

Korowal School

Educational and Financial Annual Report 2012

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 2012 - 15th May 2013

Unfortunately Mark is not able to be here tonight as he is recovering from illness. On behalf of all of us, I wish Mark a speedy recovery. I find myself in the privileged position of recounting the events of 2012 and offering expressions of thanks to all concerned.

By the start of 2012 we had become quite comfortable and established in our Hazelbrook home which meant that we were able to bring our minds to positioning ourselves for the future. 2012 saw the establishment of the foundations for exciting new programs as we defined our educational initiatives for implementation in 2013.

There are some who say that education is really only about about literacy and numeracy, which all schools do equally well, so why choose Korowal?

The importance of education for all children in Australia has been both on the political agenda and at the heart of many family conversations for a few years now, as Australian students test results are compared to both 'like' schools on the Myschools website, and neighbouring countries in the international arena. As parents, we all want the best possible educational experience for our children and so the agenda can be both personal and political. We have been reflecting upon these two significant questions: What makes Korowal unique in this changing landscape? What is of core value and what is open to change?

Our families who have chosen Korowal for their children's education have made a considered choice. The debate about funding for private schools and the implementation of Gonski's recommendations is very much alive at a time when the economy is feeling pressured. So why and how do we survive this undulation?

The answers are the same as they have always been; because we place relationships between students and staff at the centre of our thinking, because we foster a love of learning and inquiry, because we take the time to learn about ourselves as well as others, because we educate the whole person and not just teach particular skill sets, because we are small in scale and huge in creativity, because we have an extra-ordinary staff and committed community, because we are truly independent and have significant input from parents and staff at the school council level, because we are secular and inclusive.

It is with deep gratitude that we announce that our school Coordinator, Mark Thomas, secured funding under the Empowering Local Schools Program for us to scrutinise our mechanisms and review and renew structures and procedures. This funding will enable us to employ a consultant to conduct a 360 Profile on the school, with particular attention being brought to governance, management, staff professional review and professional development program and community engagement mechanisms. We will be employing Jayne Ansin of Pivotal Consulting to conduct this review. We are keen for Jayne to explore the relationship between community perceptions and reality.

In 2012 we finalised a staff Professional Review model which will be implemented on a trial basis early in 2013. This will accompany a comprehensive Staff Development Program

called the Appretio, with a focus being brought to goal setting and opportunities for each staff member to nominate areas for professional development. Currently three of our staff are undertaking their Masters degrees in Education and/or Leadership.

We see our measures of success in the playground, in the classroom, at the Korowal fair, in the inter-schools sporting events which our students attend, in music and drama performances, in the relationships between students and staff, as well as students and students, in their willingness to cooperate, in their academic endeavours and achievements, in their mindfulness and kindness, in their HSC results. We see our success in the generosity of spirit shown by staff and the reciprocation of appreciation expressed by students. We also see our success through the support and interest shown by ex-students and ex-families in attending Korowal events. We take great pride in our students capacity to look us in the eye and give an honest and considered opinion.

In 2012 the school community was busy with several major events. On the 10th March we were honoured to have Aunty Carol Cooper and Senator Doug Cameron officially open Korowal at Hazelbrook. We also had our school fair later that year.

In a community service fundraising project initiated by a year 10 student, Anna, we had the opportunity for our students to perform at the Clarendon in Katoomba. We were overwhelmed by their desire to participate and the support shown by their families. The performances took 4 hours! Drama and music were alive through out 2012, with several class concerts and the Year 6 graduation performance. The Years 9 and 10 Drama elective students performed 'Charlie and the Chocolate Factory' for the primary school, Pathways Drama performed 'A Midsummers Nights Dream', and then stunned us with their HSC monologues, scripts, designs and group performances. At HSC level the Drama results were outstanding with 6 students receiving top band marks. Senior students again willingly performed at the Lawson Festival and the 'Carols in The Park' Christmas event at Hazelbrook. They represent us so well! We are privileged to have Cairo Gawne in Drama and Kim Poole as our resident musician/Music teacher.

