



KOROWAL SCHOOL

ANNUAL REPORT

2019



We acknowledge and pay our respects to the Dharug and Gundungurra people, the traditional custodians of the land on which our school stands. We pay our respect to the elders past, present and emerging.



2019 Book Week Parade

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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 2019, which is our 42nd Annual General Meeting and my eighth report as Chair.

To garnish an understanding of the School's complete achievements during 2019, 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, Eleanor Phelan, Nathan McLellan & Talulah Vane. Melanie Williams continues in her role as Company Secretary.

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 and the Korowal community alongside such fine people.

Tonight, I announce the resignation of Nathan McLellan from our Board. Nathan has served since 2016. When Nathan raised with me his resignation from the Board, in a reflection of his commitment to the School, he indicated his willingness to be available as an adviser to the Board. It is a comfort to the School knowing that his intellectual acuity, meticulous analytical skills and ability to synthesise complex matters are not lost to us. On a personal note, I have always appreciated his ability to have a laugh at himself

as well as holding the School to the highest corporate governance standards.

I am incredibly appreciative of the support provided to me by my Co-Chair, Chris Lee. But more than that, his focus on improving the governance of the school and stream-lining our board operations has been greatly appreciated by all board members. As I write this report in May of 2020 whilst being in COVID-19 induced social isolation, I feel the School's governance is extremely robust. The board, the executive and the staff respond to all that comes our way with clarity, with compassion and true to our values.

GOVERNANCE

Throughout 2019, the Board continued its strong focus on the Governance of the School. As I look back at the year, our main achievements in this regard were:

(a) Supporting the School Executive through our Registration and Accreditation with the NSW Education Standards Authority (NESA).

Whilst this required that the Board review the governance policies that fall within its direct domain of responsibility, it was particularly pleasing that our Executive received commendation from the inspector on the quality and thoroughness of our processes and policies.

(b) Working jointly with the School Executive and, indeed the entire school community, in the renewal of our values and purpose statement.

These discussions were expertly facilitated by Jennifer Davies of the Association of Independent Schools NSW. Following the determination of these, our Principal Barb Fitzgerald with support from Jes Somerville, Jo Tovia and Rosie Wheeler created a most compelling and highly-polished Strategic Plan brochure to share with our various stakeholders. Thanks to all those involved from the entire Board.

(c) Early in the 2019 year, the Board formed a new, temporary sub-committee called the Enrolments Sub-Committee to review and determine the (then) apparent disconnect between our reputation as an innovative school of choice and our enrolment numbers.

The members of this sub-committee were: Barb Fitzgerald, Melanie Williams, Louise Dungate, Talulah Vane, Andy O'Doherty and Julia Westley and Jo Tovia. The professionalism, enthusiasm, focus and diligence with which this sub-committee operated was truly inspiring. Thank you to each of those involved.

The sub-committee delivered its report to the Board with a set of detailed, fully costed and reasoned proposals. After appropriate deliberation the board unanimously voted to accept all recommendations (with minor amendments to a few – all for the better). Barb and I had the pleasure of announcing these to our community in the middle of the year at a much-anticipated meeting in the school's hall.

At the heart of the recommendations was a reduction to our school fees, subject to reaching an enrolment target. Our families supported this initiative – in fact, so much so, that we were able to announce adoption of the lower fees from 2020 far earlier than we had anticipated.

To those in our community who actively supported this, thank you. Not only is the end result a reduction in fees across almost all years and a more diverse family community – but the concept of an independent school taking such an action gained interest from the local and national media, and I have been contacted by other schools wanting to learn from our experience.

FINANCES

Highlights of our key financial achievements for 2019 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 \$110,789.
- 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 4.8% of total fees invoiced.
- Fee discounts and concessions were held at 13% 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 staff with a 2.5% pay increase.
- It is necessary to single out the performance of our Business Manager, Melanie Williams. Our budgets are tight, and this makes discipline and prudent management of the school's finances absolutely crucial. Mel provides this, but does so with an ever-present good grace and focus on ensuring that our values are reflected in the financial operations of the school.

THANKS

I would also like to single out a few key personnel at the AIS NSW for special thanks: Geoff Newcombe; Michael Carr, Leoni Degenhardt; Jennifer Davies; Jenni-Lee Williams; Wendy Godden; and Robyn Yates – your support is greatly appreciated and helps us make a difference, thank you.

We have seen throughout 2019, many instances where our community has fully supported the School. We have also seen many instances where the School has fully supported the community. This does not occur by chance. It is a reflection of trust. Trust that is placed in one person. And that person is our Principal Barb Fitzgerald. Whilst it is undeniable that the trust in Barb is well-placed, I ask all members of our community (parents, executive, teachers, staff) to say thanks to Barb for her unfailing dedication and commitment to Korowal, to our values and to challenging all to be the best they can be.

OUTLOOK

Our values of Community, Academics, Relationships and Emotional Intelligence in supporting the development of the whole person are not just a summary of how we do what we do; but they also resonate with the wider community.

As our Strategic Plan details, we are at the forefront of many exciting educational initiatives and I have no doubt that these will further enhance the wonderful education that Korowal offers.

As we respond to the impacts of COVID19, these strengths have allowed the school to be able to continue to provide education that upholds our values in very constrained circumstances. As we slowly return to normal schooling we look forward to continuing to seeing these initiatives developed and implemented.

Primary school art



Principals Report - Barbara Fitzgerald

2019 was a big year for us all. We commenced the year with focus on Registration and Accreditation and ended the year with fires threatening our homes and School. In the middle, we restructured our management model to distribute leadership amongst further staff members, thus supporting the Executive positions and enabling professional growth and development for our staff, while implementing succession planning.

Many elements aligned to define the purpose and place that Korowal holds in education, both within our community and beyond. Amidst the growing concern for our natural environment, our Strategic Plan became our map for the immediate future. Through engaging with our community and hearing our students, parents and staff align in identifying our values and purpose, we have confidently reviewed our Values and established our new Vision Statement, and our meaningful purpose.

We confidently state the following:

‘Korowal inspires compassionate and discerning voices for a sustainable world’.

We do this through ‘Innovating education with care.’

Our C.A.R.E Education Model has been defined, demonstrating the interlinking components of Community, Academics, Relationships and Emotional Intelligence in supporting the development of the whole person.

With this clear direction, we created our contemporary School website and began to review our ‘look’ or style guide. Jes Somerville has creatively excelled with these projects.

Simultaneously, Korowal has adopted the Lyrebird as our totem, forging greater connections to land and our original name, meaning “the strong one”. We celebrated NAIDOC week with joy and connection to our local aboriginal community and the environment.

TEACHING / LEARNING

Due to the excellent teaching and learning programs, policies and procedures at Korowal, we were once again successful in our 5-yearly NESA compliance audit for Registration and Accreditation as a School offering education from Kindergarten to Year 12. I extend my thanks to our staff for their dedication and professionalism in realising this achievement.

Not to be daunted by the mammoth task, we also revised our delivery modes for high school, introducing aspects of project learning and thereby encouraging students’ advocacy for their learning. We launched a consultancy with Oracy Cambridge to develop our Korowal Oracy Program, creating the structure and stages towards full implementation. Many students throughout primary and high are developing confidence as we place talking skills at the centre of their work and presentations. This is a further link in our chain of international and national partnerships.

For many subjects throughout the school our staff developed new programs to accommodate syllabus changes. We expanded our subject offerings by taking I.T. Multimedia through to HSC, and saw one of our students shortlisted for exemplar work on his HSC Project. He was well mentored by Jason Carthew.

We increased our Tech Mandatory facilities to include a pizza oven and veggie garden. Year 6 commenced their regular science classes with Andy in the senior labs. Our PE facilities and options expanded as we applied the funding attained through sporting grants, secured by Kizz Boyd.

Building on our successful introduction in 2018, we expanded the high school Learning Hub and established the primary Learning Hub in Term 4, thus providing either a little extra help, or extension work, for students as needed.

We expanded our horizons with Year 6 students visiting our Sister School in Hangzhou, an exciting and insightful cultural exchange for the children, teachers and parents who attended.

STUDENT WELLBEING

Our students, staff and families continue to be well supported by Sarah Farrell-Whelan as Wellbeing Coordinator. Sarah has been expanding her use of Open Dialogue in network meetings for students across the school. Staff have been learning further ways of being in conversation through this approach. Our senior students also benefitted from regular meetings with their teacher mentors.

All students are nourished by the care shown by our teaching assistants, admin staff and teachers across the school. This is where the quality of our relationships shine and students feel safe.

STAFFING

In 2019 we welcomed Andy O’Doherty and Anna Summers to our staff. We bade farewell to Jill Day, our primary stalwart. Jill’s connections to Korowal go back a long way, both as a parent and as a teachers’ aide. Whether with a tool belt, a whittling knife, a paintbrush or a stick of chalk, Jill is a fine craftsperson. Her love of children, level of care and skills have been a gift to us. As Jill now moves into retirement, we send our love and thanks for all that she is and all that she shared.

Alistair Symonds, our DP and HS Coordinator, left us in Term 4 to take up a position in the Tertiary sector. This precipitated the introduction of our Distributed Leadership Model, wherein we moved from having two DP’s to one, with Bec Finch as our Deputy Principal of K-12. Talulah Vane moved into Primary Coordination, Louise Dungate - Projects and Research Coordination, Kim Poole- Academic Continuity Adviser and Stage 5 Advisor and Andy O’Doherty- Stage 4 Advisor. These were in addition to the whole school positions already held by Jason Carthew as Communications and Technology Adviser, and Kizz Boyd PDHPE Adviser. With this new structure we created our Leadership Team and gave it a test run in Term 4. After some review and refinement, this has continued into 2020 and provides a substantial team of voices, and shared responsibility.

