

A group of children are sitting on a blue tarp, painting a large mural. The mural features a large black silhouette of a bird or animal, with green and yellow patterns around it. A clear plastic cup with a black straw is visible on the tarp. The background is a blue tarp. The children are wearing various clothing, including blue shorts and a black and white polka-dot shirt. The overall scene is a creative and collaborative art project.

# ANNUAL REPORT 2018

**KOROWAL SCHOOL**  
Coeducational • Independent • Kindergarten to HSC



*“I am very pleased that we had an opportunity to educate our child in such a place. I wish I’d been fortunate enough to attend such a school myself!”*

Korowal Parent







Yr 10 Art Student - Finn

**Cover:** Co-curricular mural collaboration

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*“Korowal is so much more than just a school to me.  
When I moved here in the middle of Year 9,  
I immediately felt at home within the nurturing  
and caring environment that is Korowal.”*

Korowal Student

# 1. MESSAGE FROM SCHOOL KEY BODIES

## Report from the Chair - Greg Lucas B.Comm., MBA (Dist.), CFP.

*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 my pleasure to deliver the Chair's report for Korowal School Limited for the year ended 31 December 2018, which is our 41st Annual General Meeting and my seventh report as Chair.

To garnish an understanding of the School's complete achievements during 2018, it is necessary to read my report in conjunction with our Principal's report and the full report pack.

## BOARD

Directors in office at the date of this report are Chris Lee (Co-Chair), Louise Dungate, Nathan McLellan, Juliette Meaney & Talulah Vane.

During the year, Melanie Williams was appointed as Company Secretary. Unsurprisingly, she brings to the role of Company Secretary the same professionalism, clarity and calmness that she exhibits in her role as the School's Business Manager.

Each director serves in an honorary capacity and I am incredibly grateful for the commitment, rigour, passion and selflessness that they continually display. It is an honour to serve Korowal alongside such fine people.

At the end of the year, we received resignations from two directors. The first was Jayne Ansin (as she was moving interstate with her family) and the second was Steve Garthwin (as he was retiring from teaching).

Steve's role as director was replaced by fellow teacher, Talulah. Steve often represented during board discussions the history of Korowal and held our values. As Talulah is not only a teacher, but also a former student of Korowal, I feel it most fitting that she replaced Steve's voice on the board. Steve, we already miss your good-humour and are grateful to the contributions you made to the Korowal board.

Jayne is a tireless proponent of Korowal and was without fail always willing to be a presence to support the School through change. This has included running workshops for staff, assisting with staff recruitment, and providing professional support to Barb. Jayne, we thank you for your passion and dedication.

I am pleased to announce that at our Open Day this year, a tree in our "Walk of Appreciation" will be planted to honour Jayne and Steve.

During 2018, I temporarily stepped down from my role as Chair due to other pressing commitments. Chris Lee served as acting-chair for this period. Chris, on behalf of the School I thank you for so willingly and ably stepping in to the role. Chris has many strengths – some such as his calm professionalism I have commented on previously. During his role as acting-chair we also saw his capacity for strategic planning and he continues to refine our board processes.

## GOVERNANCE

During 2018 the Board continued its focus on enhancing the Governance of the School.

As we recognise that the privileged role in educating young people also brings with it particular responsibilities, including the responsibility to ensure that Korowal is prepared to respond to any disclosure or concern, historic or current, that may be brought to our attention we:

- a. Developed and implemented both the 'Protected Disclosures – See something. Say something.' policy as well as an independent and external 'Korowal Protected Disclosures Service'. This service is a mechanism by which staff, parents, students and others are able to report their concerns freely and without fear of reprisal, victimisation, or intimidation.
- b. Joined the National Redress Scheme for people who have experienced institutional child sexual abuse. I am particularly proud of the fact that a small school such as ours was the first independent (non- systemic) school to have joined the National Redress Scheme.
- c. The Board conducted a complete review of the Child Protection Policy Suite.

## FINANCES

Highlights of our key financial achievements for 2018 are:

- Our finance team continued their sound management of our finances and we met our obligation to reduce our loan principal by \$180,000.
- We made payments of interest and fees to ANZ of \$126,122.
- We continued our incentive program for parents wishing to pay their fees in advance, and the funds received were helpful in supporting our cash flow.
- The finance team, led by Melanie Williams continued to reduce our uncollected fees at the end of the year to a current level of 5% of total fees invoiced.
- Enrolments were held stable during the year.
- Fee discounts and concessions were held at 14% of our total school fees income reflecting our philosophy to provide support to those in need, whilst also recognising the financial realities we face.
- The ability to meet our obligation to provide teaching staff with a 2.5% pay increase.
- Other operating expenses were maintained.

## THANKS

I would also like to single out a few key personnel at the AIS NSW for special thanks: Charles Alexander; Cathy Lovell; David Buley; Sue Cairns; Wendy Godden; Maria Costa and Robyn Yates – your support is greatly appreciated and helps us make a difference, thank you.

We strengthened our relationship with Integro Partners during 2018. I especially appreciate Michelle Scobie's innate understanding of, and alignment to, the values of Korowal. We are better due to her direction, and her affable nature is appreciated.



Our Principal Barb Fitzgerald continues to provide outstanding leadership - across education, school operations and executive leadership. She also brings her great energy and passion to developing (through engagement with schools in Australia and internationally) our offerings so that we can provide our students with essential skills outside of the current curriculum, and best prepare them for the future.

Additionally, she is providing excellent executive leadership and developing the capability of our Executive staff to spread the load and build our future leaders.

## OUTLOOK

The School is building on its strong foundation and over the coming months will be making further announcements in terms of our educational offerings.

We will continue to invest in our grounds, our classrooms and built environment as well as in our teachers and staff.

Each member of the Korowal Board, the Executive and all of our staff continue to be proud of our commitment to education, where relationships are at the heart of the educational process. Our values of compassion, tolerance, equity, respect, empathy, commitment and resilience support and guide all that we do in educating the whole child.



Learning outside in Primary School

## Principal's Report - Barb Fitzgerald

### Principals Report on 2018, for the AGM of May 2019

I acknowledge the traditional owners of the land on which Korowal dwells, the Darug and Gundungurra people, and pay our respects to Elders past, present and future.

2018 was a year of reflection and planning.

It was a year of connecting with local and global partners and imagining our potential as a unique school at an exciting time in education. We asked ourselves: what are future needs in education and how can we provide the most appropriate schooling to prepare our graduates to emerge as strong, articulate, kind, loving, skilled and ready young adults. Good communicators capable of literal, lateral and creative endeavours, and able to realise their potential. We stepped outside to look within objectively, on where Korowal is placed in 2018 and into the future.

### ***Our School environment, including mission, vision, values, the sense of safety and our beautiful physical environment.***

We are so fortunate to have our values supported and held by our community. In 2018, we saw a significant settling into respectful relationships throughout the School. We planned for the renewal sessions now underway in 2019, reviewing our School's Mission and Vision. We also began a comprehensive review of policies and procedures, in particular the Child Protection suite, ensuring that our community are aware of the processes in place for keeping children safe, and for raising concerns.

Our physical environment was enhanced through further shelters and amenities being built, garden beds created, and grounds and buildings maintained with great care by our staff, and we have benefited from further developments for all-ability access, including covered walkways, automatic doors, and undercover ability access parking.

**Teaching and Learning:** As our core purpose is to educate young people, we took time to consult, review research, provide staff training and visit schools.

Our primary teachers were involved in two consultations, one focussing on literacy with Jolly Phonics Training with Continuing Professional Development College (CDP), and the second being Science Research to Practice with the AIS. This included attending the DigitSTEM Conference in Sydney. The result of this was a complete review of how we embed science through active purposeful teaching. We created the maker Space Bus, and commenced our Code Club for students after school.

In high school our review of the Focus Study model was completed and our decision to dissolve it was implemented in Term 4. A focus group began exploring further opportunities for Project Based Learning throughout Years 7-10, and The Bodington Project became the first of these, with thanks to Louise. We have also begun to create individual projects for small groups of students as extension work, or in cross curricular studies. We established our Learning Hub in the high school for student support and extension, three mornings per week. We also renewed learning spaces such as the Science labs, art rooms, Tech mandatory facilities, Drama space and installed an outdoor gym, thus increasing our specialised facilities.

In ensuring that we are aware of trends and developments in education, and accessing current research and practices, we attended the National Futures School's Expo in Melbourne and began to seek alliances with 'like' schools. We have continued conversations and visited schools nationally, in particular with John Marsden and his Victorian Schools, and internationally in both England and Japan.

We observed practices that could potentially enrich our students' experiences, pushing boundaries in



some instances and bringing together a stronger sense of community in others. We placed several new initiatives within our draft strategic plan for implementation in 2019 and beyond.

**Student wellbeing:** The introduction of the Hub, and increased time for our Wellbeing Coordinator, as well as the Open Dialogue sessions Sarah conducts with families, has provided greater depth to our student support, and enhanced wellbeing across the school. In the AIS Balanced Scorecard survey, all stakeholders rated the student's sense of belonging and 'connectedness' to the school, together with students' sense of safety and security, healthy levels of confidence and feelings of self-efficacy, as high. Teachers have placed a strong priority on ensuring that our educational programs are inclusive and acknowledge diversity.

**Leadership:** Our staff engaged in many sessions where we reviewed systems and practices. Sarah Farrell Whelan continued her Open Dialogue Training with Sydney University, Bec Finch commenced the twelve-month AIS National Flagship Program for Senior Leaders and Aspirant Principals, and Alistair Symons continued his PHD studies. All staff participated in 'Leading Challenging Conversations' training as well as online modules of training in Child Protection. Jason Carthew participated in conducting NESA HSC Enrichment Seminars and several staff participated in HSC marking. I continued to be involved in the AIS mentoring of new principals, as well as joining the HICES Conference 2020 organising committee.

Our students continued to generate and respond to opportunities within and outside of School through fundraisers, debating, Interschool sports meets and national swimming championships, community service, and participation in The Blue Mountains Youth Council.

Three of our alumni have been acknowledged for their talents. Alia Grinvalds for her visual art body of photographic works was accepted into Art Express, Conal Osfield won the Australian Film and Television School inaugural Storytelling Competition, granting him full fee payment for the three year degree. Sarah Keenahan has stolen the hearts of viewers in the 'Employable Me' ABC series, where she spoke about being a short statured person, the challenges in how employees assess her capabilities. She graciously demonstrated her determination to be an advocate for equity. Sarah possesses the qualities we hope our graduated possess- she is open, honest, polite, enthusiastic and an advocate for change.