Supporting them, the Korowal Studios have been very successful in providing fine teaching and tutoring to our students. At the end of 2012 we converted a garage into a new Studio with money raised by the Studios. We will continue to expand the offerings to students through funds raised. The Studio teachers support all of the musical events in the school, and several teachers and students provided the entertainment for the Korowal Fair. As tribute to the ongoing generosity given by Neill, our resident drums, sax and clarinet teacher, our final event for the year was a fundraising evening for Neil Duncan and his family. This evening captured all that is wonderful about Korowal. People gathered to have fun, gave generously, danced happily and enjoyed the sense of community.

We did not apply for any special projects funding in 2012 as we are continuing to manage the projects for which we have existing funding. 2012 was a time of settling into what we have, the new hall and classroom extensions completed in 2012.

Our enrolments started the year stronger than we finished, and this appears to be the pattern in the private schools sector. On reflection, we have felt the impact of down sizing in the government employment sector. We also believe that parents are making considered

decisions about investing in education for the duration of their child's education. Again we ask, why Korowal? How are we unique? Our response to these questions has seen the galvanising of commitment to the educational initiatives we are now implementing.

We are looking to our strengths and bringing further resources to these areas. In staff Professional Development sessions we have embraced the Philosophy in Schools Program, and the whole staff are being trained by Professor Phil Cam in integrating philosophy into our teaching. We have begun a program in the high school called 'Brain Compatible Learning', presented by David Harris, which draws upon the latest understandings from neuroscience of how our brain works. The students are being taught how to identify the style of learner they are and take further responsibility for their own learning through collaboration with their teachers. Staff, students and parents are being offered the opportunity to skill ourselves with the same language of learning through workshops and PEP Talks.

We need to let the greater Blue Mountains community know what happens at Korowal now, in 2013. The way we have approached education at Korowal since 1978 gives us a depth of experience and knowledge that could become a part of the greater educational picture. 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 the opportunities provided by the national curriculum which is due to commence in 2014, but has required considerable preparation from 2012.

We continue to actively seek enrolments from students in the Asian region as part of our relationship building commitment with our regional neighbours. Last year we had visiting students from Chile and Japan. This year we welcome Yuya from Japan, and we will have exchange student Judith Henschell from Germany in Term 3.

We are managing the challenge for all independent schools as we develop mechanisms for ensuring continuity of educational processes and practices as new staff enter and older staff leave or retire from the school.

Last year we farewelled two longstanding members of our high school staff. Shoba Kalos and Simon O'Brien. Shoba had taught English for over 12 years and had recently been a Pathways Coordinator. Shoba is now exploring Aboriginal Education and was, until recently, working in Alice Springs. Simon has taught Maths at Korowal for 7 years and decided to accept a 12 month leave position in a school in Bathurst. Both the students and staff are enormously grateful to Shoba and Simon for their commitment to us, their passionate teaching and professionalism. In their place for this year we have welcomed Kelly Scott and Alison Winn. Fortunately for us also, Barbara Hall has returned for Junior History and Ancient History. At the end of 2011, Hilary Wale resigned from her position as Office Administrator. This was a sad farewell as Hilary had been a long standing support for us all. Susan and Cath carried the load for us until we were able to find suitable replacements. Fortunately for us, we did, and so we welcomed Mel as our Finance Officer and Bree as our office trainee.

At the end of 2012 Steve Garthwin stepped down from high school coordination in order to focus on teaching, in particular his HSC Science classes. Steve brought a great stability, consideration and focus to this role. Coordination requires strategic thinking, adaptability, compassion, understanding, organization, resilience and humour - all the qualities that Steve has in abundance. It is hard to hold boundaries between work and home in this role. We thank him enormously for giving his life to the school during that time, and hope that he is again finding time to enjoy his much loved bush walks.

In primary school, Denise resigned at end of 2011, after many years teaching Italian to PS students. She is a wonderfully calm, efficient and professional person whose skills were highly valued. As we were unable to find a teacher with the required skills and qualities to replace Denise, the teachers nominated an alternative program for teaching of language and culture which entailed focusing on a different culture and its language each term. This involved Cate Dudley: Italian, Yvonne :Nordic, Louise: Japanese, and Julie: Spanish. At beginning of year welcomed Talulah back from maternity leave, job sharing on Class 6 with Yvonne, then we farewelled her again at end of term 3. Thankfully Louise stepped in to replace her.

