

# Korowal School

## Educational and Financial Annual Report 2011

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 2011**

A school year passes in a flash. In fact an entire school education seems to pass in a flash. I have worked in this school for long enough to follow the journey of so many children who enter in Kindergarten and finally graduate at the end of Year 12. Their time with us often seems so fleeting. I meet up with ex-students in their 30's (some are now in their 40's) who I recall in all their adolescent glory as if it was yesterday.

For our students however, especially the younger ones, I imagine school can seem to last forever.

In their relative lifetime as students what I perceive as time passing in a flash is, I hope for them, is a profound journey of learning and self discovery.

My experience, in reality, reflects the intensity of my work, the incredible busyness, the sense that there is so much to do and so little time to do it in, so many new initiatives, improvements and developments that I know it will be someone else, long after my leaving, who gets to fully realise an idea that is just only being formed now. We are working now to consolidate what will continue to flourish in this school's future.

However, for our students, as I often observe in classroom situations, there is a holding of time, a calm and measured atmosphere where the necessary time is made available by teachers for the new learning experiences to be understood and integrated.

Central to my observation is that in their everyday learning our students experience abundant opportunities to build their skills, deepen their understanding and develop the sense of who they are and what they can achieve.

In the last year there has been a discernible cultural shift in the student population in terms of their willingness to engage and ability to reciprocate, to give back to the school, a measure of the gift they have received from their education. My evidence is their increased generosity of spirit, their support for each other, their honesty and capacity for self reflection and their everyday involvement in the cultural life of the school. Our students want to represent the school, they are proud of their school, and we get so much delightful and positive feedback about our students' conduct and behaviour from the wider community.

Some key events come to mind.

The remarkable mural painted under the railway underpass at Hazelbrook was an event that our High School students participated in. The mural artist was amazed at the way our students engaged in the whole activity.

High School students for the first time in many years put on a performance of cabaret highlights at the Winter Magic and later the Lawson Festival, and expanded their repertoire for the local Hazelbrook Christmas carols. Each of these events was strongly and willingly sustained by our students (with many thanks to Barbara Fitzgerald and Kim Poole )

Our Primary students, through interaction with our local Aboriginal community, participated in a Reconciliation arts program and produced a collective artwork (thank you also Paula Martin), hung with pride in the school office, that was awarded a first prize from the committee. A small group of students travelled to the Australian Museum to receive their award. Their work, in the eyes of the judges, displayed not only a graphic quality but an artistic reflection of the integrity of the reconciliation process.

Our Hall was finally completed this year and this has allowed us, through the

remarkable endeavours of Barbara Fitzgerald, to finally launch the Korowal Studios. This concept is designed to increase the extra curricular options available to our students, to satiate their ever growing need for more creative endeavours, to enable families to have an extra moment at home instead of driving up and down the highway to tuition, to create employment for our parents, and to engage the wider community by providing accessible services on this site. It is our hope that soon we will be able to provide some further group activities to students which is funded from the income generated by the Korowal Studios hire.

We are delighted to welcome Mountain Kidz Out of School Hours care to our school providing additional care services for the community.

The school received further funds to complete the final components of our relocation plan, including renovation of our antiquated sewerage/drainage system, a security system, new access ramps to the science labs, a small extension to the library, an irrigation system to help manage the complex hydrology of our site (there are lots of natural springs), an operable (openable) wall in the old school hall and finally some decent outside lighting.

Our enrolments remained stable throughout the year and we reached our increased enrolment target of 245 students at the beginning of 2012. On matters of principal we have engaged the debate, for example on Naplan, and also in regard to the preparation of students for the HSC, for which I was interviewed for the ABC Lateline program.

We want the world to know we exist and that school communities can create 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. Also of interest will be impact of the national curriculum. This is due to commence in 2014, but will require considerable preparation from 2012.

We continue 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 schools is to develop mechanisms for ensuring continuity of educational processes and practices as new staff enter and older staff leave or retire from the school.