**Community involvement and engagement:** Our communications with our community were enhanced by the introduction of Skoolbag App, our more effective administration system- Sentral, and the launch of our new and current School Website. Special thanks are extended to Caroline and Jes for getting these in place.

Korowal has been a popular venue for local community with Women's self-defence classes, a women's table tennis group, after school dance and drama. We commenced a new partnership when we welcomed Wild Ground Playgroup for pre-schoolers to our beautiful bushlands every Tuesday.

The Korowal Jazz Band recorded their first album and continued to entertain our community and represent the School at local fairs and events.

As a community we participated in a 360 School Review titled 'Balanced Scorecard for Schools', a pilot survey conducted by the AIS, that consulted with students, teachers, parents and directors. The domains surveyed include School environment, School Leadership, Teaching and Learning, Well-Being & Equity and Use of Technology.

In an inaugural Intergenerational Project, our Year 10 students became buddies to the elderly at Bodington Home, sharing stories and documenting aspects of their lives to present to the residents. We also



continued our commitment to fundraising for the Garma School in Nepal, farmer relief and Rowen Wkeng. By October, 2018, we had seen a few changes in staffing for 2019. After ten months in the seat, Alistair Symons was relatively settled in the vast role of Deputy- High School Coordinator, Kelly and Meghan were preparing for maternity leave, we had offered Anna Summers the role of class teacher on Year 1 (Meaghan's class), Michelle Maunsell had been working as office assistant for almost a year, Steve Garthwin had retired after many dedicated years on staff and as a director of the Korowal School Board, and we welcomed Andy O'Doherty to our full-time Science staff.

Throughout 2018, the Korowal School Board has been very active ensuring that not only is all current business sound and the school compliant, but that our Mission and Values are at the centre of our operations. The new initiatives mentioned by Greg Lucas in his report have taken a great deal of time to get right, and rigorous discussions and reviews have taken place to ensure that they fit comfortably within Korowal's values. They have positioned the School well for our future.

We have a remarkable Board of Directors, and I wish to thank Greg Lucas as Chair of the Board, Chris Lee as Acting Chair, Nathan McLellan, Louise Dungate, Jayne Ansin and Steve Garthwin for the care, discernment, perspective and good will they all brought and bring to their voluntary roles as Directors throughout 2018.

In particular, I wish to acknowledge Greg's leadership and determination, and thank him for the additional hours of his life he gave to the School in 2018. He never wavers as the next challenge lands, and I am hugely grateful for his support.

Finally, **Our Staff:** They are our greatest strength and the heart of our School. From the front office, through the corridors and classrooms, and into the grounds, we are surrounded by remarkable people, aligned in their values and absolutely committed to the students and the School. As are our parents.

Bec has again led the primary school through significant developments and continues to shine in her role as Deputy, Primary. Alistair provided a steady pace and hand as he led the high school through his first year as Deputy, High. Thank you both for your hard work, commitment and intelligence. It is great to work with you!

Special mention is also needed for the sound Business Management provided by Mel, thank you; also to Jes, Caroline, Deb, Michelle and Susan for keeping us all afloat. You are the glue of the school.

2018 was another year of significant developments for us, and has set the path for future endeavours that will strengthen our School and prepare students for the changing world.

Thank you for trusting me. It is a privilege to lead the Korowal community. I never take this for granted, and if I do get overwhelmed for a minute, I simply reflect on the people that I encounter here, and remember how lucky I am that every day I work alongside remarkable people, and enjoy the vitality and challenges of youth.

We can and do make a difference to so many lives every day. Egos are put aside as our focus is brought to assisting students, and each other, towards a greater understanding of our humanity, our responsibilities, and our good fortune to be part of the Korowal community.

Barb Fitzgerald





## 2. CONTEXTUAL INFORMATION AND CHARACTERISTICS OF THE STUDENT BODY

### About Korowal

Korowal is a small school with small classes, situated on seven beautiful hectares in the Blue Mountains town of Hazelbrook. We offer a learning and social environment that is integrated, nurturing, inspiring, and creative.

Korowal is governed by a single school council, the Korowal School Board (KSB), made up of teachers and parents/guardians. This allows for the consensual and efficient operation of the School, both administratively and educationally, and encourages a constructive partnership between parents/guardians and teachers.

The daily running of the School is in the hands of the School Principal and the Executive. The Principal is the School's Chief Executive Officer and reports to the Board. Our current Principal is Barb Fitzgerald, a long-time teacher at the School.

### Education

We are a K-12 school, with our Year 11 & 12 classes operating under a Pathways model. Education at Korowal is informed by the following principles:

**Creativity** can be seen across all subjects. It is 'how' we approach learning that encourages lateral, creative, expansive thinking. We value process over product.

**Play** is seen as a child's right. To be creative while surrounded by beauty, to develop in their own time. Education is not seen as a race.

**Relationships** are at the heart of the educational experience. Relationship to self, to others, to learning and to the environment. Students are on first name terms with staff in honour of our equality as human beings.

**Critical Thinking** is embedded throughout our classes. We encourage questioning. We analyse, apply logic and reasoning by asking how and why to further understanding.

**Self-Expression** is held as important for each individual within the community. There is no school uniform.

**Sustainability** in all things is a goal. Treading lightly and being responsible for our footprint is how we become sustainable.

**Access and Equity** is our aim, as we work to keep our fees as low as possible. We offer several scholarships in High School. We provide significant discounts for third and subsequent children. As an inclusive community we support the integration of students with additional needs and are richer for this.

*“Thank you for the love and care you have given my daughter.  
Korowal is such a gift.”*

Korowal Parent



Senior students studying in the pathways common room

## **PATHWAYS TO HSC**

Our compressed delivery HSC program offers a flexible alternative that equalises workload across the senior years. Each subject is studied intensively for one year and examined at the end of that year. We offer part time study (up to five years) in a senior college environment. We support and inspire students towards their potential and goals. Our program has a consistent record of success across the curriculum.

## **Location and Facilities**

### **SHARED FACILITIES**

Korowal School has a large hall, library, ball court, meadow and mini-oval, outdoor gym circuit, Makerspace Bus and canteen which are all shared facilities throughout the school. Students are given access to facilities according to the timetable.

### **PRIMARY**

We have 7 classrooms in the Primary School and a Library reading room for Primary Students attached to the main library. Each cohort has their own classroom, dependent on the timetable, classes move in and out of teaching spaces to allow for Japanese, Art and PE.

### **HIGH SCHOOL**

We have 11 high school teaching spaces that include 2 Visual Arts/DT rooms, 2 Science Labs, indoor and outdoor sports facilities, Learning Resource centre, DT Cooking space, Music Rooms, a dedicated Drama space and Learning Hub. Students have access to computers in the library and workspace for study.

### **PATHWAYS**

Pathways classes are held in the high school teaching spaces listed above. In addition, Pathways students have a common room in which they can study, prepare food, and relax between classes. Pathways students also have access to a Pathways Study Room and Senior Reading Room in the Library.

## TRANSPORT

Korowal is accessible by train and bus from Penrith and all Mountains towns. Korowal buses transport student to and from school between Emu Plains and Katoomba.

## KOROWAL STUDIOS

Also operating from our school facilities are The Korowal Studios, which offer individual and group tuition in the creative and performing arts, provided by a team of talented and experienced artists. Tuition is available within and outside of school hours. The school Jazz Band, Neill's Arm-ee, continues to support the school at events which included, Open Day, Winter Magic Festival and other events within and outside of the school.

## SPORT, OUTDOOR EDUCATION & CO-CURRICULAR

Our curriculum rotates students through a wide variety of sports, dance, fitness programs and physical challenges. High school students undertake a structured series of outdoor adventures in our outdoor education program, with our annual school camps. Primary students regularly take advantage of bushwalking in the Blue Mountains National Park, which is on our doorstep. Junior high school students engage in a co-curricular program once each week and choose a new activity each term.

Each class, from Year 2 through to Year 12, participates in an annual camp ranging from in-school sleepovers for Year 2 students, to outdoor education adventures for the remainder of primary through to senior years. Korowal students also attend a variety of cultural activities, and have represented the school in sporting events.



Primary School's Huff and Puff Gala Day **RIGHT:** Set created by Primary School students for play - Where the Wild Things Are





## Characteristics of the student body

Our school has approximately 225 students from Kindergarten through to Year 12, with our High School and Pathways class sizes sitting marginally larger than the Primary School. Each year group has a single class with many opportunities through both Primary and High for classes to be organised vertically. Our HSC program is delivered using the Pathways Model. Our students are from a wide range of backgrounds, with the majority of students' first language being English. We encourage students to explore, accept and support one another's cultural backgrounds, beliefs and values. We embrace and provide support to students with additional needs and have overseas students on short, and long-term visas. Our community is built on the relationships that students, teachers, parents and carers foster. This provides the foundation for learning within a nurturing environment, thus supporting the journey towards becoming engaged young adults.

While Korowal is a comprehensive K-12 school there is a strong focus brought to creativity in learning and imaginative play. A creative approach to education is known to assist in developing neural pathways that enhance learning. Many of our alumni are pursuing careers in science, information technology, design, psychology, music engineering, architecture, law, medicine, performing and visual arts and social sciences. They bring a strong ethical framework to decision making.

At the August 2018 census the school had 223 students from Kindergarten through to Year 12. Of these students there were roughly equal numbers of male and female students, with a small number of students identifying as transgender and non-binary also represented. Students come from a wide range of backgrounds, and we have a number of students with additional needs. In addition, 4.5% of students have an indigenous background. Korowal is registered to enroll overseas students from Kindergarten through to Year 12.

Index of Community Socio-Educational Advantage (ICSEA): 1077



### 3. STUDENT OUTCOMES IN STANDARDIZED NATIONAL LITERACY & NUMERACY TESTING

Student performance on NAPLAN has previously been provided to ACARA for uploading to the My School website and is available for viewing at the following website <http://www.myschool.edu.au>



## 4. SENIOR SECONDARY OUTCOMES

### Record of Student Achievement

No students from years 10 to 12 applied for or were granted a Record of Student Achievement (RoSA) through BOSTES in 2018.