All who work at Korowal, whether in teaching, management or as support staff, do a remarkable job. Their role modelling for our students is second to none. They are the sustaining force of the school. We are keenly aware that we have a remarkable community and that we are yet to really create a significant place for our parents. We hope that 2013 sees the seeding of ideas for this to blossom in the future.

There are some people who need specific acknowledgement.

Annie Carment continues to dedicate her time and energy to us in marketing and communications. She is always available and this is a great support to us in getting the message out. Thank you for being so easy to work with and for your direct voice and efficiency Annie. Tracey Barrett again led the Korowal Fair efforts and sustenance for our Open Day. Amber Gaston and Paula Harvey continued to provide healthy food and smiling faces to us all in the canteen. Dawn Laurendet has been her bubbly self in the library and canteen. Cath Walker and Susan Pearce are the welcoming faces of reception. They took Bree and Mel under their wings. Bev Milner provided mentoring for Mel and continued to provide remarkable financial services to the school. Then there are the many volunteers who assist in the canteen, in the gardens at working bees, in the organisation of the Korowal fair. We wish to thank all of you for giving so much to Korowal and for enriching the students experience of school.

Secondly, the school executive. Mark Thomas has been School Coordinator for 12 years this year and has seen us through a remarkable period of change. Without his commitment to the Korowal community and belief in this system of education, we would not be where we are today. A school which is small in scale still has the same number of tasks to be completed and compliances to be met as a large school. It has fewer people to share the load however, and therefore relies on the goodwill of the staff. Mark is totally committed to Korowal, and sets a challenging pace. We are also able to announce that we have reached the first 5 year goal in our financing of the school purchase agreement and have been able to renegotiate a revised loan agreement. This was achieved through very careful management, led by Mark! We hope that his recovery is speedy and look forward to his

return to the new position of Principal of Korowal. Nancy Oosterhoff has again led the primary school through a number of significant developments with grace and good humour. Nancy also brings a keen intellect and extraordinary commitment to the whole school picture in her role on the executive. She is always willing to embrace tasks and challenges as they arise. To both Mark and Nancy we offer undying thanks.

And now, to the teaching staff. As the educational landscape shifts it requires us all to remain light on our feet and open to change. The most significant attribute which all of our staff hold is their willingness to embrace change, and this keeps us in good stead for the future. We have a talented, intelligent, professional, compassionate, willing group of people in whose hands our children are held and nourished. We are eternally grateful to our teachers.

Finally, to the Korowal School Council. It is not only the educational matters that are in a state of flux, but also governance of schools. We have needed to call on a lot of time from our directors in the past 12 months as the global issues impact on enrolments. We offer a huge thank you to Greg Lucas, our chair, for his time and leadership. We also thank our parent directors, Mick Barrett, Vittorio Cintio, Rosemary Dillon, and teacher directors Steve Garthwin, Louise Dungate, Yvonne Edgren, Nancy Oosterhoff and Mark Thomas for their ongoing support.

It is a remarkable story that we have survived the past few years and that we are now in a position to flourish. This success is down to all of our parents, students, staff, alumni, and friends. Thank you for your support, your belief in us, and contributions. For as long as we can hold the balance between the heart and the mind we will make a difference in education.

Barbara Fitzgerald
Acting School Coordinator

Report from the Chair – Greg Lucas

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.

It is with immense pride that I present the Chair's report for this, our 35th Annual General Meeting. This is my first report as Chair, and it is only appropriate that I commence with a much-deserved thank you to our previous Chair, Rosemary Dillon. It is with sadness, but also understanding, that I note that this is Rosemary's last meeting as a Director of Korowal School Limited. Rosemary became Chair in 2009, and during her service to Korowal has consistently devoted a great deal of energy, enthusiasm and insight in to the management and governance of our School. Her legacy is not only a stronger and more focussed Board, but in the true Korowal way, she leaves each of us with the experience of having witnessed her echo the values of our School – compassion, tolerance, equity, respect, empathy, commitment, resilience and critical thinking – in the manner in which she performed her duties as a Board member and as Chair. Thank you.