As part of our sustainability consciousness we will commence an appraisal/mentoring process in 2012 with all staff where we hope to engage people at a deeper level. We have been here for 3 years now, and this year we bring focus to sustaining the people that brought us here as well as those who have joined us to strengthen our working community. With the help of Bronwyn Williams we have been developing a system which will enable structured goal setting and feedback. We encourage proposals from the staff for new initiatives and are beginning discussions with a few interested parents on how to further engage our parent community.

Last year 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. They have settled in wonderfully and we hope, through our new engagement with these teachers, and other longer term staff, to establish the foundation for Korowal's long term sustainability.

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

There are some people who need specific acknowledgement.

Firstly, Annie Carment. Annie's role in the school is legendary and she has continued this year with her dedication to the school's 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. This year Annie produced a short advertising video which was run at the Edge Cinema ( and still was last week) and at Penrith Cinema.

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. Their consistent awareness of the needs of the staff and students, and their follow up with parents is of the highest order. I also wish to acknowledge their role in covering my (brief) Long Service leave in April.

Trish Fitzgerald's operation of our canteen attracted lots of praise and acknowledgement from the whole community, but sadly she was unable to continue. Towards the end of the year we gratefully welcomed Amber Gaston and Paula Harvison as our new canteen managers.

Next to last my thanks to Hilary Wale, Susan Pearce, Cath Walker who have held fort in the office and demonstrated remarkable resilience and flexibility. I also wish to thank Bev Milner, our Bursar, who provides invaluable financial and business operations guidance.

Sadly David Clucas resigned late last year after an extended period of leave. At his farewell, David expressed a deep affection for the students and gratitude to the school for the experience of working at Korowal. Denise Melocco our Primary Italian teacher also resigned. We also remember Kathi Beck who passed away after a long battle with cancer.

To all our parents, students, ex-parents and ex-students, thank you 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.

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

Mark Thomas  
School Coordinator  
May 9, 2012

## **Report from the Chair AGM 2011– Rosemary Dillon**

***I would like to acknowledge that we are here tonight on the traditional lands of the Darug and Gundungurra peoples. Korowal acknowledges this and recognises the strength, capacity and resilience of past and present Aboriginal people in this region.***

This Annual General Meeting, the 34th in the school's history, marks the achievement of yet another significant milestone for Korowal. It is our fourth AGM conducted at our new site in Hazelbrook. It is also my third report to you as Chair of the School Council. After three years in the position, I will tonight be stepping down from this role. As this is my last address as Chair I will take the opportunity to reflect on some key achievements over the last few years.

Let me begin my report by expressing the gratitude of the School Council to the Korowal School community overall – to the teachers, support staff, parents and students – for all your contributions in 2011 which have supported the ongoing success of the school. It is very much appreciated. It is now over three years since we moved into our new home at Hazelbrook and it is indeed heartening to see that with each new year, the school continues to flourish and develop from strength to strength.

In March this year we celebrated our relocation and achievements with an official School Opening Ceremony. We acknowledged that after 30 years in leased premises we now own our own school home. Our journey to get here has not been without its challenges. When times are demanding our community comes to the fore and shines. Without the enormous effort, resilience and commitment of our school community we would not be here tonight.

Korowal is a secular school governed by a democratically elected school council comprising equal numbers of parents and teachers. I would like to acknowledge the contribution of the School Council over the past 12 months for their leadership in setting policy direction and working on the financial sustainability of the school. Thankyou to the parent representatives - Mick Barrett, Greg Lucas, Vittorio Cintio, Deborah Keenaham – and the teacher representatives – Yvonne Edgren, Barbara Fitzgerald, Steve Garthwin, Nancy Oosterhoff and Mark Thomas – who served on the Council over the last 12 months.

In making the shift to owning our school we have taken on the responsibility of repaying a significant mortgage. In this regard my major focus as Chair over the past three years, and a major focus of the Council, has been on improving the financial sustainability of the school into the future. While much has been achieved, much remains to be done to strengthen the financial position of the school.