ENROLMENTS AND CHANGES

A major concern for us in 2019 was the decrease in student numbers at a time when we assessed that our educational offerings were finer than ever. Through researching possible reasons for this, we established that our fee structure was prohibiting many families who would otherwise want their children to attend Korowal. Our Co-Chair of the KSB, Greg Lucas, set the pace for a radical review of our fee structures. An enrolment subcommittee was established with parent and staff input, and, after much research and review, we proudly announced that we could reduce fees for 2020 if we were able to guarantee that we would start 2020 with 235 students. We called on community support to achieve this and were inundated with enrolment calls and emails, which led to us achieving our goal. Our School community spread the word and we are all richer for the additional families that have joined our School.

FACILITIES

Works continued under our building grant as we increased the covered areas and facilities. Our Science labs were refitted and a storeroom built as Alex’s talents extended beyond maintenance into complete renovations as well. This included the creation of further maker space and Steam resources in primary.

Storms swept through our campus and that, combined with the drought, meant that we lost many established trees. We bring our natural environment into focus with our plans for 2020. Our Year 10 students began the elementary research for going solar in 2020.

PARTNERSHIPS

As Korowal matures, we continue to forge significant links that enrich our experiences for our students and staff. We also share our achievements with other educational institutions.

In 2019 we maintained links with John Marsden’s schools, forged a new connection with The Nature School in Port Macquarie, visited our

Sister School in Hangzhou and welcomed Chinese students to visit us. We continued our friendship as our Japanese Sister school Genkai Mirai, when students, staff and the Mayor of Genkai visited Korowal and the Blue Mountains. We hosted workshops for students, teachers, Principals and Bureau Heads from China. With our tertiary partnerships we worked closely with Oracy Cambridge and Sydney University's Centre for Family-Based Mental Health Care (Open Dialogue).

In 2019 Bec Finch also completed the AIS Flagship Program, a great achievement and qualification in 'Leadership' which she immediately applied to her new role as Deputy Principal K-12.

GOVERNANCE

The Korowal School Board consists of parents and teachers committed to ensuring that we uphold our Values and Ethics, that we act with transparency, and that we manage risk and remain compliant. In 2019 the KSB was Co-chaired by Greg Lucas and Chris Lee and I extend my thanks to them, and the other directors, on behalf of our community. All of our directors have brought their individual strengths to the table, acting with great integrity. We undertook major reviews of our fee structure, our School's Vision and Mission and our public image. Through rigorous discussion and specialised sub-committees we arrived at what we can proudly state is a true representation of Korowal today. I extend a special thanks to Greg Lucas for his bravery and insight in leading the fee restructure consultations and modelling, along with Mel Williams, our Business Manager.

STAFF

Special thanks are also extended to Bec and Mel for their executive management of our school and for continually rising to every new challenge. They have masterful skills and do a great job in both leading and responding. They have the confidence of our entire staff and Board.

To all of our staff, our bus drivers, admin workers, teachers, teachers' aides, maintenance and gardening personnel, we are so fortunate to have

your share passion, intelligence, commitment and care with us all. You are our greatest asset. Thank you. As the first point of contact for our families, Caroline, Deb and Michelle continued to hold our centre on a daily basis.

To our students and parents, thank you all for participating within our school community.

Neill Duncan gave us the beautiful gift of his jazz band as a highlight for the years end. It was a joyous celebration of a successful year. Thank you Neill and the musos.

In summary, It was a year of significant developments!

We were looking forward to a well-deserved Summer break after such an eventful calendar. However, as we all know, the fires were on our doorsteps as we ended the year, and for many, that meant being on high alert. As I write this, we are in the midst of COVID-19.

There has never been a more salient time for remaining strong and capable of standing alone, of being 'Korowal'. Together, as we echo kindness, hope and love, our community's voice and support are imperative. Our achievements in 2019 have been significant.

These new challenges we face in 2020 will reveal even greater potential in us individually and collectively, as we continue to mirror our core values.

As Principal, leading Korowal is a profound experience. I wish to thank you all for your ongoing trust and support.

Barb Fitzgerald

Principal
12th May 2020



Local MP's at the 2019 Open Day & Fair



Bush School Day



Barb Fitzgerald and Jill Day

2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

About Korowal

Korowal is an independent, Kindergarten to Year 12, Secular School. We are 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/carers. This allows for the consensual and efficient operation of the School, both administratively and educationally, and encourages a constructive partnership between parents/carers 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.

Features

PATHWAYS 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, 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 most 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.

Characteristics of the Student Body

In 2019 there were approximately 225 students enrolled from Kindergarten through to Year 12, with a slightly higher number of male students. 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 2019 census the school had 225 students from Kindergarten through to Year 12. Of these students there were a slightly higher number of male than 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% 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): 1075



3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND 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>



High School science

4. SENIOR SECONDARY OUTCOMES

Records of Student Achievement

No students from years 10 to 12 applied for or were granted a Record of Student Achievement (RoSA) through BOSTES in 2019.

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 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. This model also provides a greater range of HSC subjects to be offered in our small yet significant school.

Our 2019 HSC results continue to reflect the comprehensive range of ability in the cohort, as well as the selection process. Students here choose a subject because they want to study it. They are not required to 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 2019, (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, Chemistry, Visual Arts, I.T. Multimedia, Modern History, Music, Society and Culture, Business Studies, while also tracking above the state average in their first round of HSC subjects, undertaken in 2018. These included English Advanced, English Standard, English Extension 1, Mathematics Advanced and Mathematics Extension 1, Physics, Biology, Japanese, Drama and Studies of Religion.

Individual students had many remarkable results, including shortlisting for the into I.T. Multimedia showcase.

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 High School 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%)
Business Studies	2019	13	School: 13 (100%) State: 83%	School: 0 (0%) State: (17%)
	2017*	12	School: 11 (92%) State: (86%)	School: 1 (8%) State: (13%)
Chemistry	2019	8	School: 8 (100%) State: (88%)	School: 0 (0%) State: (12%)
	2017	9	School: 8 (89%) State: (90%)	School: 1 (11%) State: (9%)
	2015	11	School: 9 (82%) State: (93%)	School: 2 (18%) State: (7%)
Drama	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%)
English Advanced	2019	6	School: 6 (100%) State: (99%)	School: 0 (0%) State: (1%)
	2018	16	School: 16 (100%) State: (84%)	School: 0 (0%) State: (16%)
	2017	4	School: 4 (100%) State: (98%)	School: 0 (0%) State: (1%)
English Extension I	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%)
English Extension II	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%)
English Standard	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%)
History Extension	2019	2	School: 0 (0%) State: 77%	School: 2 (100%) State: (23%)
	2017	4	School: 4 (100%) State: (80%)	School: 0 (0%) State: 20%)
	2013	1	School: 1 (100%) State: (74%)	School: 0 (0%) State: (26%)
Industrial Technology - Multimedia	2019*	9	School: 9 (100%) State: (79%)	School: 0 (0%) State: (21%)

Subject	Year	No of Students	Performance band achievement by	
			Bands 3 - 6	Bands 1 - 2
Modern History	2019	16	School: 14 (87.5%) State: (86%)	School: 2 (12.5%) State: (14%)
	2017*	14	School: 12 (86%) State: (86%)	School: 2 (14%) State: (13%)
Legal Studies	2016*	1	School: 1 (100%) State: (88%)	School: 0 (0%) State: (12%)
Mathematics Advanced	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%)
Mathematics Standard 2	2019	2	School: 2 (100%) State: (83%)	School: 0 (0%) State: (17%)
	2017	13	School: 6 (46%) State: (74%)	School: 7 (54%) State: (25%)
	2016	9	School: 9 (100%) State: (92%)	School: 0 (0%) State: (8%)
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	2019	6	School: 6 (100%) State: (98%)	School: 0 (0%) State: (2%)
	2017	14	School: 7 (100%) State: (98%)	School: 0 (0%) State: (1%)
	2015	8	School: 8 (100%) State: (95%)	School: 0 (0%) State: (5%)
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	2019	10	School: 10 (100%) State: (94%)	School: 0 (0%) State: (6%)
	2017	12	School: 11 (92%) State: (93%)	School: 1 (8%) State: (7%)
	2015	11	School: 11 (100%) State: (95%)	School: 0 (0%) State: (5%)
Visual Arts	2019	8	School: 8 (100%) State: (98%)	School: 0 (0%) State: (2%)
	2018	16	School 16 (100%) State: (99%)	School: 0 (0%) State: (1%)
	2017	10	School: 10 (100%) State: (99%)	School: 0 (0%) State: (1%)

* First time offered

5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Professional Learning

WHOLE STAFF

Professional Development
Braveheart Child Protection Training: Recognising, Responding and Reporting Child Abuse
Success with Dyslexia
Weekly Primary School and High School cluster meetings
Open Dialogue Training
Sentral Training

WELLBEING AND WELFARE – ELECTED STAFF

Professional Development	Staff Members
WHS Risk Management	3
Test & Tag	1

INFORMATION AND TECHNOLOGY

Professional Development	Staff Members
AIS ICT Strategic Directions (consultation group)	1