On behalf of the entire Korowal School Board, I would like to express our thanks to:

- the entire Korowal School Community (teachers, support staff, parents, carers and students). It is always heartening to see our community rallying to support those members in need;
- Annie Carment for her dedication to managing (as well as doing the work 'at the coal-face') of the marketing of our school. Her energy and passion is an inspiration to us all;
- Tracy Barrett for her tireless work with our Korowal Fair which saw a much-needed \$7,500 raised in 2012;
- Our superbly dedicated Executive team which throughout the year included Nancy Oosterhoff our Primary School Coordinator, Barbara Fitzgerald and Steve Garthwin our High School Coordinators and Mark Thomas our School Co-ordinator; &
- Bev Milner for her stewardship of the finances of Korowal. Her passion and professionalism do not pass unnoticed.

The past year has seen many new initiatives for our School. No doubt, our Co-ordinators Report will give each their due and proper embellishment. However, from a Board perspective a few of the salient achievements are summarised below:

- The adoption of the Carver model for governance of Korowal;
- An emerging understanding of the separation of governance and management – I would like to take this opportunity to acknowledge that this is, in effect, organisational cultural change and, as such, can feel uncomfortable especially for the executive. Thank you for your devotion to the end goal, and I am certain that as this gains even more traction over the coming year, you will become even stronger advocates of this change;
- The successful renegotiation of our mortgage facility with our primary funders, Maurice Cooper and Kerry Mackenzie who have continued to display a supportive stance towards their association with our School during a period of financial difficulty;
- The development of a Strategic framework for the determination - and monitoring of the achievement - of our goals. This is our 'Five Pillars

of Korowal Model'. This, and our forward budget process will be finalised by October 2013;

- The securing of funding under the Empowering Local Schools Program for the engagement of external consultants and the Association of Independent Schools to critique and enhance the operational structure of our school. I would like to thank Mark Thomas for his proactiveness in sourcing these funds and Barb Fitzgerald for her carriage of these during her time as Acting Co-ordinator;
- The development of a Professional Development Program to foster continual improvement in our staff;
- The refinement of our proposed constitutional changes. A special thank you to Vittorio Cintio and Nancy Oosterhoff for their tireless work in this regard; &
- The Establishment of the Korowal School Scholarship Fund. Whilst the creation of this entity is the first step in a very long journey, I would like to thank Bruce Corlett from The Trust Company for his generous support and guidance in 'getting us off the ground';

On a more direct student-focussed level, I would like to express the Board's gratitude to the pioneers of new educational initiatives over the past year. These are:

- Nancy, Kizz and Amanda for the adoption of the health initiatives in primary being 'Sip and Crunch' and 'Huff and Puff';
- Kon Kalos for his commitment to establishing a desire for the teaching of philosophy to our students and Cairo Gawne and the HS staff for integrating a similar program titled MTP- Mindfulness, Thinking skills and Philosophy for the high school, as well as Amanda Bartels and the primary staff for our primary philosophy program.
- Barb and David Harris for driving and implementing the Brain Compatible Learning program with our high school students; &
- Barb Fitzgerald for the development of the 'Parent Education Program'.

In preparing a report such as this, it is an opportunity to reflect on what has been – as opposed to the focus of our Board which is, quite correctly, where we are going. In so doing, it is appropriate to make special mention of those members of the Board and the Executive that have resigned from their leadership roles.

Yvonne Edgren has not renominated for her Board position. In late 2012, Steve Garthwin stepped down from his High School Coordinator role. Korowal is a richer place because of the contributions of Yvonne and Steve. I have admired their ability to separate their Director roles from their Staff roles. In their execution of their roles, they have shown clarity of judgement; passion for excellence and equity and always been able to be relied on to provide much-needed good humour. Thank you both. I am pleased to confirm that Steve's decision to step out of his Coordinator role has enabled him to continue as a member of the Board, a contribution which is highly valued.

The Korowal Board is extremely aware of the challenging times that the Independent Schools Sector is currently facing. The adoption of the Gonski report may provide some, relatively minor, short term funding increase to Korowal. However, when viewed with the increasing cost base confronting all Schools as well as a decline in enrolments across the sector, we are driven to lead our school with a strong focus on sustainability. To this extent, our reliance on the support of the school community in promoting the school to new

families to grow our enrolments cannot be understated. I encourage every member of our community to become advocates of the advantages of a Korowal Education.

