




**KOROWAL
SCHOOL**

**ANNUAL
REPORT**

2025



*We acknowledge and pay
our respects to the Dharug
and Gundungurra people,
the traditional custodians
of the land on which our
learning takes place,
extending our respect to
elders past, present and
emerging.*

TABLE OF CONTENTS

Theme 1: Context	01
<ul style="list-style-type: none">• A message from key school bodies• Contextual Information about the school & characteristics of the student body• Priority Areas for improvement• Actions Taken to promote respect & responsibility	
Theme 2: Outcomes & Results	14
<ul style="list-style-type: none">• Student Outcomes in standardised national literacy & numeracy testing• Post-School destinations & senior school outcomes• Senior secondary outcomes & results of the Higher School Certificate	
Theme 3: Staffing	20
<ul style="list-style-type: none">• Workforce composition• Teacher Accreditation status• Professional learning	
Theme 4: Attendance	22
<ul style="list-style-type: none">• Student Outcomes in standardised national literacy & numeracy testing• Post-School destinations & senior school outcomes• Senior secondary outcomes & results of the Higher School Certificate	
Theme 5: School Policies	24
Links to policies: <ul style="list-style-type: none">• Anti-Bullying Policy• Child Protection Suite• Student Discipline Policy• Enrolment Policy• Managing complaints	
Theme 6: Stakeholder Satisfaction	25
<ul style="list-style-type: none">• Parent, student and teacher satisfaction	
Theme 7: Financial Information	28
<ul style="list-style-type: none">• Summary financial information	

1. CONTEXT

A MESSAGE FROM KEY SCHOOL BODIES

Korowal School Board Chair's Report on 2025 **DELIVERED BY THE CHAIR AT THE AGM IN MAY, 2026**

For Korowal School, 2025 has been a year of consolidation. A period of time in which the uncertainty associated with the appointment of new Principal and Deputy Principal - uncertainty for those appointees and uncertainty for school staff, students and families - has been marked by justifiable confidence in the leadership that was and is being provided. Korowal is a markedly different place to what it was a few years ago, and yet it remains 'Korowal': an innovative, community-driven, supportive inquiry into the generation of learning for a changing world. A school focussed on how to live in relation to the self, each other and the world and the ways of thinking that surround us. This, as much as what to know for the purpose of examination.

These recent developments have included expansion of the secondary program, the refurbishment of existing facilities and the development of and planning towards new ones, alongside marked improvement in the school grounds. Of great significance is the introduction of the PYP program to the primary school. This is a development in curriculum that injects Korowal students into national and international educational systems and establishes links with an allied community of students and educators. However, it is not for me to expand on these issues. I'm assuming this will be done by Cindy in her report, for she has been a key force in these changes. In most instances she has bought the ideas and overseen their implementation. Her vision, her leadership and her practical skills in working with the school community - students, staff and parents - has been central to these actions.

What I am more able to talk about is the Board and the operations of the Board over the last 12 months. Personnel wise, we have seen the departure of Nathaniel Hunter, and we thank him for his energetic and insightful contribution.

And we have welcomed Kimberley Virgona and Brad Flack. Kimberley is a financial analyst and her experience is valued greatly. Brad is an educator and a planner. He has brought with him practical insight into school management and the strategic organisation of school resources. This meeting will also be the first meeting for new Board member Tim Dykes who was nominated for a Board vacancy and was appointed unchallenged. Welcome Tim.

The Korowal School Board is an unusual creature. It is unlike most school boards in that it is comprised totally of parents of Korowal School students. We are not detached professionals seeking to burnish our corporate CVs. We are not old boys or old girls with sentimental memories of how things were in the old days. No. We are all compromised. We all have a conflict of interests, when it comes to our work on the Board. And those conflicts live in the classrooms of the primary and secondary school. Our children. And while we are obliged to declare any conflicts of interest, our children still define our collective priority, which is the best possible school for our children.

As a Board we are limited in our capacity to realise this. Like all parents we pass considerable responsibility to the professionals hired by the school. The Board is a part time, unpaid body bought together by a sense of commitment rather than a salary or any sort of professional reward. We have designated but limited responsibilities. The board is involved in ensuring the management of the school aligns with the legal and financial responsibilities of a non-profit educational institution in NSW. In this respect, we are responsible for the appointment of the Principal who is required to lead the enactment of legal and financial matters.

We are also required to oversee the work of the Principal in accordance with the constitution of the school. And the school is constituted in accordance with priorities and principles that have been determined over time to define the educational culture that is Korowal. In that regard central in our responsibility is the appointment of a Principal whose values, attitudes and professional ethics align with the educational culture that is Korowal.