TEACHING PRACTIS AND SUBJECT SPECIFIC

Professional Development	Staff Members
Braveheart: Australian children's Laureate Summit	1
ENRICH & DET: Support for new PDHPE syllabus	1
ACHPER: Programming the new K-10 Syllabus	1
ACHPER: Effective Assessment in PE	1
SHAPE: Presenter	1
Extension History Symposium	1
NESA: Lectures for Science teachers	1
PD Network Meeting	1
Eco Arts Conference	1
History & Modern History Deconstructing Memory	1
Drama Workshop – HSC	1
IEUA NSW: Learning Outside the Classroom	2
ANSTO: Knowledge relating to Stage 5 Chemistry, Physics & Biology	1
MA NSW: New Stage 6 Content – Maths Standard & Advanced	1
Australian Family Therapy Association: Family Therapy Day	1
Learning Difficulties Coalition: Symposium	1
ACHPER: NSW K - 6 Physical Activity and Sport Conference	1
SPELD NSW: Dyspraxia Professional Workshop	1
Oracy Workshops with Alan Howe from Cambridge University	13
Oracy Training	13

ADMINISTRATION AND FINANCE

Professional Development	Staff Members
Institute of Public Accountants: Excel Formulas & Functions - Advanced	1
AIS: Not for Profit Guidelines for Independent Schools	1
AIS: 2021 MEA Briefing - webinar	1
Institute of Public Accountants: Not for profit Boards 7 Finance	1

EXECUTIVE

Professional Development	Staff Members
AIS: Flagship Program	1
ASBA: Mentoring Program	1
AIS: Annual Briefing	2
AIS: Principals Mentoring Program	1
Institute of Public Accountants: Essentials for taking board minutes	1
NRS: Direct Response Training	1

Teaching Qualifications

Category	No. 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	No. of Teachers
Conditional	1
Provisional	1
Proficient Teacher	25
Total number of teachers	27





Learning in primary school



6. WORKFORCE COMPOSITION

This description of the Korowal School workforce is extracted from the information published on the ACARA website from the August 2019 census.

Workforce	Total
Number of teaching staff	27
Full-time equivalent teaching staff	22.1
Number of non-teaching staff	16
Full-time equivalent non-teaching staff	9.8

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, 2019 STATS Report, with the addition of Kindergarten, Year 11 and 12. The whole school attendance rate for students was 87.1% 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 Level	Attendance Rate %
Kindergarten	92.3%
Year 1	87.61%
Year 2	84.94%
Year 3	89.78%
Year 4	84%
Year 5	89.78%
Year 6	89.43%
Year 7	88.13%
Year 8	81.79%
Year 9	84.33%
Year 10	83.13%
Year 11	86.18%
Year 12	90.47%
Whole School	87.1%

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.

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.

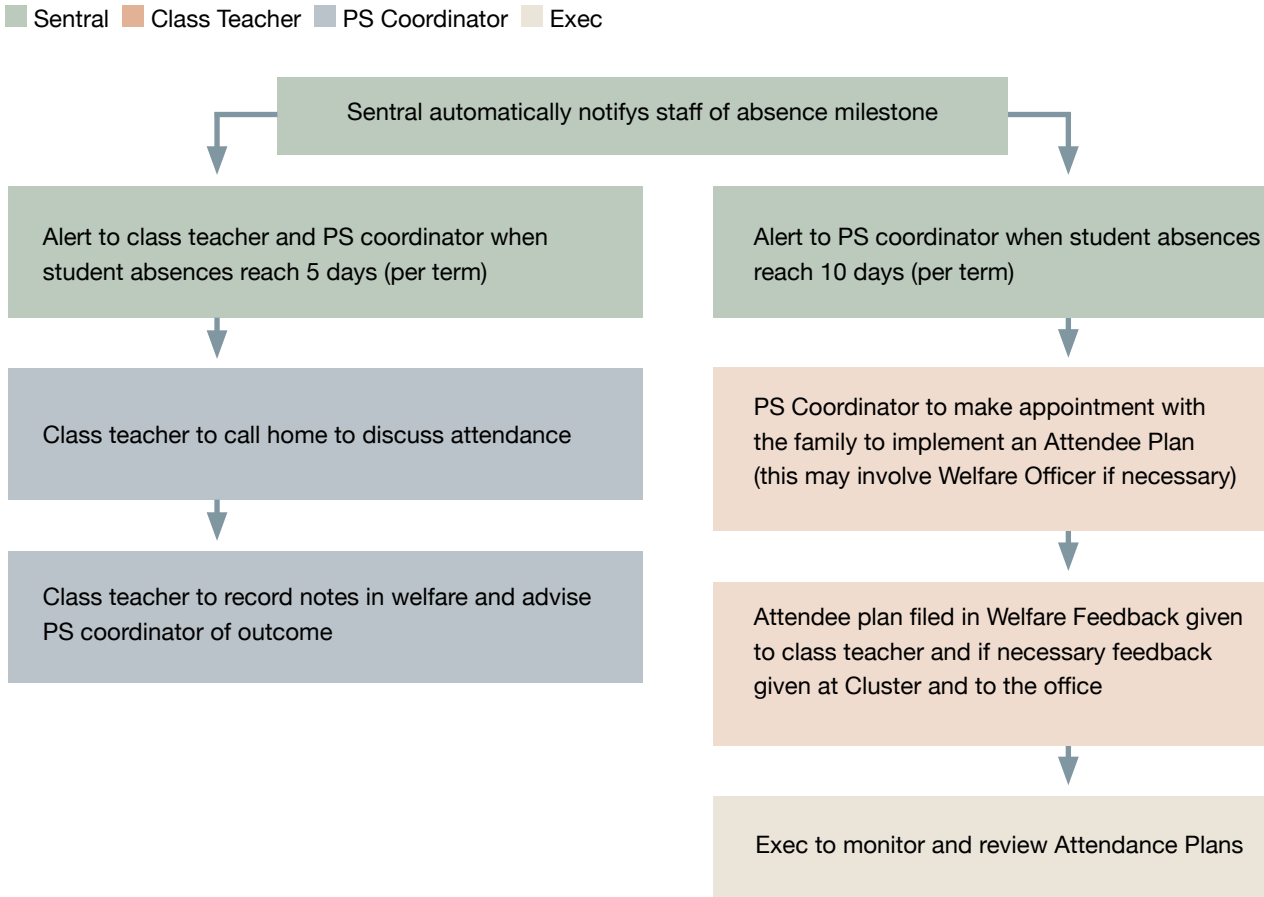
Families going on extended leave must complete an application for leave form (in accordance with legislation) and submit to the school office for authorisation from the Principal. The parent is notified of the outcome via authorised certificate or directly from the Principal.

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.

