Citizenship	25	School: 100% Statewide: 85%	School: 0% Statewide: 15%	School: 76%	School: 24%
Australian History, Civics and Citizenship	25	School: 96% Statewide: 89%	School: 4% Statewide: 11%	School: 80%	School: 20%

**B:** Grades are allocated by the school after applying the Board of Studies assessment standards. 22 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

### Basic Skills Test Years 3 and 5

In 2007, all Year 3 and all Year 5 Korowal students participated in the statewide Basic Skill Test (BST)

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

**Table 3 BST– percentages above benchmark**

<b>2007 test</b>	<b>Year 3 (11 students)</b>	<b>Year 5 (14 students)</b>
	<b>Percentage of students achieving the Benchmark</b>	<b>Percentage of students achieving the Benchmark</b>
Basic Skills Test (BST) Literacy	School 100% (3 students absent)	School 100%
Writing	School 100% (1 student absent)	School 100%
Numeracy	School 100% (1 student absent)	School 100%

**Table 4 BST– percentages in skill bands**

<b>2007 test</b>	<b>Year 3 (13 students)</b>		<b>Year 5 (16 students)</b>					
	<b>Bands 2 - 5</b>		<b>Band 1</b>		<b>Bands 3 - 6</b>		<b>Bands 1 - 2</b>	
Aspects of Literacy	School 100% 3 students absent	Statewide 91%	School 0%	Statewide 9%	School 100%	Statewide 95%	School 0%	Statewide 4%
Aspects of Numeracy	School 100% 2 students absent	Statewide 91%	School 0%	Statewide 9%	School 100%	Statewide 94%	School 0%	Statewide 7%

In Year 3 100% of students achieved skill bands 2 or higher in overall literacy compared to the state average of 91% and 100% of students achieved bands 2 or higher in overall numeracy compared to 91% of the state. In overall literacy 50% of students were placed in Band 4 or 5, compared to 47% of the state. In overall numeracy 89% were placed in Band 3 or higher, compared to 72% 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 5 100% of our students achieved bands 3 or higher in overall literacy compared to the state average of 95% and 100% of students achieved bands 3 or above in overall numeracy compared to 94% of the state. In overall literacy 36% of students were placed in Band 6, compared to 23% of the state. In overall numeracy 65% of candidates were placed in either Bands 5 or 6, compared to 55% of the state.

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

### Literacy and Numeracy National Assessment (LANNA) Year 7

The LANNA assesses student achievement in four areas, Numeracy, Reading, Writing and Spelling

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

<b>2007 Literacy and Numeracy National Assessment (LANNA)</b>	<b>Percentage of students above the national</b>
	<b>Year 7 (21 students) (1 student absent)</b>
Reading	100
Writing	95
Spelling	Benchmark not available
Numeracy	80

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 the 2006 results.

Some variation was apparent in the averaged performance between boys and girls, particularly spelling and writing, with girls stronger than boys and numeracy, with boys stronger than girls. Reading was consistent.

## 4. Professional Learning and Teacher Standards

### Professional learning

The following professional development activities were undertaken by staff throughout 2007:

Description of the Professional Learning Activity	No. of staff participating
Library- Annual Teacher librarians conference 'Future Tracks'	2
I.T. - providing training for teachers (managers) involved in all aspects I.T. planning and management	1
Curriculum based - activities designed to assist teachers to improve the quality of student outcomes in specific KLA's, both Primary and Secondary	14
Special needs students – training to meet the educational requirements of special needs students	3
Mental Health in Teaching – providing knowledge in mental health issues	2

*Teaching staff also underwent Senior First Aid Training, and the statutory OH&S training required of employees.*

The average expenditure on professional learning, including course costs, relief teacher payments, resources, travel, accommodation and event costs was \$482.50 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	23
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	1

## 5. Teacher Attendance and Retention

In 2007 the average daily staff attendance rate was 100%. The proportion of staff retained from 2006 is approximately 92%, that is two teachers either retired or resigned, one Full time and one Part-time.

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

### Student attendance

Ninety-two percent of students attended school on average each school day in 2007. This was nearly identical to the daily attendance in 2006. 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 %
2005 / 2007	18	14	78%

Seventy eight percent of the 2005 Year 10 cohort completed Year 12 in 2006. 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, 2007 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 2006 Report.*

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.