It is important to realise that this educational culture is not static. Necessarily, it develops, it changes as the world around changes. We, as the school community, are part of a complex evolving system: a learning system that acquires understanding and reforms itself in response to outside influences. But this does not happen automatically. People are needed to make decisions and take action. If this did not happen - if people did not take action - Korowal would have faded away many years ago: an interesting idea stuck in the mud of the past.

So, as the Board - an assortment of parents - we would like to express our appreciation for the executive and the staff who have been, in the past year and in years before, adapting to change and ensuring the relevance of this school, which was first imagined by parents just like us, many years ago.

This year the Board has enacted its responsibilities in many ways. Two actions are worth mentioning. Time was put into developing a salary structure for the Principal. A structure like this, that stands in relation to union endorsed staff salaries - is designed to acknowledge and reward our Principal appropriately.

This sort of structure was lacking in the past. Recognising the scale of change that has occurred in recent years the Board also took it upon itself to commission research into how the school staff are experiencing the change that has been implemented. The intent of the Board was to gain insight into how the staff felt about the change and how the change was being understood, valued and applied. The ultimate beneficiary for such an action is the Principal, who will gain detailed insight into staff responses to change that she has initiated. The report on that research, which will be discussed by the Board later this evening, concluded, in part:

Korowal School is in a far stronger position today than it was three years ago. The transformation has been profound, necessary, and highly successful. Cindy's leadership has been central to this renewal. She is widely regarded as the right leader for this time, courageous, relational, strategic, and deeply committed to the school's wellbeing and educational purpose. The school is now ready for its next chapter - a period of consolidation, refinement, and steady, sustainable growth.

With that I would like to acknowledge Cindy, Matt Whaley, Business Manager Melanie Williams and the school staff. I would like to thank my fellow Board members, Michelle, Pinou, Angela, Brad & Kimberley, for their commitment and collegiality.

David Wright
Chair, Korowal School Board
AGM 2026



Principal's Report on 2025

DELIVERED BY THE CHAIR AT THE AGM IN MAY, 2026

It is an honour to welcome you to this Annual General Meeting as Principal of Korowal School. I begin by acknowledging the Dharug and Gundungurra peoples, the traditional custodians of the land on which our learning takes place, and recognise their enduring connection to Country.

YEAR IN REVIEW

2025 was a year of momentum at Korowal. From growing enrolments, including our first-ever, two-stream Year 7 cohort, a memorable graduation, a sold-out Cabaret, inspiring exhibitions, and a State Championship win for our Year 7 STEM team, our school continued to evolve while remaining grounded in the values that have shaped Korowal for decades.

OUR EDUCATIONAL MODEL

In 2025, Korowal's holistic and child-centred approach to education continued to guide our work. Our focus remained on inquiry and learning design that supports young people to become confident, curious, creative and compassionate communicators and internationally-minded citizens.

Our commitment to students' social, emotional, physical and intellectual development remained central. Dialogic practices, including inquiry, oracy, Open Dialogue and restorative practice, continued to strengthen student voice and foster respectful relationships across the school. At Korowal, we believe education should empower young people to contribute to a more peaceful, sustainable and compassionate world. This vision is closely aligned with the International Baccalaureate, and in 2025 we took our first steps as a candidate school for the Primary Years Programme.

This has supported us to deepen our inquiry-driven approach to learning, aligned with the IB's standards and practices. A key part of this journey is helping students become curious, caring, principled and open-minded thinkers, attributes captured in the IB Learner Profile.

STAFFING

Korowal continued to be strengthened by the dedication and professionalism of our teaching, administrative, facilities and finance staff. Through their care, expertise and collaboration, they help create a positive and supportive environment where young people are known, supported and able to flourish.

We welcomed new staff in Luke Carr, Meg Hill, Tina Friede, Austin Carey-Bunning, Kylyn Harrison, Eva Barnsley, Diane Curwen and Katherine Man. We also farewelled Georgina Khoo, Rebecca Langham, Roisin McLaughlin and Steve Clark, and thank them for their contributions to Korowal.

CONNECTION WITH FAMILIES

In 2025, we continued to strengthen communication and systems for current and prospective families. This included the implementation of OpenApply, our new online enrolment platform, as well as ongoing improvements to the weekly newsletter and broader family engagement.

As we mark the first 12 months of our newly established Parents and Families Committee, we extend sincere thanks to all who have supported its work, particularly Dan Sassen in his role as P&F Committee Coordinator. The group contributed to school life through the Year 7 and 8 Movie Night, Primary Disco, Cabaret and the Korowal Fair.