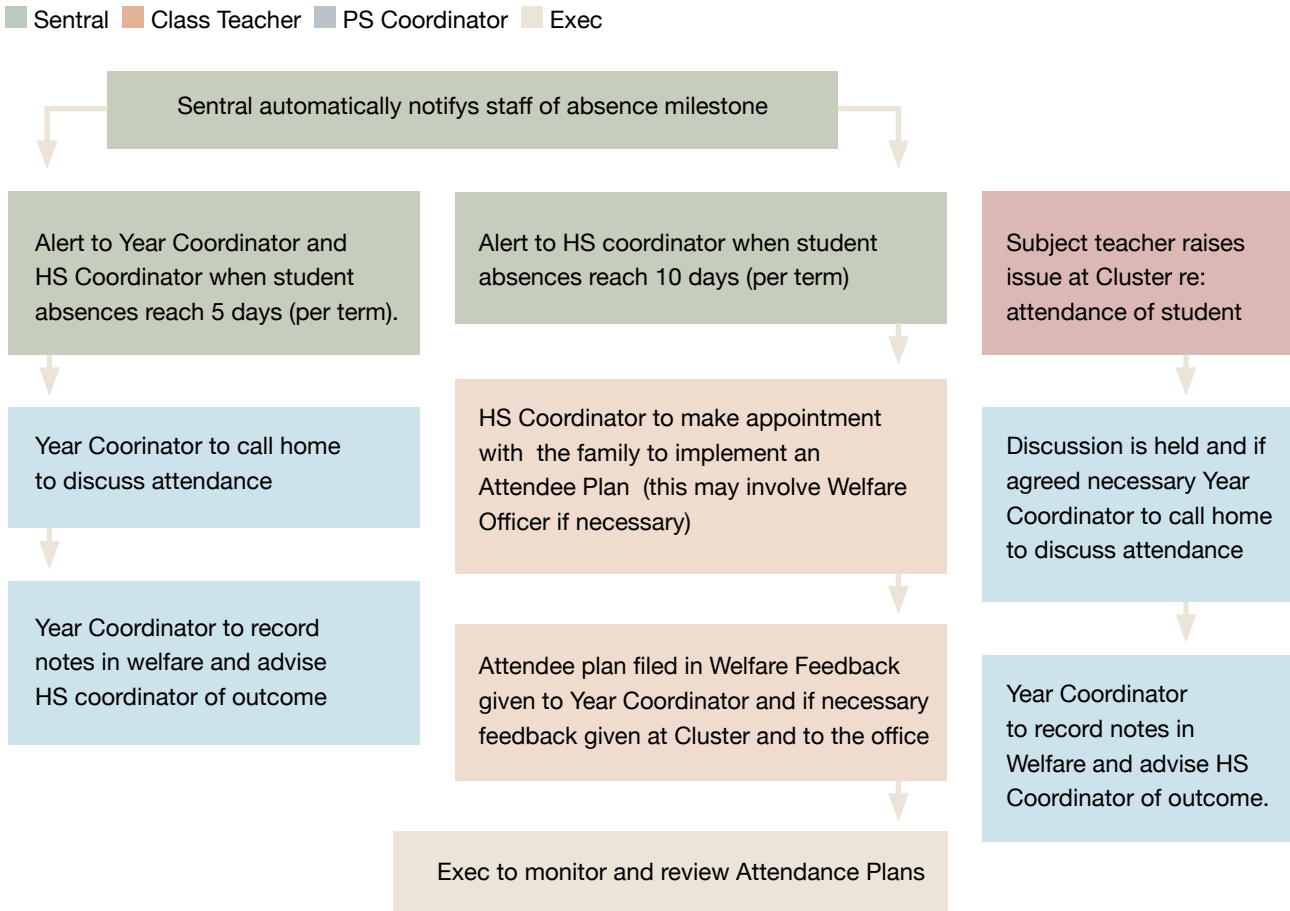


Pathways 2019 cohort

Attendance flowchart - Primary School



Attendance flowchart - High School



Retention Rates and Post School Destination

Fifty four percent of the 2017 Year 10 cohort continued to be enrolled at Korowal through to their year 12 graduation in 2019. As at 2017 this year group had 26 enrolled students and at the 2019 graduation there was 17 students enrolled in the cohort. Of the departed students from this cohort reasons for leaving included family relocation, moving into other study avenues (i.e. TAFE) and entering apprenticeships.

We are delighted to follow up with our Year 12 graduates and to find that they have pursued study, travel and work opportunities. Many of these plans have been effected by COVID-19, however we can report that among the 17 students from Year 12, 2019, our graduates continue to move into diverse fields of work and study, in keeping with their passions and interests, including Design, Arts, Permaculture, Architecture, Event Management, Hospitality,

Chemistry and Graphic Design. Some other graduates have taken a gap year to work and travel.

Of Korowal’s 2018 Year 12 class we have had feedback that graduates have continued to broaden their horizons and explore their interests with students either continuing their study pathways or moving into study after taking a gap year. The range of areas represents the diversity of our students and we understand that we have alumni studying Music at the Sydney Conservatorium, Art History, Literature, Computer Games Design, Stage and Screen Performance at NIDA, Creative Technologies, Divemaster training, Psychology/Anatomy/ Histology, Anthropology, Construction, Early Childhood. These young adults continue to make us proud as they study, work and travel the world with a resilience and kindness that is noteworthy.



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.

ENROLMENT POLICY

1. Document Control

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

Stakeholder Distribution:

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/>

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 Principal's 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.



Huff & Puff Gala Day

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 (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/>

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

Policy	Access to full text
Whole School Wellbeing Policy	
<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"> • minimise risk of harm • support the physical, social, academic, spiritual and emotional development of students • provide policies and programs that develop a sense of self-worth and foster personal development • are mutually supportive • respect each other, the values and ethos of the School • provide equal opportunity for all. <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 (Google Drive) and on the Korowal School website:</p> <p>https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</p>

Policy	Access to full text
Anti-bullying Policy	
<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"> • support the person who is the target of the bullying behaviour • support the person who is the perpetrator of the bullying behaviour • provide appropriate skill building for all those people impacted by this behaviour <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 (Google Drive) and on the Korowal School website:</p> <p>https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</p>
Student Discipline Policy	
<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 (Google Drive) and on the Korowal School website:</p> <p>https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</p>
Complaints Handling Policy	
<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 (Google Drive) and on the Korowal School website:</p> <p>https://www.korowal.nsw.edu.au/who-we-are/governance/policies/</p>

Several new policies and procedures were developed in 2019 and many other were reviewed and/or re-written. Below is a summary of these policies

New Policies and Procedures developed in 2019

- Anti-bullying Policy and Procedures
- Anti-Racism Policy
- Attendance Procedure
- Gender Equity Policy
- Managing Drug Related Incidents Procedure
- People with Disability Policy
- Safe and Supportive Environment Policy
- Suspension and Expulsion Policy
- Suspension and Expulsion Procedure
- Transgender, Non-Binary, Gender Diverse and Intersex Support Procedure
- Whole of School Wellbeing Procedure
- School Community and Consumer Complaints Procedures
- International Student Procedures
- TAA Policy
- Workplace Diversity Policy
- Management and Operation of the School Policy and Procedures Handbook
- Management of Serious Incidents and Emergencies Procedure

Reviewed Policies and Procedures in 2019

- Whole of School Wellbeing Policy
- Attendance Policy
- Code of Conduct for Students and Parents
- Dress Code and Procedure
- Drugs in School Policy
- Complaints Handling Policy
- Assessment & Reporting Policy – Stage 4 & 5
- Assessment and Reporting Policy – Stage 6
- Assessment and Reporting Procedure – Stage 6
- Assessment Appeal Policy
- External Delivery Policy
- International Policy
- Primary School Assessment & Reporting to Parents Policy
- Quality of the Educational Programs Statement
- Medical Treatment for Students Policy and Procedure
- Premises, Buildings and Facilities Policy
- Security and Supervision Policy

Parents and Students Acting in a Supervisory Capacity

The School is committed to the achievement of the highest standards of education in which the security, protection and comfort of students and staff retains the highest priority. The following guidelines are issued for all staff, responsible in any way for the conduct of educational activities at Korowal School.

Corporal punishment is unacceptable and is not tolerated at Korowal School. Violence (physical or verbal) is an inappropriate behaviour management strategy at the School. It is unacceptable for an adult or student acting in a supervisory capacity to touch a student “in anger”. Similarly, it is inappropriate for an adult or student acting in a supervisory capacity to shout in anger at a student in an excessive or violent manner.

These guidelines remain subject to all current Child Protection Legislation.

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.



Yr 9/10 Elective Art



Yr 5/6 Art

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Strategic Planning

In 2019 we built on the strategic priorities highlighted in 2018 and further developed these into a comprehensive 5 year Strategic Plan.

Our school's Strategic Plan is our guide. It ensures we stay focused on the key areas we have identified as priorities between 2018 and 2022. It outlines what we want to achieve and a pathway to getting there.

The initiatives outlined in our Strategic Plan are interconnected. Oracy, Project-Based Learning, Sustainability Projects, Communal Dining, and Partnerships will provide an amplification of experiences wherein students understand how to learn and the questions to ask for deep thinking, as well as how and where to express their informed voice.

Key Strategic Initiatives

ORACY

Goal: To explicitly teach oracy skills across the whole school by developing a Korowal Oracy program and implementation plan so students learn effectively 'through talk' and 'to talk', and develop advanced skills important to their futures.

IN 2019:

- A Professional Learning Group for Oracy (PLG) including 13 teachers and staff from across Primary and High School was formed. The members of the PLG have teachers from all other year groups as 'buddies' and share their learning around Oracy.
- Oracy Cambridge were engaged to work with Korowal in developing Oracy in the school. Cambridge's Alan Howe took part in Skype sessions with the PLG in 2019 and in Term 4 attended a 4-week residency on campus, working closely along-side the Oracy PLG and with each individual PLG member both in class and one on one, developing praxis.

- Barb Fitzgerald and Louise Dungate developed the first stage of the Korowal Oracy Program with input from Cambridge Oracy.
- The first stage of the program was implemented across the school with successful results.
- We have communicated with the school community about Oracy in the school at primary and high school cluster meetings, reports, presentations and social media stories.
- Teachers in the PLG documented the Oracy experiences in their classroom, including notes, lesson plans, videos, voice recording and photographs.



PROJECT BASED LEARNING

Goal: To implement Project-Based Learning (PBL) within Korowal high school so students 'have choice' and 'give voice', while addressing real-world problems and developing futures-based skills.

IN 2019:

- A model for Project Based Learning at Korowal was developed and trialled in Term 4 of 2019. Students in Year 7 – 9 participated in the PBL trial over a 4-week period.
- Students were given training sessions on making mind maps of their proposed research and how to formulate goals using SMART goal principles. These documents formed the ongoing evaluation format for each project.
- We were fortunate to find one of our parent community had expertise in Project Based Learning and she generously attended most days to work one to one with many of the students. This certainly enriched the experience for all.
- 7-9 students participated in a market place at the end of the PBL trial and had the opportunity to present their projects to students, staff and parents.
- Quite a number of students who worked in groups demonstrated some excellent skill in instructing and supporting others within their projects. Some students surprised us

with their expertise and willingness to impart knowledge to peers.

- For our first attempt we did see the development of collaboration, communication, creativity and critical thinking skills by a variety of our students. We learnt a lot about each person through working with them each day in a conversational setting rather than a teacher/learners setting. It gave teachers a chance to get to know their students even more and to find out their opinions, passions and goals. It also gave many teachers a chance to share their own personal expertise in areas other than their subject and the students appreciated getting to know the teachers.
- Some students shone when investigating real-world issues through cross-curriculum content
- and quite naturally gravitated toward using many aspects of the curriculum to advance their project. For others, support was needed to help them explore how written or spoken skills might enhance a research project, or how videoing or audio recording could highlight findings for an audience. Many different skills were added and practised.



FOOD PROJECT

Goal: Staff and students share school-provided meals together in communal dining spaces.