The Korowal School Board is, in my opinion, a unique collection of people with very diverse backgrounds. If you are not familiar with the background of each member, I strongly urge you to review this on our website. The breadth and depth of experience that is reflected in the Directors is exactly how a Board should be structured. The devotion of time and energy of each Director is outstanding. A very heartfelt thank you to the parent Directors – Mick Barrett, Vittorio Cintio and Rosemary Dillon – and the teacher Directors – Lousie Dunge, Yvonne Edgren, Barbara Fitzgerald (when Acting as Coordinator), Steve Garthwin, Nancy Oosterhoff and Mark Thomas – for their leadership and clarity as well as, on a more personal level, the support that they have given me as Chair.

Finally, let us not forget that Korowal is a recognised leader in providing inspiring educational experiences within a school that is small, enabling authentic relationships. Our students, parents and teachers know, understand and care for and about one another.

Greg Lucas
Chair
Korowal School Ltd

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

At the August 2012 census the school has 234 students from Kindergarten to Year 12, 107 in the Primary school and 127 in the High school. There are 115 girls and 119 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 one student in the High School.

Socio Economic Status score (SES): 104

3. Student performance in national and statewide tests and examinations

Higher School Certificate (HSC)

Students at Korowal sit for examinations over a two year period. The program is referred to by the school as 'Pathways' and by the Board of Studies as the Compressed Delivery model. 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.

Seventeen students completed the two year Pathways program in 2012, whilst another 21 students completed the first year of the program.

Of the 38 candidates across all subjects 97.3% of candidates in all subjects achieved marks of 50 or more (Band 2 or higher), with 55.3% of candidates achieving Bands 5 and 6 (80 – 100 marks) in one or more of their subjects.

Individual students achieved Band 5 or 6 (Band 5: 80 – 89, Band 6: 90 – 100 marks) results in Drama, Advanced English, Visual Arts, Mathematics, Physics and Studies of Religion

Six students appeared on the BOS Distinguished achievers list.

Table 1 HSC Exam results

Subject	No of Students	Performance band by achievement by number and %age			
		Bands 5-6	Band 3-4	Band 2	Band 1
Ancient History 2 Unit	18	School: 0 (0%) Statewide: (26.8%)	School: 12 (66.66%) Statewide: (48.9%)	School: 5 (27.8%) Statewide: (16.5%)	School: 1 (5.6%) Statewide: (7.1%)
Biology 2 Unit	13	School: 0 (0%) Statewide: (33.3%)	School: 10 (76.9%) Statewide: (62.8%)	School: 3 (23.1%) Statewide: (8.0%)	
English (Advanced) 2 Unit	1	School: 1 (100%) Statewide: (54.1%)			
English as a Second language (ESL) 2 Unit	1	School: 0 (0%) Statewide: (24.7%)	School: 1 (100%) Statewide: (39.8%)		
Drama 2 Unit	15	School: 12	School: 3		

Subject	No of Students	Performance band by achievement by number and %age			
		(80.0%)	(20.0%)		
		Statewide: (43.9%)	Statewide: (38.7%)		
		Bands 5-6	Band 3-4	Band 2	Band 1
Mathematics 2 Unit	9	School: 5 (55.6%) Statewide: (52.5%)	School: 6 (66.7%) Statewide: (38.1%)	School: 1 (11.1%) Statewide: (5.9%)	
Mathematics Ext 1	2	Top Bands E3 - E4 School: 0 (0%) Statewide: (84.8%)	Lower bands E1- E2 School: 2 (100%) Statewide: (14,8%)		
Studies of Religion II 2 Unit	9	School: 7 (77.8%) Statewide: (41.0%)	School: 2 (71.4%) Statewide: (42.5%)		
Visual Arts 2 Unit	14	School: 8 (57.1%) Statewide: (54.0%)	School: 6 (42.9%) Statewide: (44.22%)		
Physics	8	School: 1 (12.5%) Statewide: (34.1%)	School: 6 (75%) Statewide: (56.4%)	School: 1 (12.5%) Statewide: (6.9%)	

Individual Students also enrolled in French Continuers, German Beginners, through the Open High Schools.

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

School Certificate

In 2012 the School Certificate was replaced with the Record of School Achievement (RoSA) credential for students who leave school after Year 10 and before they receive their Higher School Certificate. Information on the RoSA is available on the BoS website:

<http://www.boardofstudies.nsw.edu.au/rosa/>

The formal Record of School Achievement credential was awarded by the Board of Studies to 19 students.