### Higher School Certificate

At Korowal School, the HSC is delivered using the Pathways Model which provides a sustainable alternative to the typical HSC program, in which all subjects are examined together in one high-stress period at the end of year 12. Pathways is a compressed model in which year 11 and 12 students study together, and each subject is taught intensively for one year, with students sitting exams at the end of each year. This pattern of study and assessment is similar to that used at universities.

Our 2018 HSC results continue to reflect the comprehensive range of ability in the cohort, as well as the selection process. Students choose a subject because they want to study it rather than because they demonstrate a high level of competency in the subject at entry, post Year 10. For this reason, we see some slight variations within subjects and candidate numbers between subjects fluctuate. The largest number of students in any course in 2018 was 16, and the lowest had 1 candidate.

It is always challenging to analyse data with a small cohort of students, but in general, of the subjects on offer in 2018, (remembering that these results make up 50% of the students' HSC credentials), the students continue to track above the state average. This was the case in English Advanced, Visual Art, Drama, Mathematics Extensions and English Extensions, while also tracking above the state average in their first round of HSC subjects, undertaken in 2017. These include English Standard, Music 1, Japanese, Business Studies, Society and Culture, Chemistry, History Extension and Legal Studies. In Biology, we skimmed the state average, while Physics, Mathematics and General Mathematics continue to show variations and reflect the candidates undertaking the course.

Individual students had many remarkable results, including an acceptance into Art Express.

Of our graduating Year 12 cohort, there were no students enrolled in vocational or trade training, and 100% of these students attained their Year 12 certificates.

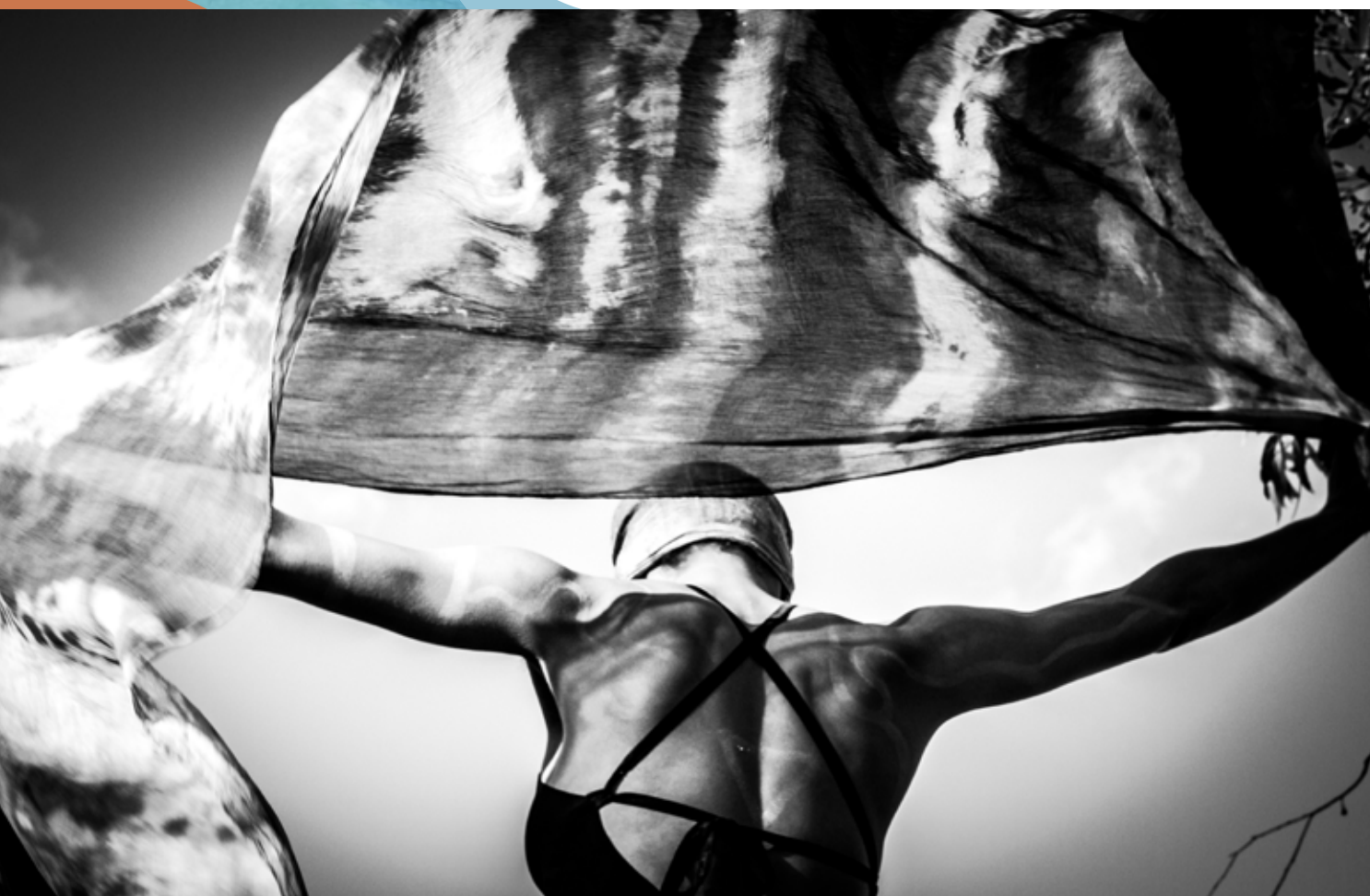
Subject	Year	No of Students	Performance band achievement by	
			Bands 3 - 6	Bands 1 - 2
Biology	2018	9	School: 8 (89%) State: 90%	School: 1 (11%) State: (10%)
	2016	6	School: 6 (100%) State: (90%)	School: 0 (0%) State: (10%)
	2014	8	School: 8 (100%) State: (94%)	School: 0 (0%) State: (6%)



Subject	Year	No of Students	Performance band achievement by	
			Bands 3 - 6	Bands 1 - 2
<b>Business Studies</b>	2017	12	School: 11 (92%) State: (86%)	School: 1 (8%) State: (13%)
	First time offered			
<b>Chemistry</b>	2017	9	School: 8 (89%) State: (90%)	School: 1 (11%) State: (9%)
	2015	11	School: 9 (82%) State: (93%)	School: 2 (18%) State: (7%)
	2013	8	School: 7 (88%) State: (91%)	School: 1 (12%) State: (9%)
<b>Drama</b>	2018	9	School: 9 (100%) State: (97%)	School: 0 (0%) State: (3%)
	2016	6	School: 6 (100%) State: (98%)	School: 0 (0%) State: (2%)
	2014	23	School: 23 (100%) State: (97%)	School: 0 (0%) State: (3%)
<b>English Advanced</b>	2018	16	School: 16 (100%) State: (84%)	School: 0 (0%) State: (16%)
	2017	4	School: 4 (100%) State: (98%)	School: 0 (0%) State: (1%)
	2016	12	School: 11 (92%) State: (99%)	School: 1 (8%) State: (1%)
<b>English Extension I</b>	2018	2	School: 2 (100%) State: (95%)	School: 0 (0%) State: (5%)
	2017	5	School: 4 (80%) State: (93%)	School: 1 (20%) State: (6%)
	2015	3	School: 2 (67%) State: (94%)	School: 1 (33%) State: (6%)
<b>English Extension II</b>	2017	3	School: 2 (67%) State: (77%)	School: 1 (33%) State: (22%)
	2016	1	School: 1 (100%) State: (78%)	School: 0 (0%) State: (22%)
	2011	1	School: 1 (100%) State: (84%)	School: 0 (0%) State: (16%)
<b>English Standard</b>	2018	14	School: 12 (86%) State: (84%)	School: 2 (14%) State: (16%)
	2016	10	School: 6 (60%) State: (87%)	School: 4 (40%) State: (13%)
	2014	14	School: 13 (93%) State: (92%)	School: 1 (7%) State: (8%)
<b>History Extension</b>	2017	4	School: 4 (100%) State: (80%)	School: 0 (0%) State: (20%)
	2013	1	School: 1 (100%) State: (74%)	School: 0 (0%) State: (26%)
	2010	3	School: 1 (33%) State: (71%)	School: 2 (67%) State: (29%)

Subject	Year	No of Students	Performance band achievement by	
			Bands 3 - 6	Bands 1 - 2
Modern History	2017	12	School: 11 (92%) State: (86%)	School: 1 (8%) State: (13%)
	First time offered - 2017			
Legal Studies	2016	1	School: 1 (100%) State: (88%)	School: 0 (0%) State: (12%)
	First time offered - 2017			
Mathematics 2 Unit	2018	14	School: 8 (60%) State: (91%)	School: 6 (40%) State: (9%)
	2014	11	School: 11 (100%) State: (96%)	School: 0 (0%) State: (4%)
	2012	10	School: 9 (90%) State: (90%)	School: 1 (10%) State: (10%)
General Mathematics	2017	13	School: 6 (46%) State: (74%)	School: 7 (54%) State: (25%)
	2016	9	School: 9 (100%) State: (92%)	School: 0 (0%) State: (8%)
	2015	10	School: 6 (60%) State: (75%)	School: 4 (40%) State: (25%)
Mathematics Extension I	2018	1	School: 1 (100%) State: (95%)	School: (0%) State: (20%)
	2016	3	School: 0 (0%) State: (79%)	School: 3 (100%) State: (21%)
	2014	6	School: 4 (67%) State: (81%)	School: 2 (33%) State: (19%)
Mathematics Extension II	2015	1	School: 1 (100%) State: (86%)	School: (0%) State: (14%)
	2010	1	School: 1 (100%) State: (90%)	School: 0 (0%) State: (10%)
Music 1	2017	14	School: 7 (100%) State: (98%)	School: 0 (0%) State: (1%)
	2015	8	School: 8 (100%) State: (95%)	School: 0 (0%) State: (5%)
	2013	13	School: 13 (100%) State: (98%)	School: 0 (0%) State: (2%)
Physics	2018	9	School: 5 (56%) State: (87%)	School: 4 (44%) State: (13%)
	2016	8	School: 3 (38%) State: (88%)	School: 5 (62%) State: (12%)
	2014	9	School: 9 (100%) State: (95%)	School: 0 (0%) State: (5%)
Society and Culture	2017	12	School: 11 (92%) State: (93%)	School: 1 (8%) State: (7%)
	2015	11	School: 11 (100%) State: (95%)	School: 0 (0%) State: (5%)
	2011	10	School: 3 (30%) State: (92%)	School: 7 (70%) State: (8%)