In 2009, in my first year as Chair, the School Council established a Finance Committee to support its decision making on financial matters. I would like to take the opportunity to thank its current members Greg Lucas (Chair), Bev Milner and Mark Thomas for their work. Since 2009 we have implemented many initiatives to improve the financial sustainability of the school including the development of a School Business Plan and in 2011 a five year *Korowal Financial Sustainability Plan (2011-2015)*. Some of the key action areas already being implemented from this Plan include:

- Seeking grants and benefactors (since 2009 Korowal has received over \$1 million in capital grant funding to develop our buildings and school facilities and equipment)
- Building key relationships with all levels of government to support our financial sustainability
- Increasing enrolments through a concerted marketing program - with a target of achieving 260 enrolments by 2015 having been set
- Exploring enrolments from international students
- More effectively resourcing the school's financial and business management – I would like to give particular thanks to Bev Milner for her work and support in this regard
- Hiring out the schools facilities as a means of raising revenue
- Achieving savings through continuous improvement and efficiencies initiatives
- Setting financial management goals and targets

- Progressing the establishment of a Korowal Foundation for the purpose of supporting and sustaining the schools broader educational objectives
- Progressing establishment of a deductible Gift Recipient Scholarship fund
- Establishing out of hours co-curricula programs – which has become the Korowal Studios - where experienced, talented teachers offer tuition in music, singing, drama and dance both within school hours and after hours for students from Korowal and other schools. I would like to especially acknowledge the work of Barbara Fitzgerald in supporting the establishment of this initiative.
- Establishing a before and after school care service on the Korowal school campus– this has been achieved with Mountain Kidz before and after school care (previously at Lawson) operating from our school from 6.30 am and after school care until 6.30 pm.

While great effort has continued to be made to keep fee increases to a minimum, fee increases in 2011 and 2012 have been required to enable the school to meet its financial and educational responsibilities. In approving the fee increases the school Council has taken into consideration the need to meet our mortgage repayment responsibilities and fund required equipment and infrastructure for the school balanced against the ability of parents to afford increases. As we communicated to parents in October 2011, the easiest way to keep fees down is for the school to achieve its enrolment targets. The support of the school community in promoting the school to new families is always much appreciated. Our fee structure continues to support larger families. In 2011 and now in 2012 we have maintained sibling discounts with third and subsequent sibling fees being reduced per child per year.

Our new location has required significant work on buildings, grounds and facilities and many long hours especially from Mark Thomas and Annie Carment on planning approvals and Development Applications and on grant and funding applications. We have been extremely fortunate to have received considerable capital funding from the Federal Government. Since moving to Hazelbrook the school has received over 1 million dollars for capital improvements including the construction of a new hall, classroom extensions, new basketball court, oval heating systems. In 2012 capital improvements to the school will continue with a refit of the old hall for classroom use, modest extensions to the library landscaping and roadworks, implementation of an integrated security system and much needed improvements to the toilet facilities for students.

Korowal is operationally led and administered by a dedicated Executive team and I would like to acknowledge the contribution - well beyond the call of duty - of Nancy Oosterhoff our Primary School Coordinator, Barbara Fitzgerald and Steve Garthwin our High School Coordinators and Mark Thomas our School Co-ordinator.

In moving to a new site we have also had to work hard to let people know we are here. I would like to thank Annie Carment in particular, and the School's Marketing Committee, for their work in marketing and promoting the school. It is also important that we understand the priorities and views of families with children at the school. I am proud that in 2011 with the support of the School Council, our marketing committee led by Annie surveyed our school community. A total of 130 surveys were completed (from approx 150 families with children at the school). When asked the things they liked most about Korowal, the largest number of responses (57%) identified nurturing, kind and accepting qualities of the school. Other key attributes identified with included the school's sustainability focus,

quality of the teaching, sense of community and holistic curriculum.