***Children must turn 5 before March 31<sup>st</sup> to be eligible to enter Kindergarten.***

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

### Procedures

1. All applications should be processed within the School's enrolment policy.
2. The Office staff will photocopy all enrolment applications as they are received to give to the Primary or School Co-ordinator as appropriate.
3. Information folder given or mailed to applicant. If requested, appointment may be made for initial interview with School Co-ordinator.
4. The co-ordinator will check the class applied for and speak with the class teachers and relevant Cluster. Co-ordinator informs class teachers of enquiry and is updated about the situation of the class and any concerns from Cluster in relation to the impact of a new student. Other relevant information includes current waiting list, gender balance, possible scholarship applicants.
5. There may be an interview with the School Co-ordinator if the applicants seek more information about the school. No suggestion of offer of place is made at this interview.
6. Application form must be completed and deposit paid before further steps proceed.
7. In the event of there being no vacancy at the time, the applicant will be sent a letter stating that the child has been placed on a waiting list and contacted when a vacancy occurs.
8. If there is a vacancy, the class teacher arranges an interview for the child with his/her parent(s) with the class teachers. Teachers new to the School or new to the position of class teacher will be accompanied by a co-ordinator. It is important that the child's most recent school report and work samples are brought to the interview, together with any other documentation relevant to the child's educational needs. Note that interview does not imply automatic offer of a place.
9. Checklist for interviewing teacher/s:
  - Confirm that information booklet has been received
  - Reasons for wanting to attend Korowal School
  - Goals and expectations in relation to schooling

- Inform applicants of the ethos and expectations of the School.
  - Evidence of student's academic work – school reports , recent work samples
  - Any issues at previous school that may affect progress, eg impediments to learning, any testing, work with counsellors etc?
  - Request permission to contact student's previous school. If permission is not granted, enrolment cannot proceed.
  - Interests and talents outside school
  - Ascertain any special needs
  - Any family issues
  - Confirm School hours – especially Friday afternoons for Primary School students.
- Transport arrangements, train supervisor's role.
10. Following the interview the teacher needs to identify any strategies which need to be put in place to accommodate the applicant before the decision to offer a place is made. The applicant's educational needs must be considered. Where there is a special need the School Co-ordinator must be informed and arrangements made for an interview with him to provide an adjustment plan, in consultation with parents and teachers.
  11. Contact student's previous school.
  12. The applicant must be informed of the decision made, in writing.
  13. If a place is offered, it is the class teacher's responsibility to make sure the student has the following:

#### All Students

- Timetable - make clear to PS students that school finishes at 1pm on Fridays.
- \*Canteen menu
- Knowledge of dress code and need for protective clothing
- \*Transport arrangements – application for bus/train pass.
- \*Computer file and LRC contract (students from years 3 – 12)

#### High School Students:

- Chosen electives (check class sizes)
- Sports and co-curricular choices
- \*Locker allocation,
- Focus studies calendar
- Textbook and equipment list

\*Please collect these papers from the Office

NB These documents may be located via Teachers/HS Organisation/Enrolments

14. Payment of fees and security deposit – letter of receipt to be mailed to parent/s and teacher informed that enrolment may proceed.
15. Office confirms start date.

16. Student may commence at Korowal

#### Student Population

The school has approximately 240 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 are 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 2007	Notification of Changes and Access to Policy Document.
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> definitions and concepts</li> <li><input type="checkbox"/> legislative requirements</li> <li><input type="checkbox"/> preventative strategies</li> <li><input type="checkbox"/> reporting and investigating “reportable conduct”</li> <li><input type="checkbox"/> investigation processes</li> <li><input type="checkbox"/> documentation</li> </ul>	<p>Nil</p>	<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.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> procedures for security of the grounds and buildings</li> <li><input type="checkbox"/> use of grounds and facilities</li> <li><input type="checkbox"/> emergency procedures</li> <li><input type="checkbox"/> travel on school related activities</li> </ul>	<p>Changes to:</p> <p>fire drill procedures</p> <p>use of 1<sup>st</sup> Aid kits (new)</p> <p>Ambulance cover (new)</p> <p>Student Accident Cover (new)</p> <p>Use of Grounds &amp; Facilities</p>	<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>
<p>Supervision policy encompassing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> duty of care and risk management</li> <li><input type="checkbox"/> levels of supervision for on-site and off-site activities</li> <li><input type="checkbox"/> guidelines for supervisors</li> </ul>	<p>Changes to:</p> <p>Train supervision</p> <p>Playground Duty Areas</p> <p>Truancy</p> <p>Excursions</p>	
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Code of conduct for staff and students</li> <li><input type="checkbox"/> Behaviour management</li> </ul>	<p>Policy updated to reflect:</p> <p>internet and computer usage</p> <p>use of personal entertainment devises</p>	