Subject	Year	No of Students	Performance band achievement by	
			Bands 3 - 6	Bands 1 - 2
<b>Studies of Religion II</b>	2018	16	School: 13 (81%) State: (90%)	School: 3 (19%) State: (1%)
	2016	5	School: 4 (80%) State: (90%)	School: 1 (20%) State: (10%)
	2014	18	School: 18 (100%) State: (96%)	School: 0 (0%) State: (4%)
<b>Visual Arts</b>	2018	16	School 16 (100%) State: (99%)	School: 0 (0%) State: (1%)
	2017	10	School: 10 (100%) State: (99%)	School: 0 (0%) State: (1%)
	2016	9	School: 9 (100%) State: (98%)	School: 0 (0%) State: (2%)



Photograph from HSC body of work by 2018 Art Express finalist - Alia Grinvalds



## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Professional Learning

#### WHOLE STAFF

Professional Development	Staff Members
AIS – Leading Professional conversations training session	All staff
Wellbeing and Discipline – Staff Development Session	All staff
Child Protection – Staff development session	All staff
AIS – Child Protection online module – NSW Reportable Conduct and Allegations against Employees	All staff
First Aid Training	All Staff
Trauma Informed Practice – Staff Development Session	All staff
Emergency Lockdown Training – Staff Development Session	All Staff

#### WELLBEING AND WELFARE – ELECTED STAFF

Professional Development	Staff Members
Open Dialogue Training	1
AIS – WHS Consultation	1
AIS – Learning Support Essentials	1
Traffic Jam in my brain	2
Success with Dyslexia	1
Managing Student and Staff Wellbeing	2
AIS – Risk Management Online module	1
Anti-bullying Strategy Conference	2

## TEACHING PRAXIS AND SUBJECT SPECIFIC

Professional Development	Staff Members
Weekly High School Cluster	All High School teachers
Weekly Primary School Cluster	All Primary School teachers
AIS – Science Research to Practice Program	4
Jolly Phonics for Australia	All Primary School teachers
Religions as Integrated Systems	1
Complicité workshop – Seymour Centre	1
Familiarisation PDHPE – Primary	1
Familiarisation PDHPE – High	2
AIS – Teacher Librarian Conference	1
AIS – The new K-10 Japanese Syllabus	1
STANSW Chemistry Training	1
Tech Mandatory reviewed Syllabus requirements	2
Extension History Symposium – Exploring new discourses	1
Michael Fullan – Day of Learning	1
HICES Conference – Agility in Leadership	4
PDHPE Conference	1
Wise with Water	2
NESA Accreditation	1
AIS - New English Syllabus	1
AIS - New PDHPE 7 to 10 Syllabus	1
Enrich and DET support for new PDHPE	1
Society & Culture Association – SAC HSC 2019 PIP Day	1
AIS - Society & Culture Conference, in-service online	1
ROSA & HSC Curriculum Accreditation requirements	1
AIS – K to 6 Curriculum Registration Requirements	2
AIS – Planning and Programming for the New PDHPE Syllabus	1
AIS – Effective Assessment Practices for the New K – 10PDHPE	3

## INFORMATION AND TECHNOLOGY

Professional Development	Staff Members
AIS – DigiSTEM Conference	4
Sentral Training	2

## ADMINISTRATION AND FINANCE

Professional Development	Staff Members
AIS – Executive Personal Assistant Training	1
AIS Adobe Sign training	2
Business Manager Symposium	1
NSW MEA Interpretation	1
Accessit Roadshow Training	1
The Bursars Association – Enrolment Contract	1
English Teacher's Association Conference	2

## EXECUTIVE

Professional Development	Staff Members
AIS – Executive Personal Assistant Training	1
AIS Adobe Sign training	2
Business Manager Symposium	1
NSW MEA Interpretation	1
Accessit Roadshow Training	1
The Bursars Association – Enrolment Contract	1
English Teacher's Association Conference	2

*“From the minute we walked into the school we all had a good feeling and a sense that “yes!” I think we have found the right school. Our daughter started asking us from that day on if she could move to Korowal now!”*

Korowal Parent

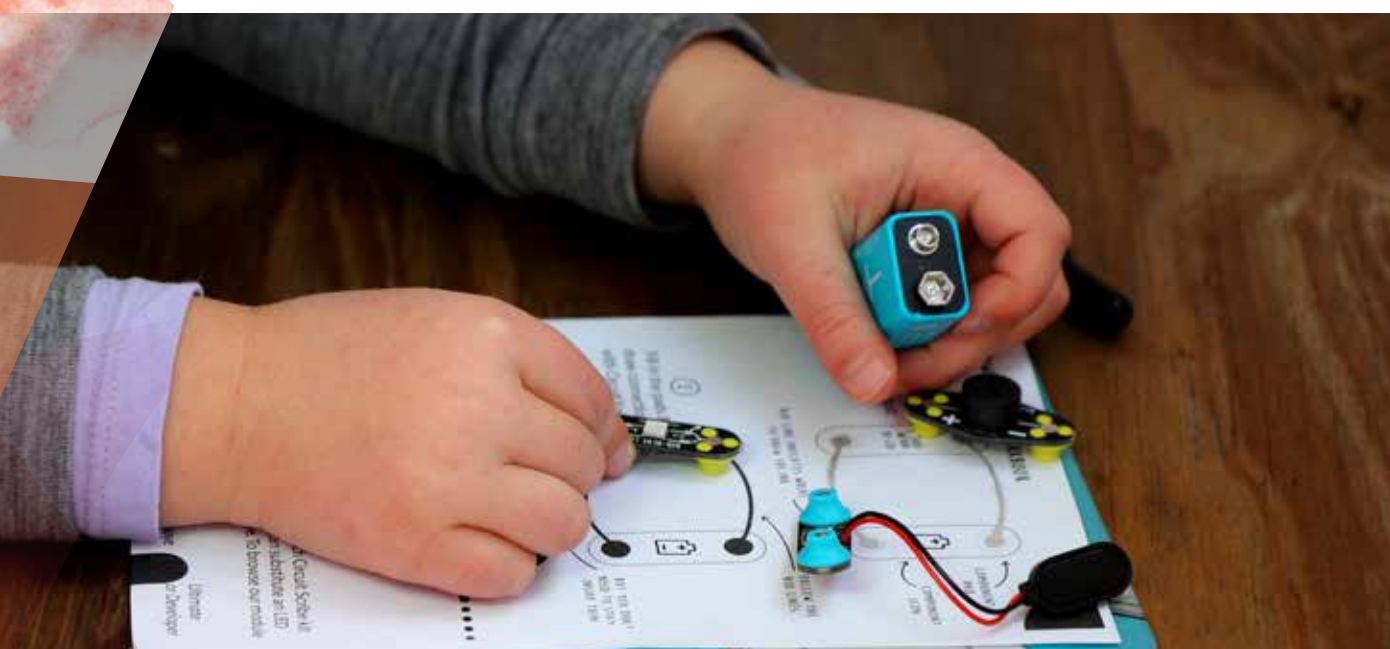


## TEACHING QUALIFICATIONS

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	25
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	2

## TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Provisional	1
Proficient Teacher	26
<b>Total number of teachers</b>	<b>27</b>



Creating circuits in Korowal's Makerspace Bus

## 6. WORKFORCE COMPOSITION

This description of the Korowal School workforce is extracted from the information published on the ACARA website from the August 2018 census.

Workforce	Total
Number of teaching staff	27
Full-time equivalent teaching staff	21
Number of non-teaching staff	14
Full-time equivalent non-teaching staff	8



Staff development session

## 7. STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOL

### Attendance

As a registered non-government school in accordance with the Act we are required to keep a register of enrolments and daily attendances of all students at the school using the ministers common code of recording. At Korowal, these registers are maintained in electronic form which has been approved by the Minister for Education. Korowal School complies with all regulatory bodies and keeps all necessary documentation on student attendance, including participating in student attendance audits. In New South Wales, all children from six years of age are legally required to attend school or be registered for home schooling. After they complete Year 10 and until they turn 17 years of age, students then have the following options:

- Enroll in full-time further education and training (eg. TAFE, traineeship, apprenticeship)
- Undertake full-time, paid employment of an average of 25 hours per week; or
- A combination of the above.

Children are expected to attend all school activities, on time. Absences are required to be explained in one of the following methods:

- A note, fax or email to the school
- A form via Skoolbag app
- A telephone call to the school
- A verbal explanation to the school
- Application for Exemption from school are formally submitted to the Principle for consideration and approval.

### Attendance Data

The attendance information below is collected from the data submitted for the August, 2018 STATS Report, with the addition of Kindergarten, Year 11 and 12. The attendance rate for students was 84.21% and is broken down according to year group in the graph below. Leave can consist of sick leave, extended sick leave and other approved leave.

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
Attendance Rate %	94.5	82.93	85.66	88.72	84.12	83.39	81.84	89.51	85.93	85.91	80.99	75.80	75.50

**Whole School: 84.21%**



## Exemptions

In 2010 the Minister, under section 25 of the Education Act 1990, delegated the power to principals of non-government schools to grant and cancel a certificate of exemption from being enrolled and attending school, in certain prescribed circumstances. Where the parent of a student of compulsory school age seeks an exemption from attendance at school or an exemption from enrolment, Korowal will process the parent's application in accordance with the guidelines from the NSW Department of Education and Communities.

## Management of Non Attendance

Students are required to attend school. Parents/Carers are responsible to advise the school of their child's absence by either phoning the school office on the day of the absence, emailing the school, submitting a form via their Skoolbag app or sending a note with the child on their return to school. Students who arrive at school after the start of the school day must present to the office and sign in advising the office of their reason for being late, this needs to be verified by their parent/carer. Attendance is registered in the school's administrative database, Sentral, which automatically generates an email to families for each absence or unexplained late sign in.

Families going on extended leave must complete an application for leave form (in accordance with legislation) and submit to the school office for authorisation from the Principal. The parent is notified of the outcome via authorised certificate or directly from the Principal.

In the event of extended periods of absence or ongoing patterns of non-attendance the attendance procedures are followed (as set out below). Year Coordinators or Class Teacher may make contact with the family to discuss the educational support needs of the student in returning to school. The school works closely with families and students who may require assistance managing school work and priorities in the event of medical illness, anxiety, school refusal and other identified needs. Where necessary an attendance plan is developed and put into place in consultation with the student and their parent/carer.