These results are not surprising given the values and principles driving our school. In my three years as Chair I have never tired of reinforcing that which makes Korowal so special: *Our educational approach is human centred and sustainable. We value quality over quantity. Korowal is a small, nurturing, integrated school where relationships are paramount and creativity is valued, where students are known by their first names, where the learning culture and the social environment is co-operative not competitive. At Korowal the whole person is valued and the aim is to develop the full potential of the child. The values of compassion, tolerance, equity, respect, empathy, commitment, resilience and critical thinking are consciously fostered.*

Over the past three years the Korowal School Council has made significant progress in reviewing and updating many of our policies and governance procedures, particularly through the work of our Human Resources Committee and the Executive team. It is important that we continue to build on this good work and in particular, strengthen the governance of our school. In this regard, it is timely that the schools Constitution developed in the late 1970's be reviewed and updated to ensure it is providing the required foundation to support the next stage of Korowal's development. This will require engaging with the school community – parents, students, teachers and support staff – to reaffirm the values, principles and vision for Korowal that we have and share.

In summary, Korowal is a unique and special school and it has been my privilege to serve the school in the capacity of Chair over the last three years and as a member of the Council since 2007. I am leaving this role proud of the progress made over the last 3 years. I have no doubt the school will continue to thrive in the coming years. I step down in the knowledge that there are others well equipped to lead the Council. I thank the school community and the Korowal Council for the support they have given me as Chair.

## 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, 109 in the Primary school and 121 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 outcomes 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.

Subjects are grouped in Cycles and generally repeated every second year. Subjects offered in 2011 were, for example, previously taught in 2009. Subjects taught in 2010 are being repeated in 2012.

Fifteen students completed the two year Pathways HSC program in 2011 and obtained their Higher School Certificate or equivalent, whilst another 21 students completed the first year of the program.

Of the 36 candidates across all subjects 95.2% of candidates in all subjects achieved marks of 50 or more (Band 2 or higher), with 55.6% of candidates achieving Bands 5 and 6 (80 – 100 marks) in one or more of their subjects. Of the 2 candidates who sat for a one unit extension course all candidates achieved Band E3 or E4.

**Table 1 HSC Exam results**

Subject	Year	No of Students	Performance band by achievement by number and %age			
			Bands 5-6	Band 3-4	Band 2	Band 1
English: Standard	2011	18	School: 3 (16.7%) Statewide: (8.9%)	School: 9 (50.0%) Statewide: (63.3%)	School: 2 (11.1%) Statewide: (20.4%)	School: 4 (11.1%) Statewide: (6.9%)
	2010	4		School: 3 (75%) Statewide: (67.5%)	School: 1 (25%) Statewide: (19.45%)	
English: Advanced	2011	13	School: 9 (69.2%) Statewide: (58.2%)	School: 4 (30.8%) Statewide: (40.0%)	Statewide: (1.5%)	
	2009	23	School: 7 (30.4%) Statewide:	School: 15 (65.2%) Statewide:	School: 1 (4%) Statewide: (1%)	

<b>Subject</b>	<b>Year</b>	<b>No of Students</b>	<b>Performance band by achievement by number and %age</b>			
			(51.2%)	(47%)		
English Extension 1	2011	2	Top Bands E3 - E4 School: 2 (100%) Statewide: (84.0%)	Lower Bands E1-E2 School: 0 Statewide: (15.8%)		
	2009	7	Top Bands E3 - E4 School: 3 (42.9%) Statewide: (84.2%)	Lower bands E1-E2 School: 4 (57.14%) Statewide: (15.6%)		
English Extension 2	2011	1	Top Bands E3 - E4 School: 1 (100%) Statewide: (84.0%)	Lower Bands E1-E2 School: 0 Statewide: (15.8%)		
	2009	7	Top Bands E3 - E4 School: 3 (42.9%) Statewide: (84.2%)	Lower bands E1-E2 School: 4 (57.14%) Statewide: (15.6%)		
English as a Second Language: ESL (studied externally)		1	School: 0 ( ) Statewide: (32.2%)	School: 1 (100%) Statewide: (58.7%)	Statewide: (6.4%)	
Chemistry	2011	6	School: 0 Statewide: (40.0%)	School: 5 (83.3%) Statewide: (50.4%)	Statewide: (5.6%)	
	2009	9	School: 1 (11.1%) Statewide: (38.6%)	School: 8 (88.9%) Statewide: (51.5%)		