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

National Assessment Program Literacy and Numeracy (NAPLAN)

Performance on NAPLAN are documented on the My School website:

<http://www.myschool.edu.au>

4. Senior Secondary Outcomes

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

5. Professional Learning and Teacher Standards

Professional learning

In 2012 all staff participated in training in delivering the School's Philosophy program as well as training in providing for the specific needs of students who receive additional targeted funding.

In addition the following professional development activities were undertaken by staff throughout 2012:

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	31
First Aid training	1
IT management	1

The average expenditure on professional learning, including course costs, relief teacher payments, resources, travel, accommodation and event costs was approximately \$280 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	29
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines but lack formal teacher education qualifications	2
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

6. Workforce composition

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

7. Student Attendance and Retention Rates in Secondary Schools

Student attendance

Year level	Attendance rate
K	87
1	90
2	89
3	91
4	91
5	91
6	90
7	90
8	90
9	89
10	89
11/12	91
Overall	90

Ninety percent of students attended school on average each school day in 2012. This was the same the previous year. This includes all leave including sick, extended sick and other approved leave.

Management of student non-attendance

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

Student retention rates and post school destinations.

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

Actual retention rate tracks individual student enrolment 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 %
2010 / 2012	23	16	70.00%

Seventy percent of the 2010 Year 10 cohort completed Year 12 in 2012. This was up from 60% in the previous year.

Based on information provide to the school when students leave, 2 students went to other schools to complete their HSC, and five students left either pursue employment or vocational training at TAFE. Students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE or pursued full-time employment.

8. Post School Destinations

Based on informal communication the majority of students completing their schooling at the end of Year 12, 2012 intend to continue their education at tertiary level, including TAFE and University or pursue part of full time employment. Some also seek to establish their own enterprises.

9. Enrolment Policies and Profiles

Enrolment

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

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

Children must turn 5 before April 30th to be eligible to enter Kindergarten.

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

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

Student Population

The school has approximately 230 students, almost equally distributed across primary and secondary classes. Primary classes are organised in multiple age classes, with the exception of Class 6. There is some vertical grouping in secondary school. The HSC is taught using the BOS Compressed delivery model. 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 2012	Notification of Changes and Access to Policy Document.
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	nil	All changes are made following staff discussion. Recommended changes are then made by the School Executive to Korowal School Council (the Board of Directors). Staff are informed once changes have been ratified. An updated policy is available to all staff via school computer network, following information being discussed at staff meetings. An updated copy is provided to all staff and is to be signed for.
Security Policy encompassing <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school related activities 	nil	Parent body informed of changes via school newsletter and extracts published. Full text available from the school by request
Supervision policy encompassing <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	nil	
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management 	Updated Staff Code of Conduct in relation to social media Updated drug and alcohol policy	

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

A. Student Welfare

Korowal seeks to provide a safe and supportive environment which:

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

Policy on Child Protection

General Introduction

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

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

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

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

Full text available on from the school by request

B. Discipline

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

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

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

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

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

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

What remains vital is that:

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

General principles

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

The School acts on the following definition of procedural fairness.

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

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

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

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

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

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

Discipline Overview

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

[Full text available on from the school by request](#)

C. Complaints and Grievances Resolution policies

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

Parent/Guardian

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

Students

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

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

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

Policy Review

The Korowal School Council has initiated a review of the Complaints and Grievances Policy, Code of Conduct Policy and Student Bullying policy