## Retention Rates

Seventy percent of the 2016 Year 10 cohort continued on to graduate year 12 in 2018, including one student who attended a year-long exchange program and is currently attending Year 12 in 2019. Our Year 10 cohort of 2016 had 27 students. By the end of Year 12 we had 18 enrolled students graduate. Based on the information provided to the school at the point of exit it appears that most students have moved on to study at TAFE and out of area schools, with one student attending an international student exchange program.

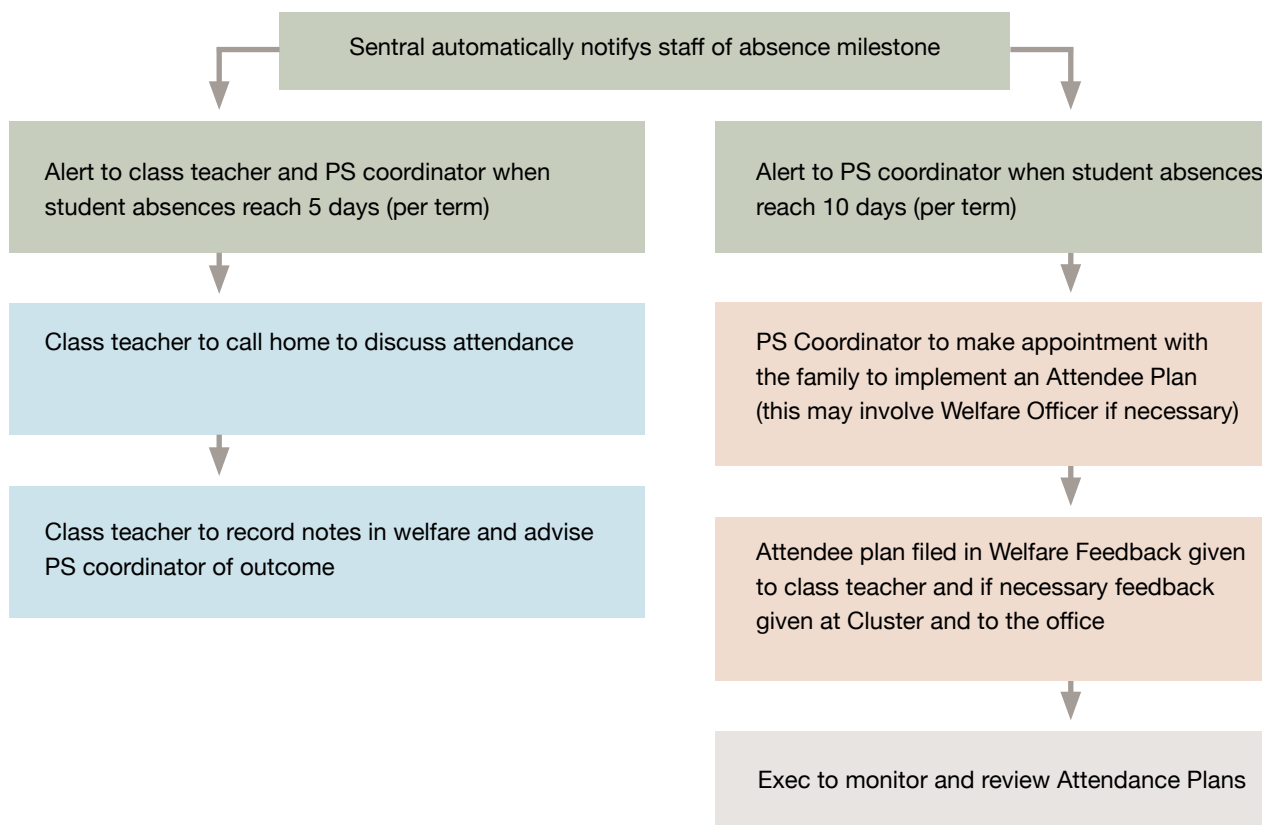
## Post School Destination

Based on the information provided to us by the families of the Year 12, 2018 graduates 45% have moved into full time study, while 50% have undertaken paid work for a gap year and the final 5% have entered into a trade apprenticeship. Our graduates continue to move into diverse fields of work and study, in keeping with their passions and interests, including science, psychology, music, child care, creative technology and vet nursing.

At Korowal we invest the time to grow the type of person who will one day stand beside us in our community and guide the way for future generations. The future isn't a place we are travelling toward, it's the place we actively create together and we have not only pride, but trust in our 2018 graduates to light the way.

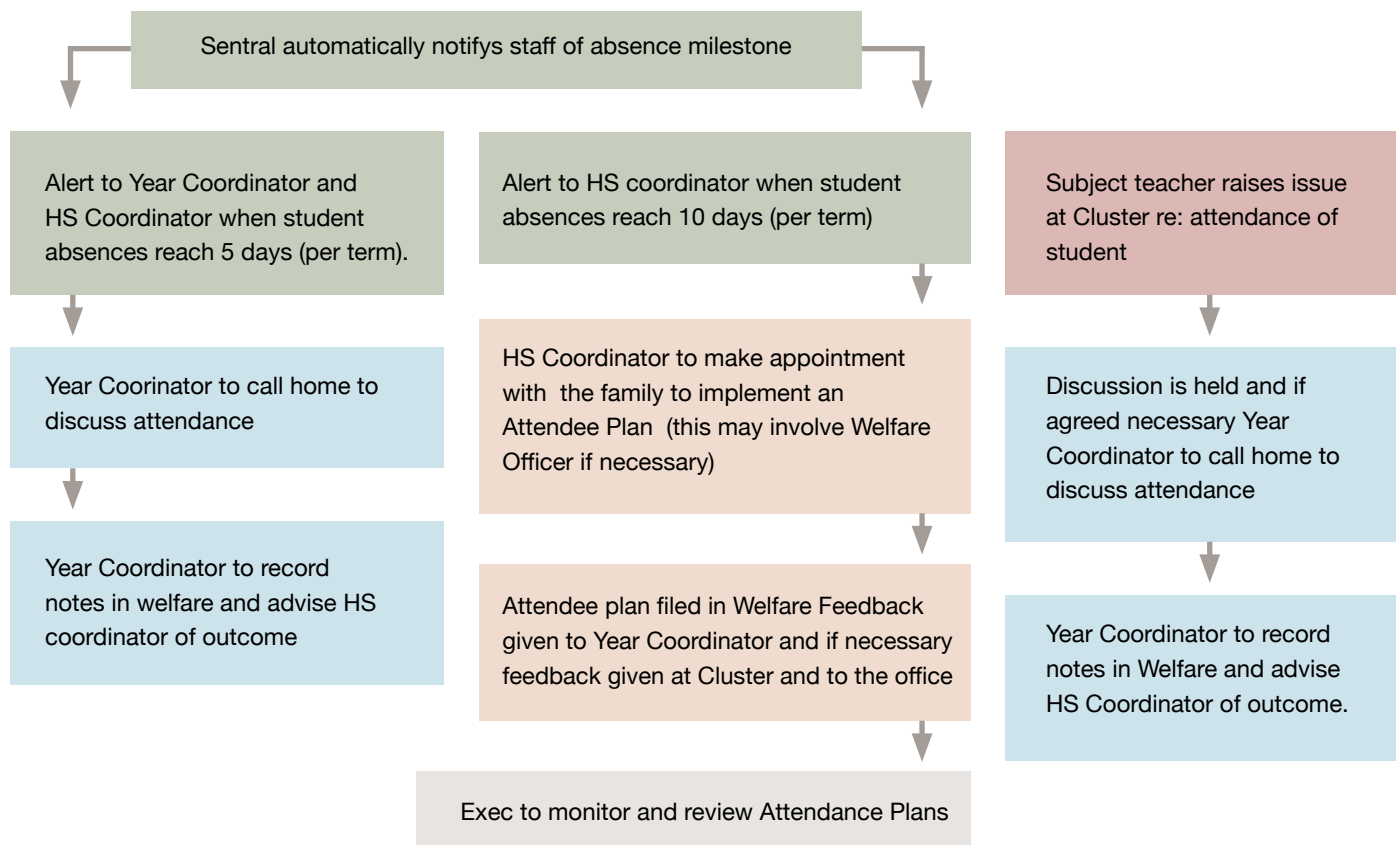
## Attendance flowchart - Primary School

■ Sentral ■ Class Teacher ■ PS Coordinator ■ Exec



## Attendance flowchart - High School

■ Sentral ■ Subject Teacher ■ Year Coordinator ■ HS Coordinator ■ Exec



## 8. ENROLMENT POLICIES

Enquiries for enrolment to Korowal School can be made via phone, email, directly to the office or via the Korowal School website. Once an initial enquiry is made, an information pack which includes an application form, prospectus, fees schedule, code of conduct and information booklet are sent to the enquirer and an appointment is made to tour the school with a member of exec. Upon receipt of an application form, the enrolment process begins and is as follows:

- Interview with the Class Teacher
- Contact with previous school if applicable
- Contact with medical professionals as identified
- Interview with specialist teachers/counsellors as identified

Enrolment to Korowal School is in accordance with the Disabilities Discrimination Act 1992 and the Disability Standard for Education 2005.

Parents and students are required to read and sign an Enrolment Form, Enrolment Contract, Code of Conduct for Students and Parents prior to enrolment at Korowal School. Once enrolled, students and parents are expected to support the School's ethos and comply with the School policies and procedural guidelines to maintain the enrolment. Policies and Procedural guidelines are available through the Korowal School Office.



**Left:** High School Students in Nepal **Right:** High School Students in Japan



## Enrolment Policy

### 1. DOCUMENT CONTROL

<b>Document name:</b>	Enrolment Policy
<b>Document owner:</b>	Korowal School Limited ('Korowal')
<b>Frequency of review:</b>	Within five (5) years of most recent review
<b>Approved:</b>	Principal
<b>Date approved:</b>	March 2019
<b>Status:</b>	Current
<b>Point of contact:</b>	Principal
<b>Stakeholder Distribution:</b>	

Distribution	Responsibility	Date
Executive Team	Review and Recommend for Approval	
Principal	Approval	

#### Version Control:

Version	Date	Updated by	Description
1.0	28/3/19	Executive Team	Final

### 2. POLICY STATEMENT

Korowal School is an independent, co-educational K – 12 school operating within the policies of the NSW Education Standards Authority (NESA). We provide inspiring educational experiences within a school that is small, enabling authentic relationships and a strong focus on social and emotional learning.