<b>Subject</b>	<b>Year</b>	<b>No of Students</b>	<b>Performance band by achievement by number and %age</b>			
General Mathematics	2011	16	School: 1 (6.3%) Statewide: (24.3%)	School: 13 (81.3%) Statewide: (55.4%)	School: 1 (6.25%) Statewide: (13.2%)	School: 1 (6.25%) Statewide: (6.24%)
	2009	5	School: 0 (0%) Statewide: (24.7%)	School: 5 (100%) Statewide: (56.3%)		
Information Processes and Technology	2011	6	Statewide: (31.6%)	School: 4 (66.7%) Statewide: (49.7%)	School: 2 (33.3%) Statewide: (11.07%)	
	2009	2	School: 1 (50%) Statewide: (31.6%)	School: 1 (50%) Statewide: (56.2%)		
Music 1: 2 Unit	2011	16	School: 12 (75.0%) Statewide: (58.9%)	School: 4 (25.0%) Statewide: (38.0%)	Statewide: (2.4%)	
	2009	9	School: 7 (78%) Statewide: (58%)	School: 2 (12%) Statewide: (40%)		
Society and Culture	2011	10	Statewide: (33.3%)	School: 10 (100%) Statewide: (58.5%)		
	2009	14	School: 2 (14%) Statewide: (42%)	School: 12 (86%) Statewide: (49%)		
Visual Arts 2 Unit	2011	9	School: 6 (66.6%) Statewide: (47.9%)	School: 3 (33.3%) Statewide: (49.5%)		

<b>Subject</b>	<b>Year</b>	<b>No of Students</b>	<b>Performance band by achievement by number and %age</b>			
	2010	13	School: 7 (53.8%) Statewide: (50.58%)	School: 3 (46.2%) Statewide: (47.53%)		
Aboriginal Studies (studied externally)	2011	1	School: 1 (100%) Statewide: (33.5%)	Statewide: (49.9%)	Statewide: (8.4%)	
Ancient History (studied externally)	2011	1	Statewide: (37.4%)	School: 1 (100%) Statewide: (47.4%)	Statewide: (9.2%)	
Personal Development, Health and Physical Education (PDHPE) (studied externally)	2011	2	School: 1 (50%) Statewide: (34.2%)	School: 1 (50%) Statewide: (55.6%)		
French Beginners (studied externally)	2011	1	School: 0 Statewide: (43.1%)	School: 1 (100%) Statewide: (43.2%)	School: 2 (33.3%) Statewide: (11.07%)	
Japanese Background Speakers (studied externally)	2011	1	School: 1 (100%) Statewide: (43.3%)	School: 0 Statewide: (56.7%)		

Individual Students studying externally do so through Sydney Distance Education, The Open High Schools or TAFE

In 2011 mean student performance was above average in Visual Arts, Music, English (Advanced) and English Extension 1 and below in other subjects, reflecting variances in small candidature subjects. This is consistent with long term performances.

### **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 100% of candidates achieved Band 6,5 and 4 results compared to 84.3% of the state. In Mathematics 36% of candidates achieved Band 6,5 and 4 results compared to 47.4% of the state. In Science 92% of candidates achieved Band 6, 5 and 4 results compared to 69% of the state. In Australian History, Civics and Citizenship 96% of candidates achieved Band 3 or greater and in Australian Geography, Civics and Citizenship 92% 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**