We also continued to host parent workshops to support families in understanding student learning and wellbeing. These included the Black Dog Institute's "Teen Mental Health Matters", Elevate Education study sessions, several PYP workshops for Primary families, Parents and Families Committee meetings, and a Climate Fresk workshop.



STUDENT EXPERIENCE

Student experience at Korowal in 2025 was enriched by opportunities that strengthened learning, leadership, participation and connection to community.

Students participated in the High School Swimming Carnival, building school spirit, teamwork and friendly competition.

Environmental responsibility was also a strong focus, with students taking part in Clean Up Australia activities, Primary Earth Hour, Wear It Wild and the HICES Educating for Sustainability Expo.

Students engaged in programs designed to build agency and future-focused skills. The Elevate Study Skills incursion supported practical strategies for organisation, revision and effective learning habits. Primary and High School student leaders attended the annual Dream and Lead Conference at the ICC Sydney, joining hundreds of young leaders for a day focused on leadership, purpose and positive influence.

High School leaders further developed their capacity through a leadership workshop with Kate Munro, Founder of Luminosity Youth Development Solutions. This workshop supported Year 11 and 12 leaders, along with a select group of Year 10 students, to deepen their leadership skills and consider how they can make a lasting, positive contribution to our school and wider community. Year 9 and Year 3 engaged in service learning at Riding for the Disabled in Blaxland, understanding that when we help others, we also learn about ourselves.

CREATIVE AND PERFORMING ARTS HIGHLIGHTS

The Creative and Performing Arts continued to be a vibrant and highly valued part of school life at Korowal in 2025.

A major highlight was Korowal Cabaret, which played to four sold-out audiences and brought together music, dance, comedy and storytelling. In true cabaret style, the production showcased the diverse talents of High School students and reflected the creativity, joy and community spirit at the heart of Korowal.

The Year 9 and 10 production of *She Kills Monsters* was also an outstanding display of student talent, energy and ensemble work.

A significant addition to the calendar was the first-ever High School Showcase. Developed by passionate students seeking more opportunities for performance, the Showcase reflected strong student voice and initiative, with younger High School students supported by older students and returning alumni, including Arthur from Year 12 2025 and Remy from Year 12 2024.

Our HSC Visual Arts Exhibition featured impressive major works reflecting sustained inquiry, originality and technical development. 2025 also marked an important milestone, with students completing HSC Design and Technology for the first time at Korowal, developing creative solutions to authentic design needs.

CREATIVE AND PERFORMING ARTS HIGHLIGHTS (cont.)

Music continued to bring energy and connection to the school community, with Junior and Senior Bands performing at assemblies, the Korowal Fair and other events. The HSC Music Showcase gave senior Music students the opportunity to perform their full programs in preparation for final examinations, demonstrating technical growth, creativity and personal connection to music. Year 9 student, Micah Whaley, also represented Korowal at the renowned HICES Music Festival.

Together, these experiences demonstrated the strength and diversity of the Creative and Performing Arts at Korowal, and the many ways students express themselves through performance, music, design and visual storytelling.

SCHOOL CAMPS

Camps continued to be an important part of the student experience in 2025, providing opportunities for challenge, connection and learning beyond the classroom.

Stage 2 and 3 students attended camp at Yarramundi, engaging in outdoor activities that supported teamwork, independence and confidence. Year 7 and 8 students travelled to Vision Valley for experiences designed to build resilience, collaboration and belonging. Year 9 and 10 students took part in the Sydney Urban Challenge, navigating the city, working in teams and developing real-world problem-solving skills.

Senior students participated in a Sydney-based camp experience, with visits to Cockatoo Island, Sydney Tall Ships and Luna Park. This provided an opportunity to strengthen relationships, build shared experiences and begin the year with connection as senior school students.

Across all stages, camps offered a valuable balance of challenge, teamwork and reflection, helping students develop confidence, independence, resilience and a deeper connection to peers, teachers and the wider community.



EXCURSIONS AND ENRICHMENT

Excursions and enrichment opportunities in 2025 provided students across all stages with rich experiences that extended learning beyond the classroom, supported curriculum learning, built confidence and strengthened social connection.

Across the Primary School, students participated in the Year 1 and 2 excursion to Western Sydney Airport, the Year 3 and 4 Storybox and Nature Walk excursion, the Year 3 to 6 field trip, the Primary Conservation Champions Program, the Japanese Singing Showcase, the HICES Maths Challenge, Chess Competition, Stage 3 Futsal Gala Day, Year 3 and 4 Futsal Gala Day, HICES Cross Country Carnival and the Years 3 to 6 Swimming Carnival.