IN 2019:

- Site visits were made in 2019 to John Marsden's schools in Victoria. Part of the school tours included experiencing the approach of the Alice Miller and Candlebark schools to communal dining and food provision.
- Catering and hospitality professionals from the school community have met with us to discuss planning for shared meals at Korowal.
- A viability study on food service in the school was conducted and further research into equipping a commercial kitchen and the other associated running costs has taken place.
- A trial was run with senior students in Term 4. A space in the refectory was put aside for student use and toastie machines were provided by the school. Students then brought their own supplies to make toasted sandwiches and took responsibility for keeping the space clean and tidy.



PARTNERSHIPS

Goal: Continue to develop and maintain rich partnerships within our community locally, nationally and globally to forge friendships, broaden our student offerings and promote Korowal's educational success.

IN 2019:

- Regular community consultations were held in 2019, providing parents the opportunity to engage in planning.
- Parent groups have formed around organisation for the school's Open Day & Fair, Bush Care, Permaculture, Solar Project and Garden Maintenance.
- Classes across primary and high school continued to host guest speakers from the community and local community organisations.
- Korowal Studios hosted community groups for Extinction Rebellion, Table Tennis and Community Yoga classes.
- Year 10 students participated in the Intergenerational Project with Boddington Aged Care facility. Students connected the generations as they visited residents at Boddington, listening to their stories and learning about their lives.
- Primary School students participated in tree planting facilitated by the Blue Mountains City Council.
- Relationships were formed and/or maintained with the Nature School, Candlebark School and Alice Miller School.
- Year 6 students who have been learning Mandarin as part of Korowal's partnership with Western Sydney University, went on their first trip to Hangzhou to visit Korowal's sister school Caihe No. 3 School.
- Ongoing partnerships were maintained with Western Sydney University, Sydney University and Oracy Cambridge.
- Partnerships with Korowal's sister schools in Japan, China and Nepal were continued in 2019.



SUSTAINABILITY PROJECTS

Goal: To educate, research, review and apply systems that reduce our carbon footprint for a more sustainable school.

IN 2019:

- Many environmental sustainability issues were highlighted in class discussions in both the primary school and high school. Students and staff attended Student Strike for Climate and in both preparation and follow up teachers engaged students in rigorous discourse around environmental responsibility, encouraging students to bring initiatives back into the school.
- Students from Year 5 to Year 12 watched screenings of the documentary 2040 and then talked through the issues raised in the film with their teachers and peers.
- The school hosted talks by Roy Tasker, lead scientist for Planet Ark. Roy presented in moving detail on climate science and the need for action to students and staff across the high school.
- The PBL Trial in Term 4 was propelled by driving question “How can we make a positive difference for our future?”
- High school students brought a proposal to the executive that Korowal move towards being solar powered. Energy audits and research into the transition to solar was under way by the end of 2019.
- The first stage of vegetable gardens and rain water collection was installed for tech mandatory. And the veggie beds in the K, 1, 2 court yard were revived.
- Justin has begun put in native food plants around the grounds as part of the site management plan.
- A second bus now transports students to and from school, reducing the impact of traffic for school transportation.

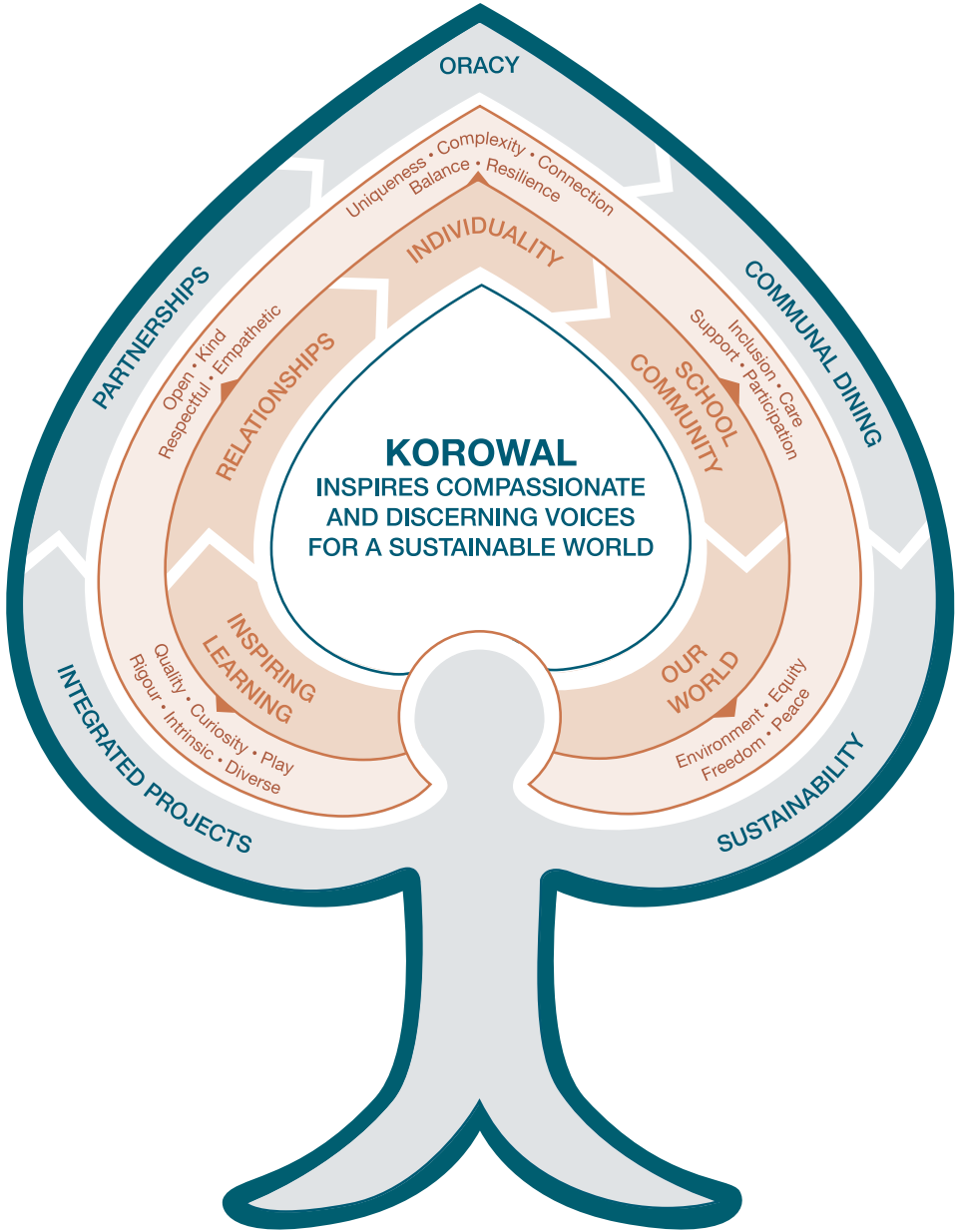


Purpose Statement & Tagline

Korowal Inspires Compassionate and Discerning Voices for a Sustainable World

Innovation education with care

As a result of an authentic and inclusive process of consultation with members of the executive, whole school staff, students, parents and facilitators from the AIS Korowal’s new purpose statement and tagline emerged. Statements that embody both Korowal’s past, and present. These are ambitious and visionary aims that we will continue to work towards as a community.



Innovating education with care

C.A.R.E Education Model

2019 saw the emergence of Korowal's C.A.R.E Education Model, representing the four quadrants that continue to be at the heart of learning at Korowal. They are Community, Academic Skills, Relationships and Emotional Intelligence. Planning and strategic resourcing that accurately reflect our values, priorities and educational approach, provide us with a compass as we reflect on our aims as a school.