Test	Year	No of Students	Bands 3-6	Band 1-2	Grades C - A	Band E - D
English - literacy	2011	25	School: 100% Statewide: 93.0%	School: 0% Statewide: 3.7%	School: 72% Statewide: 75%	School: 28% Statewide: 23%
	2010	23	School: 100% Statewide: 94.9%	School: 0% Statewide: 5.1%	School: 83% Statewide: 75%	School: 17% Statewide: 24%
Mathematics	2011	25	School: 88% Statewide: 74.8%	School: 12% Statewide: 21.6%	School: 68% Statewide: 68%	School: 32% Statewide: 31%
	2010	23	School: 82.6% Statewide: 82.6%	School: 17.4% Statewide: 14.8%	School: 70% Statewide: 67%	School: 30% Statewide: 32%
Science	2011	25	School: 100%	School: 0%	School: 84%	School: 16%

Test	Year	No of Students	Bands 3-6	Band 1-2	Grades C - A	Band E - D
			Statewide: 91.6%	Statewide: 4.9%	Statewide: 72%	Statewide: 27%
	2010	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	2011	25	School: 96% Statewide: 86.5%	School: 4% Statewide: 9.8%	School: 84% Statewide: 70%	School: 16% Statewide: 30%
	2010	23	School: 91.3% Statewide: 79.6%	School: 8.7% Statewide: 17.7%	School: 74% Statewide: 69%	School: 26% Statewide: 30%
Australian History, Civics and Citizenship	2011	25	School: 92% Statewide: 84.3%	School: 8.0% Statewide: 12.0%	School: 76% Statewide: 67%	School: 24% Statewide: 31%
	2010	20	School: 78.3% Statewide: 84.3%	School: 21.7% Statewide: 13%	School: 87% Statewide: 69%	School: 13% Statewide: 30%

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>

In 2011, 1 student or 6.7% of the Year 12 cohort participated in vocational or trade training

## 5. Professional Learning and Teacher Standards

### Professional learning

All teaching staff participated in professional development in relation to the application of the principles and practices of Korowal's education philosophy on three Staff Development days throughout the year.

The following professional development activities were undertaken by staff throughout 2011:

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	<b>27</b>
Subject specific externally provided training	<b>9</b>
Bursar and school finance seminars	<b>2</b>
Executive curriculum development	<b>1</b>
Online course development and Training - Moodle	<b>6</b>
Partnership development BMCC Young Women in leadership	<b>1</b>

The average expenditure on professional learning, including course costs, relief teacher payments, resources, travel, accommodation and event costs was approximately \$127 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	<b>25</b>
Teachers who have a bachelor degree 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>1</b>
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers have been employed to 'teach' in NSW before 1 October 2004, and as a 'teacher' in the last five years.	<b>1</b>

## 6. Workforce composition

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

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

### Student Attendance rates

For whole school student attendance rates please refer to the school's data on the My School website: <http://www.myschool.edu.au>

### Student attendance

Year Level	Attendance rate %
K	88
1	88
2	90
3	89
4	90
5	92
6	93
7	91
8	91
9	91
10	93
11/12	96
Overall	91

Ninety one percent of students attended school on average each school day in 2011. This was the very similar to 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 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 %
2009 / 2011	20	10	50%

Fifty percent of the 2009 Year 10 cohort completed Year 12 in 2010. This was lower than last year but consistent with longer term trends. At Korowal Students can achieve course completion in a single year, under the BOS compressed delivery model and a number of students left at the end of the first cycle of subjects.

Based on information provided to the school when students leave seven students left either to pursue employment or vocational training at TAFE and 3 students extended their studies at Korowal and will complete their HSC in 2012.

## 8. Post School Destinations

Based on informal communication the majority of students completing their schooling at the end of Year 12, 2011 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. Quite a number plan to travel before commencing in tertiary courses, increasingly graduates participate in international gap year programs with an emphasis on assisting in aid programs.

## 9. Enrolment Policies and Characteristics of the student body

### 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 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 2011	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>	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"> <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>	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"> <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>	nil	
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 revised and updated	

<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>nil</p>	
<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 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 2011.