Korowal School acknowledges the equal worth of every person in all of our relationships and aims to foster the holistic development of students intellectually, socially, emotionally and physically in order to reach their full potential.

Korowal School confirms that no person will be discriminated against in enrolment on the grounds of their sex, age, race, religion, ethnicity, disability, sexual preference or marital status. Where places exist, places are offered to all students, being:

- Australian Residents
- International Students
- Students with Disabilities
- Students with Learning Difficulties
- Students with varied religious beliefs
- Students with varied cultural backgrounds
- All genders including, Non-Binary, Transgender and Trans-sexual Students

Korowal School has practices and strategies in place to support the learning journey of all enrolled students.

### 3. PURPOSE

The purpose of this policy is to provide clear and consistent guidelines to prospective families/students wishing to enrol at Korowal School. It also serves to outline guidelines, procedures and documentation required to support the enrolment process at Korowal School.

### 4. SCOPE

This policy relates to all employees of Korowal School as well as any students, and their parents/guardians wishing to enrol at Korowal School.

### 5. RELATED POLICIES

This policy is related to the School's other policies including but not limited to:

- Code of Conduct for Students and Parents
- Fees Policy
- Privacy Policy
- Gender Equity Policy
- International Student Policy

### 6. LEGISLATION

This policy has been drafted to comply with the following legislation:

- Education Act 1990 (NSW)
- Education Act 2013
- Disabilities Discrimination Act 1992
- Disability Standard for Education 2005
- Privacy Act (1988)

### 7. DEFINITIONS

For a full list of definitions relevant to the School Policies please refer to the Definitions Register, located on the school website:

<https://www.korowal.nsw.edu.au/who-we-are/governance/policies/>



Programming robotic Spheros

## 8. PRINCIPLES

Korowal School is committed to maintaining a consistent, fair and transparent enrolment process in accordance with the ethos of the school.

The School adheres to the following principles:

### **Safe and Supportive Environments**

This Policy supports the commitment by The School to create safe and supportive environments for students and staff. A safe environment is one where the risk of significant harm is minimised and students and employees feel safe and secure.

### **Respectful Relationships**

The School values relationships, in which an individual's personal growth can flourish in connection with other people.

### **Enhanced development for Students**

A supportive environment facilitates and enhances the social, academic, physical and emotional development of students, employees and all those involved with the work of the School.

### **Protection of Students**

The School is committed to fostering the wellbeing of students and to protect them from any form of exploitation, abuse or neglect.

### **Culture of Safety**

The School is committed to maintaining practices that create a culture of safety within which students and employees are supported and protected.

### **General Enrolment Principles:**

- A student is considered to be enrolled when placed on the admissions register.
- A student can only be enrolled in one school at any given time.
- Korowal School will enrol students in accordance with the Schools procedures which includes availability of appropriate staff, class capacity and individual needs of students.
- At the Principles discretion, the Principal or their delegate has the right to determine if flexibility is required within the standard enrolment process due to a student's individual situation or circumstances and/or the circumstances of a class.

## 9. RESPONSIBILITIES

### **9.1 Principal**

The principal is responsible for:

- preparing an enrolment policy in consultation with the School Executive
- informing present and prospective members of the school community about provisions available at the school



- working in consultation with the Executive Team to promote enrolments at Korowal
- making decisions related to offers of enrolment based on class capacity, individual needs of students and available support
- ensure that information provided to prospective families is accurate
- ensure that appropriate records are provided by families on enrolment
- managing the school enrolments within the resources provided to the school
- maintaining accurate and complete enrolment data in accordance with current legislation
- reporting enrolment data to the Korowal School Board

## **9.2 High/Primary School Coordinator, DP's**

- The High/Primary School Coordinators, DP's are responsible for:
- working in consultation with the Executive Team to promote enrolments at Korowal
- conducting enrolment processes in accordance with the Schools Policy and Procedures
- managing the enrolment journey of students ensuring that Korowal School has the best possible information to provide a comprehensive and smooth transition for a student
- ensuring that the enrolment process is acted upon in a timely and efficient manner in accordance with the individual needs of students
- raising concerns regarding the enrolment process of a student with the Principal

## **9.3 Enrolment Registrar (This position is held by the Administration Coordinator)**

- The Enrolment Registrar is responsible for:
- managing the enquiry process
- ensuring that all enrolment enquiries are acted on in a timely and efficient manner
- providing support to the Executive Team to manage and process potential enrolments
- liaising with families of students engaged within the enrolment process to provide accurate information, arrange appointments as required with various members of staff
- ensuring that records are maintained regarding enquiry and enrolments register
- ensuring that all required documentation is obtained upon enrolment and advising the Executive Team and Principal if issues arise
- reporting enrolment data to the Principal

#### 9.4 All Staff

- Staff of Korowal School are responsible to:
  - work in consultation with the Executive Team and Enrolments Registrar to:
  - promote the school
  - provide accurate information to potential students and their families
  - support the transition of students

#### 9.5 Parent/Carers

- Parent/Carers of Korowal School are responsible to:
- provide accurate and not misleading information in relation to the individual circumstances throughout the enrolment process and on offer of enrolment.
- work in consultation with the school to support the enrolment process

### 10. RECORDS

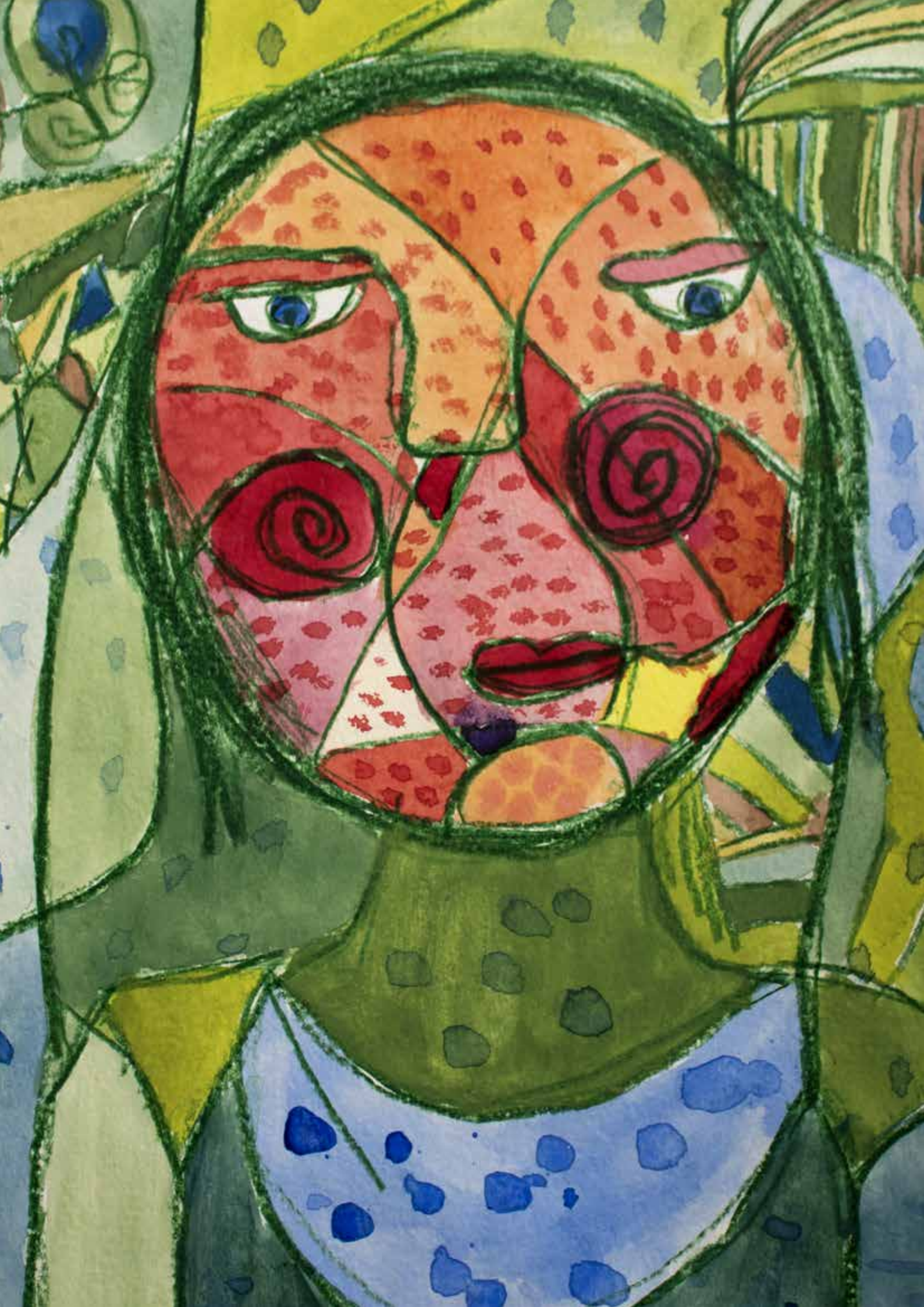
All records regarding enrolment are stored in Sentral Administration system, and hard copies of enrolment papers are stored in student files in the administration office.

*“Our daughter commenced year 6 at Korowal half way through the year and if we had known what a great move it would turn out to be we would have done it earlier. As the months rolled on she remained happy and content and seemed to be really enjoying school for the first time since Kindergarten!”*

Korowal Parent

Primary student - self portrait







## 9. OTHER SCHOOL POLICIES

Korowal School implements policies and procedural guidelines to support students, parents/ caregivers, staff, exec staff and the board of directors to guide decisions, achieve rational outcomes and create boundaries for acceptable behaviour. The policies and procedural guidelines are developed in accordance with the educational goals, values and vision of the school and in accordance with legislation. All policies are regularly reviewed by the Exec team.

Policies are available on request from the Korowal School Office, via the school intranet (K.O.S.M.O.S. on Google Drive) and a selection of policies are available on the Korowal School website:

<https://www.korowal.nsw.edu.au/who-we-are/governance/policies/>

Several new policies were developed and Following is an overview of key policies: Student Welfare, Anti-bullying, Discipline, and Complaints & Grievances.