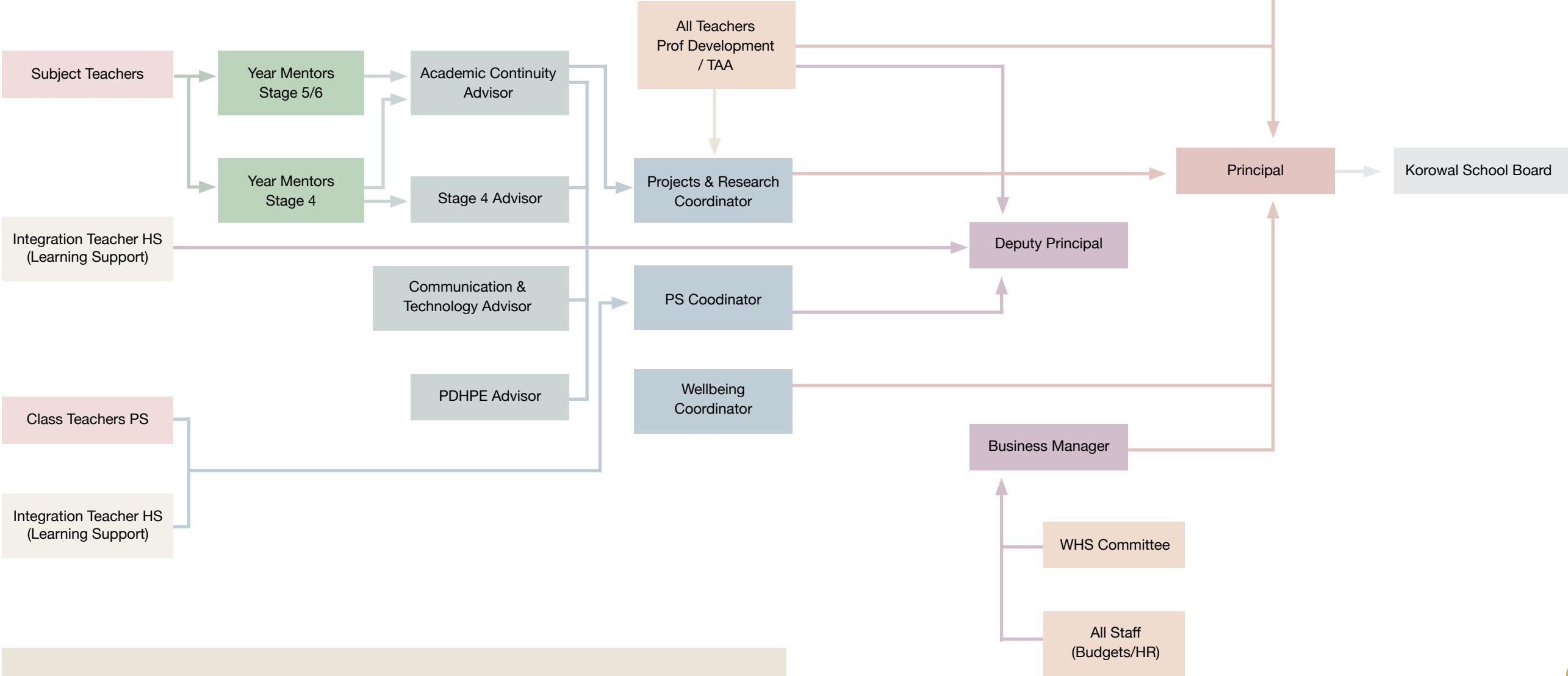
OUR EDUCATION MODEL

Innovating education with care

Restructure

Korowal maintains its commitment to a distributed leadership model and continues to highlight this for review and improvement. In the later half of 2019 the High School Coordination role was dissolved and several new Coordination roles were developed, increasing the number of staff in leaderships positions. Coordination points now exist for an Academic Continuity Advisor, Stage 4 Advisor and a Project and Research Coordinator.

KOROWAL SCHOOL 2020 LINES OF REPORTING



Registration and accreditation

2019 marked the year for renewing our Registration and Accreditation, CRICOS and TAA. No mean feat. The opportunity was taken to review and update many of school policies in addition to developing several new policies. The quality of educational programs, systems and processes throughout the school is exemplary. Preparing for our NESA inspection was a whole staff effort over the first six months of the year, and our hard work was rewarded by the successful granting of our 5-year registration and accreditation.

Enrolments & Access

In response to a drop off in enrolments, a 2019 Enrolment Sub-Committee (ESC) was formed. The research and planning conducted by the ESC lead to the development of four key initiatives aimed at making Korowal accessible to more families in the community and increasing student numbers.

The Korowal 250 Enrolment Campaign was based on the following:

- Larger peer groups provide an expanded friendship base for students, which in turn releases tensions with the flow of moving between groups; (Max. numbers are 22 in primary and 26 in high school)
- Social skills are enhanced when class groups are bigger
- Students are better positioned for group work and collaboration

- A bigger group provides greater diversity of opinions and greater challenges to expand thinking
- Being an individual within the group creates a better class dynamic than being a small group of individuals
- Peer to peer review of work, feedback, and support opportunities are enhanced;
- Increased parent body means we will be richer as a community;
- Sharing running costs across greater numbers makes the school more sustainable.

The Korowal community got on board and supported the Korowal 250 – enrolment campaign. So, with much planning and a leap of faith we were able to drop fees across almost every class in the school and increase enrolments.

Our aim as stated to the School Community was:

“At the end of last year our enrolments were 222; today they are 210, and in 2020 we are aiming for 235 students. This is an increase across the school of 25 students.”

The campaign was successful and new enrolments generated surpassed the initial target.

KOROWAL SCHOOL
Coeducational • Independent • Kindergarten to HSC

KOROWAL 250

WHY KOROWAL?
Korowal is:
• Inspiring dedicated teachers
• A vibrant, happy place full of music, art, innovation and progression
• A place where relationships are recognised as integral to learning – academic, social, personal.
• A place of acceptance and celebration of difference
• A place where curiosity, enquiry and questions are welcomed.
• Where initiative and imagination are encouraged and nurtured.
• Where students take a real interest in the world and are creative thinkers
• Where students are creative thinkers
• A beautiful natural environment
• A school that prepares students to be flexible, resilient and innovative adults

INITIATIVE ONE
If our total enrolments for term 1 next year are at 10 December 2019 are at least 235, then our 2020 fees will (depending on the year group) either be increased at a rate and below education CPI, or will actually be decreased as below:

Year	2019 Fee	2020 Fee
Kindy	\$5,431	\$5,500*
Year One	\$6,403	\$6,500*
Year Two	\$6,403	\$6,500*
Year Three	\$7,698	\$7,800*
Year Four	\$7,698	\$7,800*
Year Five	\$8,968	\$9,100*
Year Six	\$8,968	\$9,100*
Year Seven	\$10,564	\$10,700*
Year Eight	\$11,513	\$11,700*
Year Nine	\$11,513	\$11,700*
Year Ten	\$11,513	\$11,700*
Year Eleven	\$12,429	\$12,600*
Year Twelve	\$12,429	\$12,600*

* Current parents will not have an increase, they will be offered the 2019 fee.

INITIATIVE TWO
If of this evening, every new enrolment will pay reduced school fees for the year of this year, reduced fee will pay \$1,000 per student per term for 2019.

INITIATIVE THREE
If of this evening, every new enrolment that you refer in the next 3 weeks, enrolment on or before day 1, term 1 next year, the school will pay \$1,000 to a reserve account. The reserve fund can be used next year a committee of parents and students will determine which year will be purchased with these reserve funds.

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Community Engagement

In 2019 a small action team of staff were in discussion about what parent engagement and community involvement is and how. A number of forums were provided for parents, students and staff to participate in conversations around planning and their vision for parent engagement and community involvement, what it looks like and feels like - and how to increase it at school. A number of different forums were made available to parents including:

- A community BBQ in Term 1
- Weekly informal chats with members of the Executive staff at 'Cuppa Under the Tree'
- Consultation sessions with parents in the review of our School Vision and Mission
- Parent conversations, opened to discussion, questions and actions regarding our Primary school Bush Days, and Environmental Education across the school
- Parent invitation and involvement in our Bush School Day in Term 2

"Authentic, rich and effective education requires a 'dialogical curriculum'. Schools must lean into the discomfort of disagreement and be the place where 'lively and continuing critical educational debate can be conducted' "

(KEMMIS, 2012).

Increasing Parent Engagement through Educational Dialogue
A 2019 CHANGE PROJECT LED BY REBECCA FINCH AT KOROWAL SCHOOL

Authentic, rich and effective education requires a "dialogical curriculum". Schools must lean into the discomfort of disagreement and be the place where "lively and continuing critical educational debate can be conducted"
(KEMMIS, 2012).

Project Course
Established opportunities for parent connections with the school:
• Class meetings
• Daily Morning Circle routines in each class
• Cuppa under the tree with Executive members
• Teacher and Executive availability before & after school
• Community Picnics
• Special events such as the Open Day & Fair

Open Dialogue
• Whole School Wellbeing Policy includes the use of Family Open Dialogue sessions.
• Working towards dialogue-based network meetings for students as an integral part of the Wellbeing processes in school.
• Creating platforms for parent engagement in their child's education.

Change Needed
Greater opportunity for parents to join teachers in discussion about education.

Parents Involved in Vision and Mission review process

Parent Conversations
Organised times for discussion regarding aspects of education.

Considerations / Issues
• Time constraints
• Timing – evenings
• Child care
• Diversity of desires, temperaments & relationships
• Is there a need for a structure or an agenda?
• Desired by some but considered too restricting for others
• Lack of teacher interest and participation.

Leadership
Shaping and executing the school vision through communication and guidance.

Inner Leadership Journey: Develop from reactive responses to planning and complying while remaining authentic, caring and honest.

Outer Leadership Journey: Develop skills and relationships to build capacity and drive leadership.

Relational Trust And Professional Respect

TEACHERS as Authentic Leaders
Can teachers lead educational dialogue?
Teachers need to be authentic, vulnerable and courageous about their personal, professional, social and cultural beliefs in order to be leaders in educational dialogue with parents and the community.
Do teachers feel trusted and respected by parents?
Asking tired, stressed and defensive people to be vulnerable and courageous in conversation is significantly difficult.
Can we dig deeper to find teachers' competing commitments?
The cultural and intrinsic change that is required will take honest, consultative and transparent processes, care, and more time.