## 11. School Determined Improvement Targets

### School Determined Improvement Targets

#### Achievement of priorities for 2011

Area	Priorities	Achievements
Teaching and Learning	Ongoing review assessment policies and practice	Ongoing
	Improved literacy/numeracy intervention Years 3/4/5/6	Ongoing
	Improved programming for special needs students	Ongoing
	Improved performance facilities	New Hall opened, preparation for the Korowal Studios
	Preparation for National Curriculum	Ongoing
Student Welfare	Ongoing education of rights and responsibilities charter Review Values Charter	Deferred
Facilities and resources	Ongoing implementation of ICT master plan Healthy canteen program	Ongoing Ongoing and highly successful to date!
Staff development	IT training inservice and training on programming review of culture and practice review of staff appraisal mechanism	Ongoing Ongoing Ongoing Ongoing for implementation 2012
Community building	Maintain and enhance community spirit	Ongoing and successful to

	<p>Annual singing</p> <p>School festival</p> <p>Student performances -School and Community</p> <p>Information and Open days</p> <p>Community festivals</p>	<p>date</p> <p>Implemented</p> <p>Ongoing</p> <p>Ongoing and highly successful</p> <p>Implemented</p> <p>Ongoing and highly successful</p> <p>- Lawson Festival</p> <p>- Winter magic</p>
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### 2012 Priority Areas for improvement

Teaching and Learning	<p>Ongoing review assessment policies and practice</p> <p>Improved literacy/numeracy intervention Years 3/4/5/6</p> <p>Improved programming for special needs students</p> <p>Improved performance facilities</p> <p>Preparation for National Curriculum</p> <p>Preparation for BOS Registration 2014</p> <p>Review of BOS Stage 4,5 and 6 Assessment and reporting</p>
Student Welfare	<p>Enhance support for student welfare needs</p> <p>Ongoing revision of HSC special provisions support</p> <p>Review of Code of Conduct in relation to Duty of Care</p>
Facilities and resources	<p>Ongoing implementation of ICT master plan</p> <p>Ongoing implementation of 2011 Capital works program including expanded Library , extra HS teaching space, development of the Korowal Studios teaching facilities, improved Hall theatre lighting.</p>
Staff development	<p>IT training</p> <p>inservice and training on programming, assessment and student feedback</p> <p>implementation of staff appraisal mechanism</p>

Community building	Maintain and enhance community spirit Annual singing School Fair Student performances - School and Community Information and Open days Community festivals
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## 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.

Students and parent were include in the review of our practical philosophy and future planning.

As commented in my AGM annual report there has been a marked increase in the willingness of our secondary students to support the school both with internal activities and wider community events, including the local festivals, ecumenical interfaith gatherings and local Christmas carols

All Year 10 students complete a community service program, including community literacy programs in preschools.

In 2011 the school continued the development of our philosophy in schools program. Students are asked to assess and appraise their own conduct with respect to class developed codes of behavior.

Secondary students worked with Primary through Drama and Literacy programs 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.

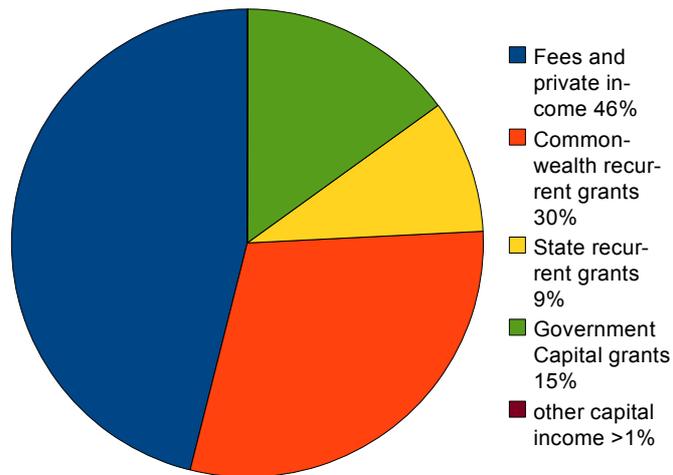
In 2011 we surveyed our community regarding many matters including perceptions about what they valued about the school. We received replies from over 80% of our families confirming a consistent alignment between what the school promises and what it delivers.

## 14. 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