Policy	Access to full text
<b>Student Wellbeing</b>	
<p>One of Korowal School's aims is to create a safe and supportive environment in which students, teachers and families feel valued. The School seeks to promote a learning environment where we:</p> <ul style="list-style-type: none"> <li>• minimise risk of harm</li> <li>• support the physical, social, academic, spiritual and emotional development of students</li> <li>• provide policies and programs that develop a sense of self-worth and foster personal development</li> <li>• are mutually supportive</li> <li>• respect each other, the values and ethos of the School</li> <li>• provide equal opportunity for all.</li> </ul> <p>We believe that it is essential to an individual's personal growth to flourish in connection with other human beings. One of our roles as educators is to assist students who behave in ways that are inappropriate or unacceptable within the context of the School's values. We are interested in changing these behaviours in such a way that students feel they belong to our community. What remains important is that unacceptable or inappropriate behaviour is dealt with and change is achieved.</p>	<p>The full text of the Student Wellbeing Policy is available on request from the Korowal School Office, via the school intranet (K.O.S.M.O.S. on Google Drive) and on the Korowal School website:  <a href="https://www.korowal.nsw.edu.au/who-we-are/governance/policies/">https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</a></p> <p>NB: This policy has been reviewed and updated in 2019 – it is now titled Whole of School Wellbeing Policy.</p>

Policy	Access to full text
<b>Anti-bullying</b>	
<p>Korowal School does not tolerate bullying in any form. In a School that values relationships, we require all stakeholders to support our proactive and responsive anti-bullying processes. Our goal when dealing with matters relating to bullying is to restore a respectful relationship between those involved. To this end we:</p> <ul style="list-style-type: none"> <li>• support the person who is the target of the bullying behaviour</li> <li>• support the person who is the perpetrator of the bullying behaviour</li> <li>• provide appropriate skill building for all those people impacted by this behaviour</li> </ul> <p>The School's response to bullying is built on an evidence-based framework that is informed by current research and includes the Method of Shared Concern and Restorative Practices.</p>	<p>The full text of the Student Wellbeing Policy is available on request from the Korowal School Office, via the school intranet (K.O.S.M.O.S. on Google Drive) and on the Korowal School website:</p> <p><a href="https://www.korowal.nsw.edu.au/who-we-are/governance/policies/">https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</a></p>

<b>Student Discipline</b>	
<p>We are interested in changing inappropriate behaviour in such a way that the student continues to feel that they belong to the School community.</p> <p>It is when a student's behaviour does not change, despite our best efforts, that discussion and flexibility of approach become necessary.</p> <p>For a successful outcome, it is important that there is a willingness on behalf of both the student and carers to participate in the process.</p>	<p>The full text of the Student Discipline Policy is available on request from the Korowal School Office, via the school intranet (K.O.S.M.O.S. on Google Drive) and on the Korowal School website:</p> <p><a href="https://www.korowal.nsw.edu.au/who-we-are/governance/policies/">https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</a></p>



**LEFT:** HSC Drama - group devised piece **RIGHT:** Yr 9/10 Elective Drama production 'Nightfall'

Policy	Access to full text
<b>Student Discipline</b>	
<p>We are interested in changing inappropriate behaviour in such a way that the student continues to feel that they belong to the School community.</p> <p>It is when a student's behaviour does not change, despite our best efforts, that discussion and flexibility of approach become necessary.</p> <p>For a successful outcome, it is important that there is a willingness on behalf of both the student and carers to participate in the process.</p>	<p>The full text of the Student Discipline Policy is available on request from the Korowal School Office, via the school intranet (K.O.S.M.O.S. on Google Drive) and on the Korowal School website:</p> <p><a href="https://www.korowal.nsw.edu.au/who-we-are/governance/policies/">https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</a></p>
<b>Complaints and Grievances</b>	
<p>Korowal School provides the opportunity for parents and students to raise issues of concern directly with the person/s involved. Staff are able to meet with parents or students face to face to discuss any issue and will only respond to emails to set up meetings. If preferred, a meeting with a member of the School executive can be made.</p> <p>It is important that time is given to deal with concerns and that matters are dealt with according to any relevant policies.</p> <p>It is required that matters being dealt with by the School on behalf of students and/or parents be kept confidential.</p> <p>Korowal School invites feedback from its parent and student body and endeavours to provide a harmonious environment where dissatisfaction can be heard in a mutually respectful environment, with the common goal being to find the best way to restore that harmony.</p>	<p>The full text of the Complaints and Grievances Policy is available on request from the Korowal School Office, via the school intranet (K.O.S.M.O.S. on Google Drive) and on the Korowal School website:</p> <p><a href="https://www.korowal.nsw.edu.au/who-we-are/governance/policies/">https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</a></p> <p>NB: This policy has been reviewed and updated in 2019 – it is now titled Complaints Handling Policy</p>



Maths in Kindy





## NEW POLICIES DEVELOPED IN 2018

- Child Protection Framework
- Child Abuse and Neglect, Identify and Respond Policy
- Child Protection Records and Information Exchange Policy
- Child Safety Promotion in the Workplace
- Protected Disclosures Policy

## POLICIES REVIEWED IN 2018

- Employee Code of Conduct
- Privacy Policy

## PROCEDURAL FAIRNESS

As stated in all relevant policies, policies are based on principles of procedural fairness. Korowal 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:

- Know the allegation related to a specific matter and any other information which will be taken into account in considering the matter.
- Know the process by which the matter will be considered.
- Respond to the allegation.
- 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:
- Impartiality in an investigation and decision making.
- An absence of bias by a decision-maker.

To support procedural fairness, it is required that confidentiality is held around matters being dealt with between the School and the parents and students involved.

## CORPORAL PUNISHMENT

Korowal School strictly prohibits any form of corporal punishment. Furthermore, the School does not encourage or condone the use of corporal punishment by any other persons, including family members, on behalf of the School.

## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Focus was brought to the following areas for 2018:



## Achievements in 2018

Across the strategic priority areas there was consistent development and regular focus brought to student engagement. We implemented Project Based Learning in both Stage 5 and Stage 3 projects, one in connecting with community outside of the school and the other with application of environmental sustainability strategies such as a total review of rubbish collection and recycling, and the manufacture and application of natural cleaning products. We also introduced early stages of a trial Oracy program with Stage 3, teaching skills and encouraging student voice in the presentations of their project work to their parents and friends in a 'Marketplace' situation.

Across the school conversations were held with students around their aspirations, and for those struggling, or requesting extension work, the Hub was established to provide individual support to achieve their goals. This was highly successful, with students requiring further scaffolding able to complete and submit their work on time, and with extension activities for small groups in Maths and English.

Staff Professional Development had primary teachers complete the Jolly Phonics Training and the 'Science Research to Practice', AIS supported, year-long staff development project was also completed and implemented throughout primary, aligning with the new Science Syllabus requirements.

In both Primary School and High School, weekly staff meetings brought focus of key priorities. These included Differentiation, working with student Individual Plans, teaching and learning strategies, teacher evaluation. Collegial sharing of work, of praxis, was a strengthening and aligning process and prepared us well for the Registration and Accreditation NESAs Inspection for 2019.

We introduced two new communications and administration systems, being the SkoolBag App and Sentral. These have increased parents' satisfaction with immediate updates for transport arrangements and refining messages to arrive to targeted year groups. They have also enabled better registration of attendance data.

We continued to inform, and invite parents into our community. Our reviewed policies and procedures were announced as each was updated.



Korowal's Jazz band Neill's Armee playing at Winter Magic festival



## 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Across Primary and High School, we continue to use Restorative Practice as a school wide approach to conflict resolution. The onus is on us all, as individuals, to take responsibility for our actions, to move towards having the right conversation and to resolution and restoration of relationships. We are all accountable for our language, and the impact of our behavior on others.

Students have been actively involved in fundraising, community service, public performance and festivals, leading assemblies and philosophical group discussions on topical issues.

High School students represented Korowal in the School's Debating Competition, the Jazz Band, the Blue Mountains Youth Council, as well as representing the School at area and State sporting events. Our students are aware of the privilege they have and their responsibility to engage respectfully. Year 10 participated in our inaugural Intergenerational Project with Bodington Home, where they took on the responsibility of respectfully listening and summarising the life stories of their elders, then presenting it to them in a written and spoken form at a gathering of all other residents.

Fundraising events were held for The Gama School in Nepal, 'Fiver for a Farmer', funds for in- school gardens. Throughout these activities students from mixed year groupings worked together and senior students often took the lead. Year 7 made welcome cards for Kindy, and also composed, planned and led two PE sessions, where they coached Kindy students in a practical class. Year 8 composed the Welcome Guide Books for the new Year 7, respectfully and responsibly welcoming the students into the School.

Students in Years 9 and 10 volunteered to train as scribes and readers for students throughout the School who require assistance in tasks and tests. In Commerce, students ran mini-businesses, invited guest speakers to share their business stories and created proposals for projects they would undertake to improve conditions for all.

Primary School students were again involved in many events at school and off campus. The Year 6 Peer Support Program was replaced with a broader approach to student leadership and Year 6 lead the change to refine our garbage and recycling systems. Year 6 continued to lead younger students, and model behaviour, through whole Primary events, such as the primary play, Bush School Days and the Huff & Puff Gala Day. Years 5 & 6 also attended camps at which they delighted in taking responsibility for their own meal preparation and erecting tents.

Years 3 & 4 had weekly sessions in Term 1 & 2 with Sarah Farrell-Whelan guiding them through mindfulness, resilience and social activities. We highly value this collaboration for students, to build their capacity as individuals within the group. The values of respect and responsibility starts with looking after themselves and builds to looking after each other.

We work closely with families, professional organisations and teams in the community to support our students' health and wellbeing.

## Morning Circle and Morning Meetings Primary and High

Morning Circle and Morning Meeting is a distinctive aspect of Education at Korowal. Throughout the school morning gatherings take place with the aim to:

- Promote a feeling of being one within a group, each member being of equal worth
- Establish strong and trusting relationships within the group and between teacher and child, engaging a shared responsibility for our actions throughout the school day

It is each person's responsibility to participate in this ritual to the best of their capacity.

## School Cleanup

In the lead up to school events the staff and students participate in cleaning the classrooms and school grounds. This also takes place at the end of the school year. The practice engenders a sense of ownership, encouraging respect for both the school and natural environment, and responsibility for our impact on both.

## School Values

Our school values are printed onto a poster which hangs throughout the school and focusses on the qualities of respect and responsibilities to self, to others and to property.



Student print  
- Yr 9/10 Elective Art

## 12. PARENT, TEACHER AND STUDENT SATISFACTION

In 2018 we continued to consult with parents/carers, students, teachers and support staff to learn and grow in our capacity to meet the needs of all Korowal stakeholders. This was conducted through various mechanisms including online surveys, weekly parent meetings with the executive staff, parent information & consultation sessions, high school/primary school clusters and staff development sessions.