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Improvements to Facilities

- New Pizza oven installed
- Raised Veggie garden beds installed
- Water tank installed to irrigate raised garden beds
- New outdoor shade sails installed
- Selected classrooms were repainted
- New benches in Art Room
- Sandstones steps at the front of the school were replaced
- Completed BGA works including covered wheelchair access pathways between all high school buildings and increased outdoor seating
- The Science labs were refitted and storeroom built
- Flip tables throughout drama space
- High School toilets and Primary School boy's toilets were refurbished
- New carpet installed throughout administration areas
- Second school bus purchased
- Expansion of the high school hub Learning Hub
- Establishment of the primary school learning hub



11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In the classroom

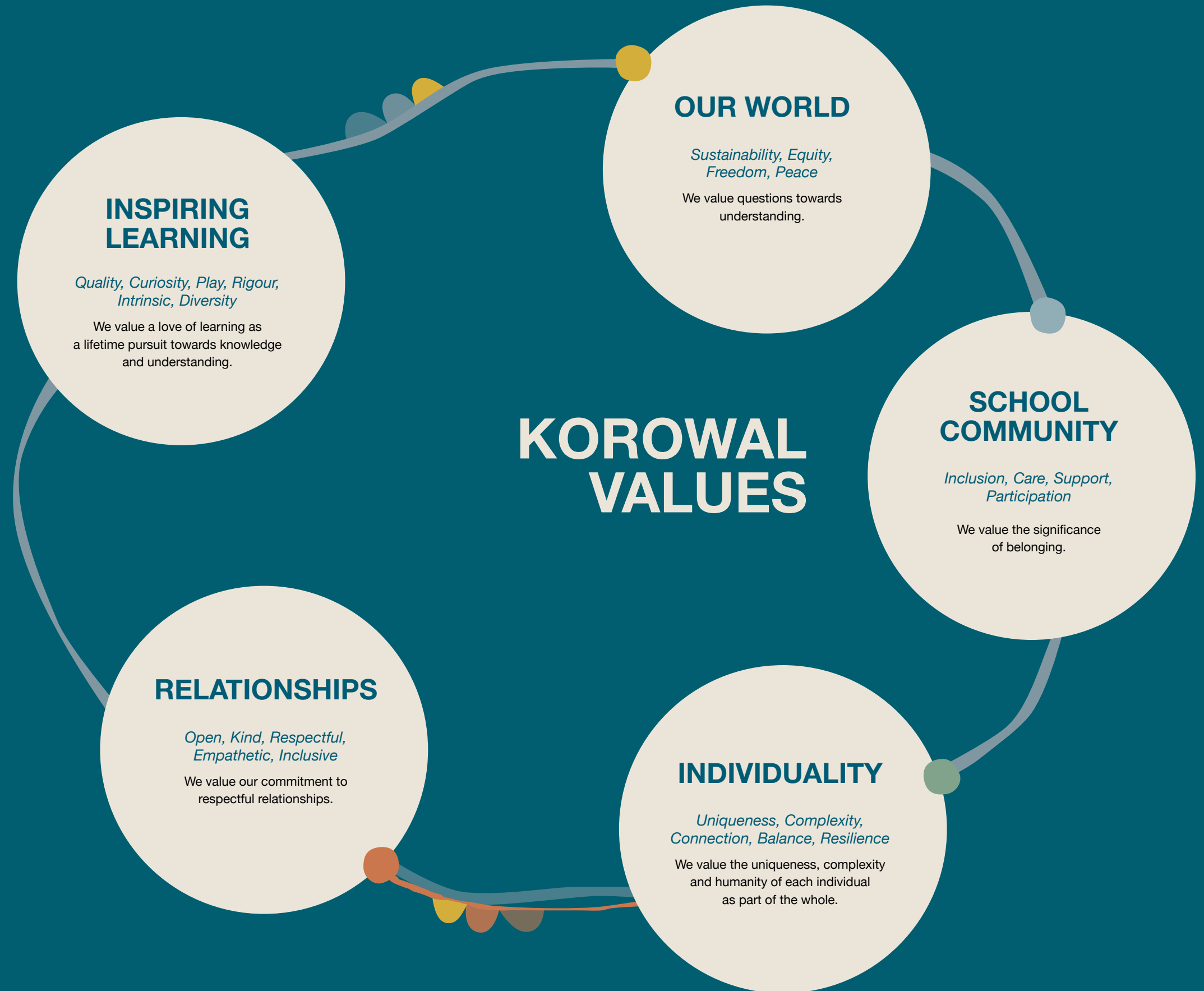
- Morning Meeting in High School, and Morning Circle in Primary School give voice to students and foster respectful communication and relationships.
- The 9/10 Work Ed class studied community participation – local MP, Trish Doyle, was so impressed by the class submission to her that she organised to visit the class and discuss their ideas.
- Oracy has been introduced across the school, giving students practical skills in listening and talking. We encourage the formulation and sharing of ideas, the imperative to listen to other opinions, and to solve problems through participation in conversation. Already with Year 7 we are all witnessing a growing awareness and consciousness around the individual in the group, the impact we have on each other, where there are dominant voices and reluctant participants.
- Primary students have now been given the responsibility of cleaning and resetting their classrooms and students from Kindergarten through to year 12 participate in cleaning and tidying classrooms, common areas and the grounds in the lead up to school events throughout the year.
- Students from Kindy through to Year 12 have participated in environmental awareness actions, developing their respect for our dependence on a healthy environment and a sense of responsibility as stewards of the planet.

In the Community

- At Korowal we encourage students to bring proposals to the executive and step into leadership roles and this continues to be seen in student fundraising initiatives. 2019 was no exception and students raised funds for local and global causes.
- Students choosing to Strike for Climate Change in September 2019 were supported by the school as staff attended alongside students and in the lead up engaged their classes in discussion about the issues and what we can do to affect change.
- Year 10 students participated in the Intergenerational Project at Boddington aged care facility, developing relationships with the residents and learning about their stories.
- Students engaged further with the community in the Korowal Jazz band, Neil's Armeé, as they took on the responsibility of representing the school at festivals and events throughout the mountains.
- Korowal students represented their peers on the Blue Mountains Youth Council

Across the School

- Both of Korowal Codes of Conduct were reviewed in 2019 and made available to the community. The Employee Code of Conduct and the Code of Conduct for Parents and Students hold firm the expectation that all members of the school behave in a manner consistent with our values and ethos. Respect and responsibility continue to be at the core of our approach to relationships.
- Wellbeing at Korowal focusses on giving our students a voice in decisions concerning them. It is seen as fundamental to encouraging the qualities of respect and responsibility in our young people. In 2019 we continued to employ Open Dialogue & Restorative Practice in order to work with students, families and staff to achieve respectful and responsible resolutions.
- Korowal's values were reviewed and updated in 2019 and these were distributed to the community, discussed in classes and are displayed throughout the school and on the school website. As we refine what is important to us and refresh our ideas we have the opportunity to come back to the core of our approach to education, which is that each person is of equal worth.



12. PARENT, TEACHER AND STUDENT SATISFACTION

Parents

Parents continue to give feedback about their successes and concerns to class teachers, admin staff, executive staff and the school board. We continue to receive positive feedback from alumni families and even grandparents. Families have access to the schools Complaints Handling Policy which is available on the school website. Executive staff make themselves available for casual conversations at our weekly 'Cuppa Under the Tree'. This forum allows parents to build relationships, ask questions, give compliments and raise concerns in an informal setting. Feedback via our social media platforms became more common in 2019, as parents engaged with the posted stories and photos of our school day.

SOME OF THE QUALITIES FAMILIES IN 2019 FELT WERE UNIQUE ABOUT KOROWAL WERE:

- Promotion of progressive values
- Valuing each student
- Embracing individualism
- Staff and teacher enthusiasm
- Caring and supportive environment
- Student and teacher relationships
- Students having a voice
- Encouragement of students to seek support
- Focus on wellbeing
- Changeability
- Inclusiveness

AREAS HIGHLIGHTED FOR IMPROVEMENT BY 2019 FAMILIES :

- Increase parking capacity
- More opportunities for HS parents to socialise
- Actively recruit girls into the Jazz band
- Keep a high standard for the cabaret
- Increase outdoor seating areas
- More student responsibility for maintaining school property

QUOTES FROM YEAR 12 PARENTS – EXTRACTED FROM THE YEAR 12 FAMILIES EXIT SURVEY:

'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!'

'My child felt confident in all her relationships with her teachers. This encouraged her to always seek assistance and support when she needed it.'

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

'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.'

Staff

In 2019 Staff brought their feedback, concerns and suggestions to primary school and high school cluster, directly to the Principal, Deputy Principal, Wellbeing Coordinator, High School Coordinator and Primary School Coordinator.

During Term 3 and 4 Staff Professional Reviews were conducted giving focussed time to each staff member for raising issues and receiving feedback.

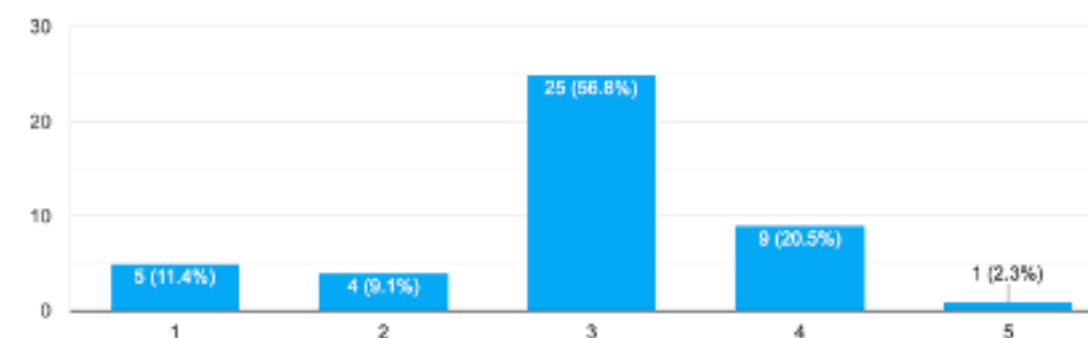
Students

Students are given the opportunity to give feedback on their classes and teachers. Below is a sample of student feedback for the Project Based Learning trial.