11. School Determined Improvement Targets

School Determined Improvement Targets

Achievement of priorities for 2012

Area	Priorities	Achievements
Teaching and Learning	<p>Ongoing review assessment policies and practice</p> <p>Improved literacy intervention Years 3/4/5/6</p> <p>Continued refinement of Stage 4/5 PD and PE programme</p> <p>In-servicing and Improved programming for special needs students</p> <p>Design and implementation of Philosophy in School program (K - 12)</p> <p>Development of Brain Compatible Learning program (Yr 10 – 12)</p> <p>Development of BOS year 10 Record of Student Achievement (RoSA) credential</p> <p>Developed the Staff proposals framework for collaborative leadership</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Implemented</p> <p>Implemented</p>
Student Welfare	<p>Preparation for Healthy Eating program: Sip and crunch (K - 6)</p> <p>Preparation for Healthy Life style program: Huff and Puff (K – 6)</p> <p>Review of School Anti - bullying policy</p> <p>Participation in Young Women and leadership pilot Program (BMCC)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	Trial Resilience Donut program Year 7	Ongoing
Facilities and resources	Ongoing implementation of ICT master plan Launch of Korowal Studios sessional tutoring in music and dance	Ongoing Implemented
Staff development	Introduction of Staff professional review program ongoing staff training – special needs students (K-12) training and preparation for New Australian Curriculum in 2014 (K - 10) Professional mentoring for new HSC teachers Supervision of Practicum teachers (Primary and Secondary) Support for teachers undergoing post tertiary qualifications	Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing
Community building	Maintain and enhance community spirit Community Fundraising Bi-Annual School Fair Student performances Information and Open days Community festivals - Lawson Festival - Winter magic - Hazelbrook community carols - Clarendon 'Stars of the Future' - student showcase	Ongoing and successful to date done and highly successful Implemented Implemented Ongoing and highly successful Ongoing and highly successful

2013 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 - SEN online training for teachers working with students with Special Needs</p> <p>Improved performance facilities</p> <p>Preparation for National Curriculum</p> <p>Refinement and extension of Brain Compatible Learning program (7 – 12)</p>
Student Welfare	<p>Ongoing education of rights and responsibilities charter</p> <p>Implementation of Anti-bullying policy</p> <p>Implementation of Primary Living Life well in Schools program</p> <p>Primary Kids Matter Mental Health and Well-being training</p> <p>Resilience Donut program for Year 7 students</p>
Facilities and resources	<p>Ongoing implementation of ICT master plan</p> <p>Further refinement of Korowal Studios</p> <p>Improved resources for student performances</p>
Staff development	<p>IT training</p> <p>Inservice and training on programming</p> <p>Implementation of staff Professional Review Program</p> <p>Further training Philosophy in Schools</p>
Community building	<p>Development Of Korowal 5 Year Strategic Plan</p> <p>Maintain and enhance community spirit</p> <p>School festival</p> <p>Student performances -School and Community Information and Open days</p> <p>Community festivals</p> <p>Development of Community engagement strategy – 360 review</p>

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. Intrinsic to our PD program 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.

Year 10 student participated in Community Service programs including Paint the Blue read reading program for local preschool and primary school students, Multilit reading program in the Primary School.

Year 10 to 12 student also participated in Community Men's and Women's Health programs and driver Ed. Programs.

The school piloted a Yr 12 to Kindy mentoring program which will continue into 2013.

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.

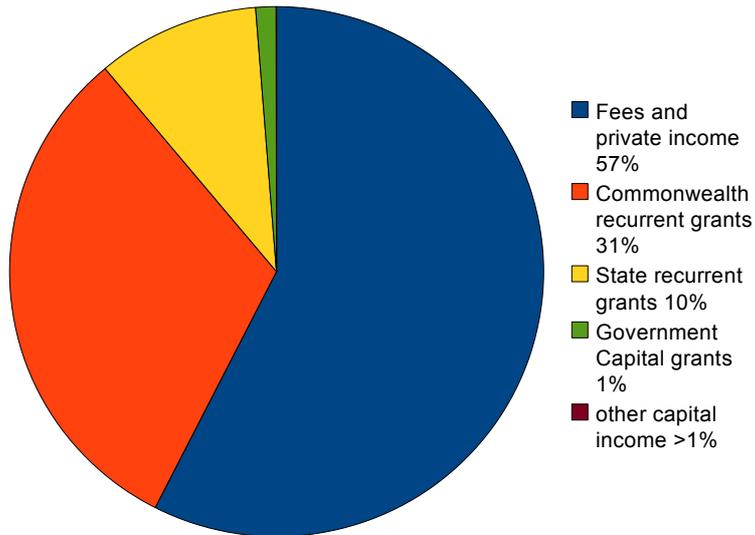
All staff completed an Employee Engagement Survey at the start of the year to establish baseline information in relation to satisfaction, morale and professional and personal feedback

13. Summary Financial Information

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

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

Recurrent and Capital Income



Recurrent and Capital Expenditure