Korowal community continued to engage positively with the school in learning activities, working bees, parent sessions, fundraising and community events. A number of online surveys were completed by parents and students during 2018.

### 2018 Community Surveys

- Balanced Scorecard for Schools Survey
- Food Service at School Survey
- Environmental Sustainability Initiatives Survey
- School Photos Survey
- Korowal Website Survey
- Year 12 Parent Survey
- Stage 4 Student Survey

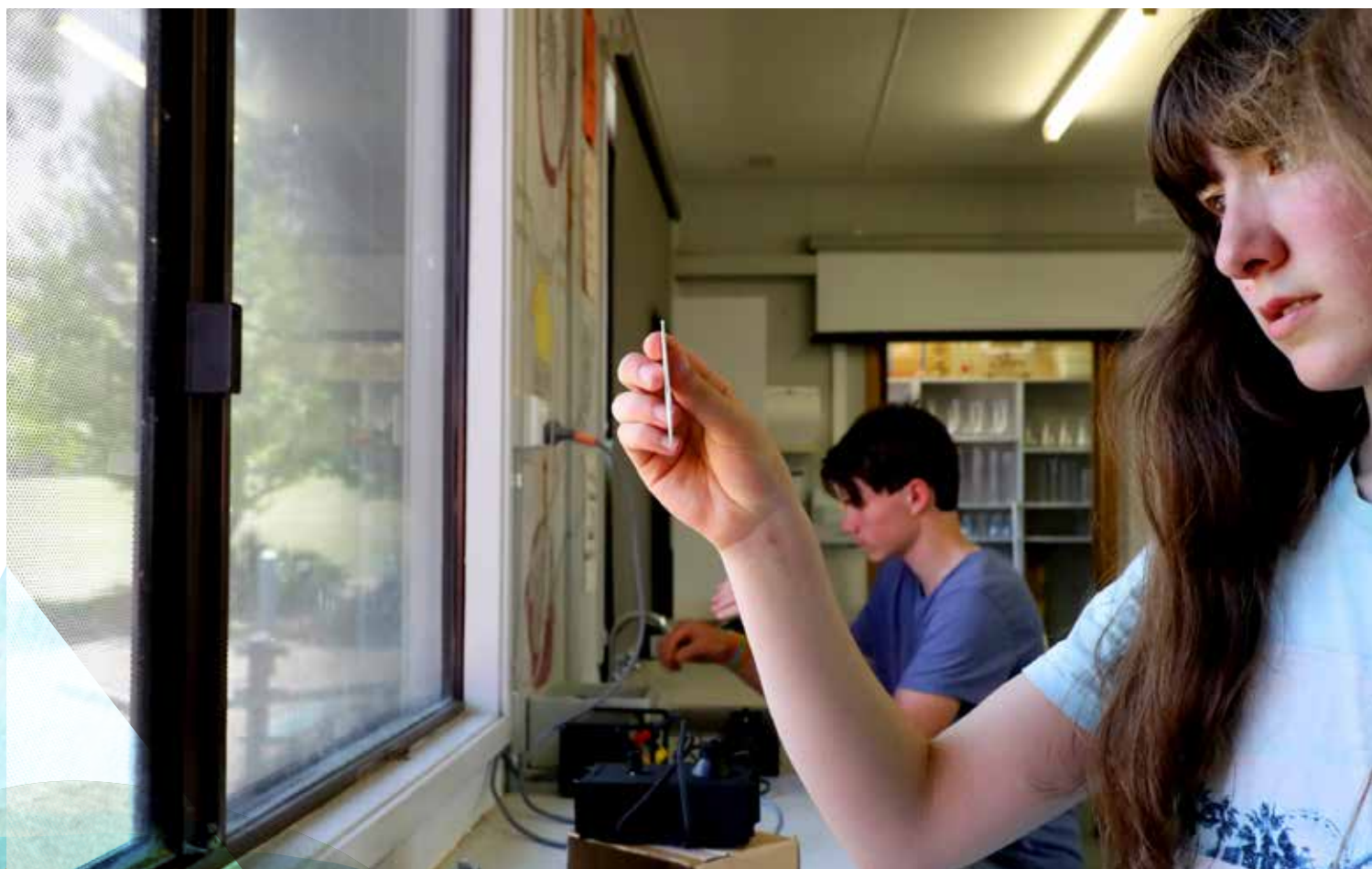
### 2018 Community Feedback

The feedback from the School Community in 2018, both in person and through survey data, was largely positive. Notable feedback received:

- *100% of students to participate in the stage 4 student survey felt they received enough of their teacher's time.*
- *92% of students to participate in the stage 4 student survey responded that the new classroom facilities were more spacious and easier to work in.*
- *"Korowal is so much more than just a school to me. When I moved here in the middle of Year 9, I immediately felt at home within the nurturing and caring environment that is Korowal."* **Korowal Student technically written in 2019**
- *"Even though some things about starting high school were still scary, once I started everything was great, the teachers really care and help you if you are worried about something or having trouble with something, they are supportive and are encouraging towards whatever it is you are doing."* **Korowal Student technically written in 2019**



- *“Facilities are continually being upgraded with consideration of all people including disability access.” **Korowal Parent***
- *“Korowal is unique because of the relationships between students and teachers. At Korowal my child felt she was being heard. This encouraged her to always seek support as she progressed through her HSC.” **Korowal Parent***
- *“My Child felt confident in all her relationships with her teachers. Her teachers would always respond to her emails, and very often outside hours including on weekends and late at night. Such a wonderful support.” **Korowal Parent***
- *“Korowal respects, values and honours its staff – \_teachers and support staff alike. We know we are appreciated and that our voice and thoughts are needed and welcomed. Democratic decision making is at the heart of our school.” **Korowal Teacher***
- *“quality community time around the fire with a wonderful group of inclusive, keen and kind-hearted kids. Doesn’t get much better!” **Korowal Teacher of School camp***

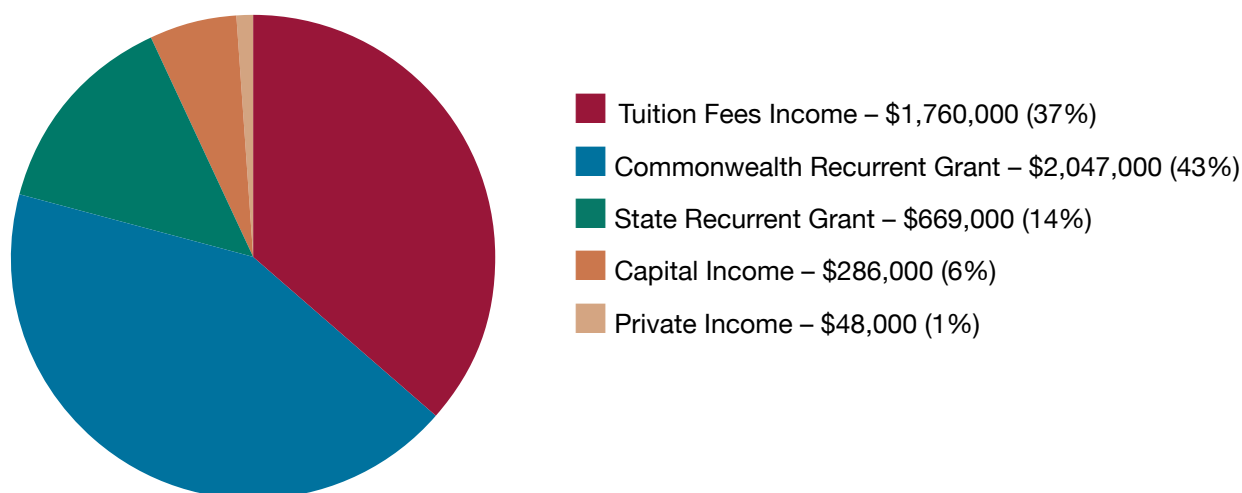


High School science

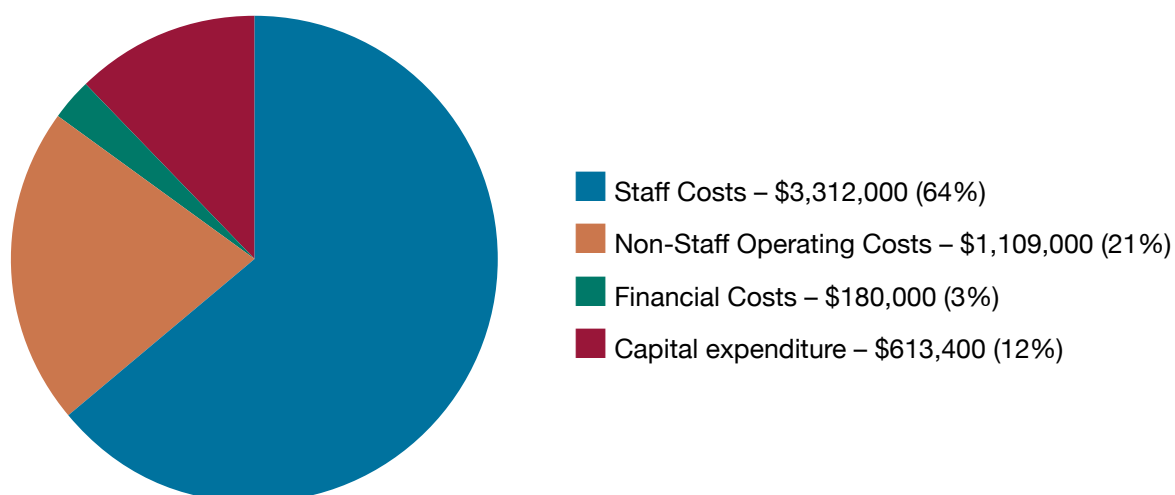
## 13. SUMMARY OF FINANCIAL INFORMATION

The following graphs and tables display the dissection of income and expenditure for Korowal School Limited for year ended 31.12.18.

### 2018 Recurrent and Capital Income



### 2018 Recurrent and Capital Expenditure



*Above figures are derived from Korowal School's audited 2018 financial statements and 2019 (2018 data) Financial Questionnaire lodged with Australian Government Department of Education & Training.*

**Back Cover:** Primary School play - Where the Wild Things Are

*“Great school, teachers and staff. I love that Korowal remains fluid in its approach to education and is always striving and looking for ways to improve.”*

Korowal Parent