Too directed 1 2 3 4 5 Too open

Do you think this was too directed or was it open enough to allow everyone to find something of interest to explore or develop?

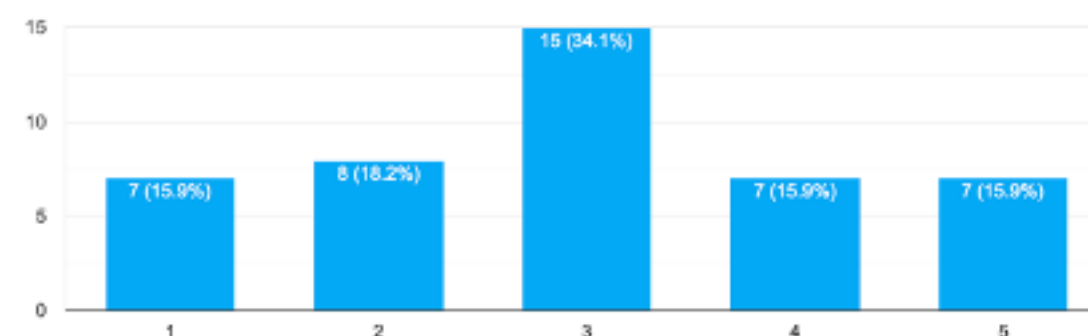
44 responses



Too little time 1 2 3 4 5 Too much time

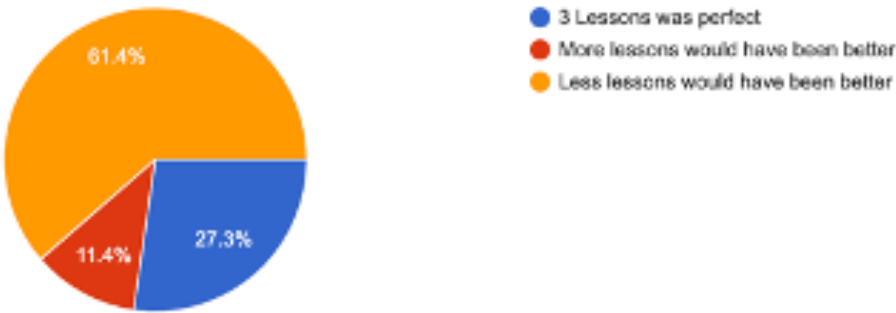
Was there too much, too little or about the right amount of time to develop and complete the project?

44 responses



Was 3 lessons per day a good amount of time, or would more or less have been better?

44 responses

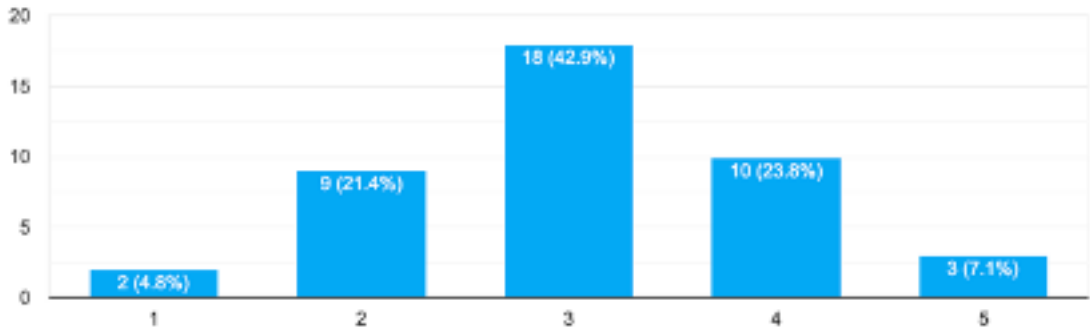


Not clear at all 1 2 3 4 5 Very clear

Was the process for carrying out your project set out clearly and easy to follow, e.g. the elements as outlined in the student guide?

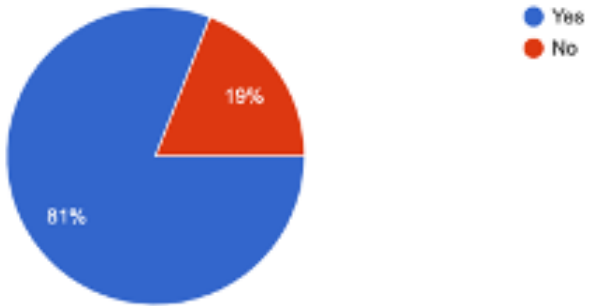


42 responses



Would you like to have more opportunities to develop independent learning skills?

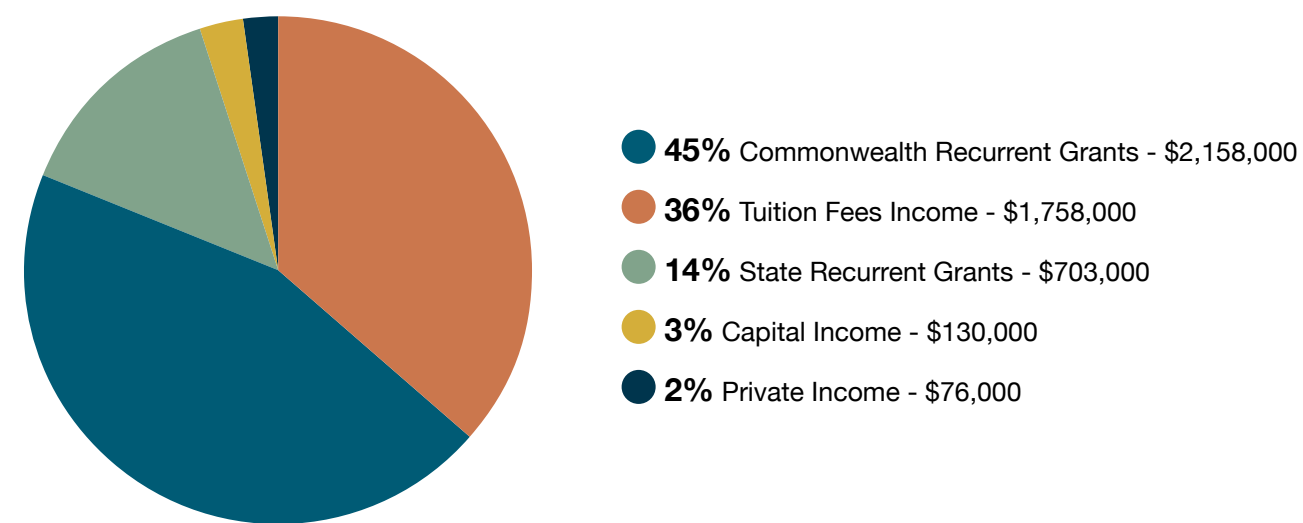
42 responses



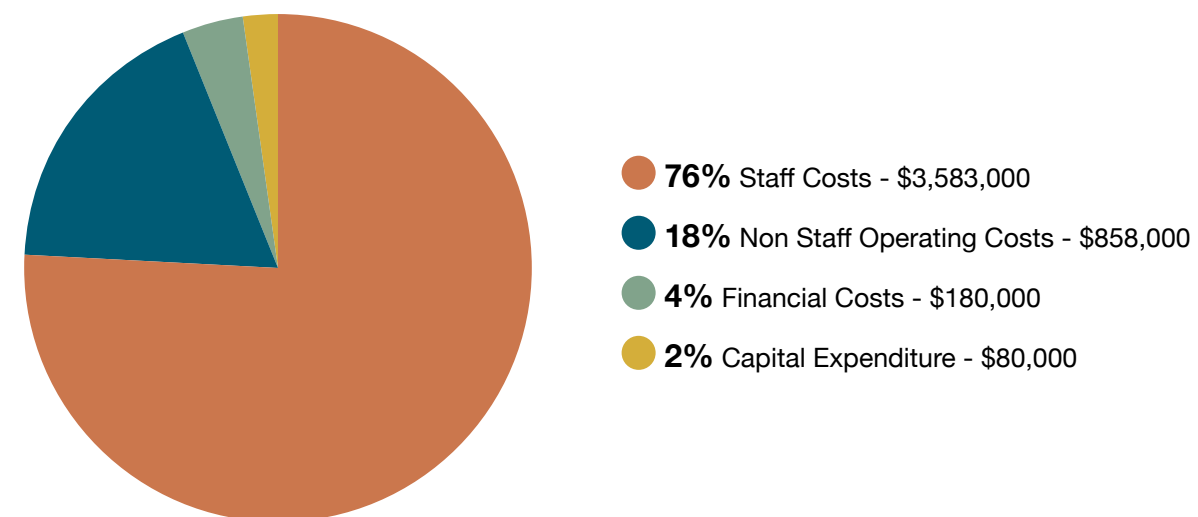
13. SUMMARY OF FINANCIAL INFORMATION

The following graphs and tables display the dissection of income and expenditure for Korowal School Limited for year ended 31.12.19

2019 Recurrent and Capital Income



2019 Recurrent and Capital Expenditure



Above figures are derived from Korowal School's audited 2019 financial statements and 2020 (2019 data) Financial Questionnaire lodged with Australian Government Department of Education & Training.

It's very much a community at Korowal, with a friendly atmosphere and a teaching style I like. Here, you learn how to grow into yourself as opposed to being told who you should be.

RUBY PARSONS-BURNS, YEAR 12



KOROWAL SCHOOL

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