<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:

5. Impartiality in an investigation and decision making; and
6. 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 2007

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li><input type="checkbox"/> introduce and define Boys Ed. strategies K - 12</li> </ul>	All staff attended inservice and program review training to implement news strategies
Student Welfare	<ul style="list-style-type: none"> <li><input type="checkbox"/> review and upgrade medication and first aid register</li> <li><input type="checkbox"/> arrange for all staff to renew first aid certificate for 2007</li> <li><input type="checkbox"/> review and update literacy/numeracy support for identified HS students</li> <li><input type="checkbox"/> review integration support for identified PS student</li> <li><input type="checkbox"/> ongoing implementation of Stage 4/5 PD programme</li> <li><input type="checkbox"/> review and refine PE / fitness programmes for K – 6</li> <li><input type="checkbox"/> PD K – 6. Life Ed programme continue and review</li> <li><input type="checkbox"/> employ student support teacher to provide enhanced support for integration, adjustment planning and class teacher guidance</li> </ul>	<p>Completed central register</p> <p>training complete</p> <p>employed new teachers aide to support identified students</p> <p>complete</p> <p>inservice and staff time allocated to ongoing revision and implementation</p> <p>processed commenced and ongoing</p> <p>review and ongoing</p> <p>support teacher employed and trained</p>

Facilities and resources	<ul style="list-style-type: none"> <li>□ repair/replace flooring in Jnr Sec common room. Upgrade furniture</li> <li>□ purchase data projector for all HS teaching spaces</li> <li>□ prepare and arrange for repair of oval</li> </ul>	<p>Complete</p> <p>completed</p> <p>complete</p>
Staff development	<ul style="list-style-type: none"> <li>□ all staff Child Protection update seminar – AIS</li> <li>□ development and refinement of Teacher Values Charter</li> <li>□ develop and refine OHS policy and procedures, especially excursions</li> </ul>	<p>Staff updated late 2006</p> <p>ongoing</p> <p>ongoing, inservice all staff, new committee trained.</p>
Community building		<p>Community meetings and planing for relocation</p> <p>Sustainability Fair</p> <p>Musical and Cabaret performances</p> <p>Christmas community singing</p>

#### 2008 Priority Areas for improvement

Teaching and Learning	<p>Literacy and numeracy support Years 7/8</p> <p>Improved literacy intervention Years 3/4/5/6</p> <p>Development of Stage 4/5 PD programme</p> <p>Improved programming for special needs students</p> <p>Fitness K – 10</p> <p>introduction of new Outdoor Ed program for secondary students</p> <p>consolidation of new HSC courses in Biology and Studies of Religion</p> <p>Cultural celebration K - 6</p>
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Student Welfare	Review of rights and responsibilities charter review students/school values charter
Facilities and resources	Total upgrade of IT system
Staff development	IT training, ICT training for teachers
Community building	Maintain and enhance community spirit in relation to relocation Annual singing Class festival/celebration

## 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 2007 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.

## 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.

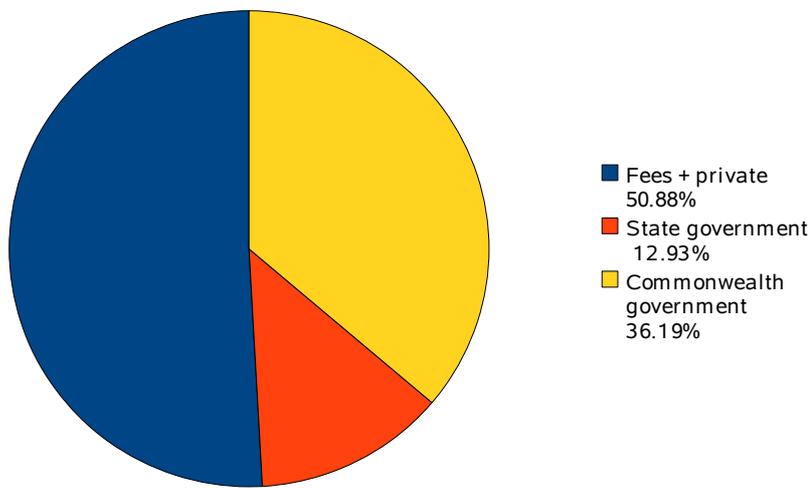
Informal feedback from all components of the community suggest a very high level of satisfaction, particularly in the areas of staff morale, team commitment, relationships in general and school operations.

### 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



EXPENDITURE