High School students engaged in the Year 8 Australian Museum excursion, Year 8 Art excursion, Year 9 City Walk, Year 9 Riding for the Disabled, Year 10 Careers Market, Year 9 and 10 Japanese excursion, Year 9 and 10 ANSTO Science excursion, Society and Culture excursion, STEM Racing Challenge, HICES Speechcraft, HICES Sustainability Expo and the Western Sydney Wanderers Cup.

A particular highlight was the participation of eight Year 9 and 10 students in the annual Da Vinci Decathlon in Bathurst, where they competed against 18 teams from across the region.

Students achieved outstanding results, placing 3rd in Mathematics, 2nd in Art and Poetry, and 1st in Cartography. The event challenged students across ten disciplines and required focus, collaboration, creativity and problem-solving.

EXCURSIONS AND ENRICHMENT (cont.)

Students also experienced professional theatre and performance through *Richard III*, *Orlando* at Belvoir St Theatre and HSC OnSTAGE, deepening their understanding of performance, interpretation and theatrical craft.

Korowal students represented the school in sporting and interschool events including the WAS High School Cross Country Carnival, HICES Cross Country Carnival, whole school Fun Run, and Futsal Gala Days across Primary and High School. Senior students also engaged with specialised learning opportunities, including the Design and Technology SHAPE exhibition and other subject-based excursions supporting senior study, creative practice and future pathways.

Together, these experiences reflect Korowal's commitment to learning that is connected, active and meaningful.

STRATEGIC DIRECTION

In 2025, Korowal continued to bring our three-year Strategic Plan to life, with a focus on deepening inquiry, strengthening student agency and voice, and embedding social and environmental impact across the school.

A significant milestone was the commencement of our International Baccalaureate Primary Years Programme journey in Term 4. This strengthened a consistent, inquiry-based approach to learning across the Primary School while building on the progressive educational values that have long shaped Korowal.

Throughout the year, staff worked with renowned inquiry expert Kath Murdoch, whose guidance supported teachers to refine their practice and deepen their understanding of inquiry as a powerful approach to learning.

Staff attended professional learning on inquiry at Leppington Anglican College. This work sharpened our focus on curiosity, conceptual understanding, and student-led investigation.

Our strategic direction continues to honour what is most valued at Korowal: holistic, student-centred education, strong relationships and a commitment to developing young people who are thoughtful, capable and connected to the world around them.

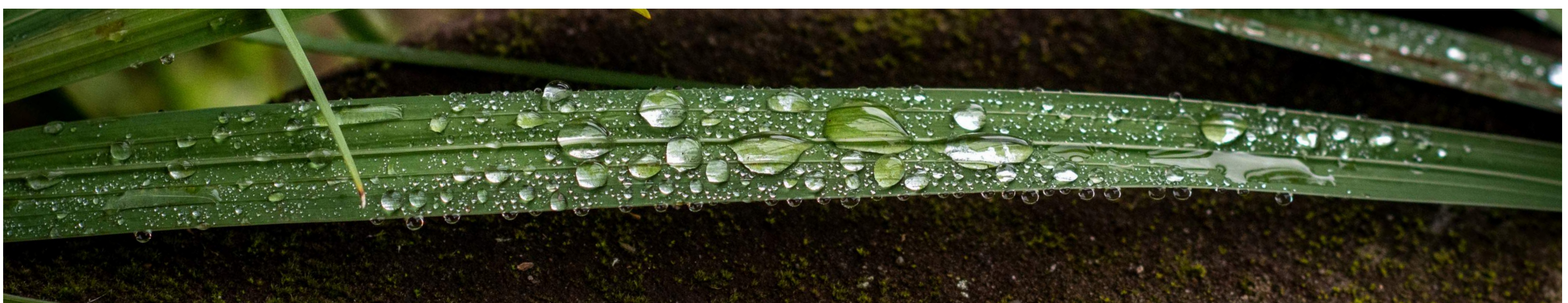
CELEBRATING CULTURE & DIVERSITY

In 2025, our commitment to celebrating culture and diversity remained an important part of school life. Reconciliation Week and NAIDOC Week were marked through learning experiences that deepened students' understanding of First Nations histories, cultures and continuing connection to Country.

We were honoured to again welcome Gundungurra Elder David King and parent and community leader Wayne Cornish to Korowal. Their workshops, storytelling and sharing of knowledge supported students and staff to connect more deeply with Country, culture and Indigenous perspectives.

This work was extended through planning for our bushfood trail, which will provide ongoing opportunities for students to learn about native plants, regeneration, and cultural knowledge within our own school environment.

Together, these experiences strengthened our commitment to respect, inclusion and reconciliation.





GLOBAL CONNECTIONS

In 2025, Korowal continued to deepen its global connections through cultural exchange and professional collaboration.

We were delighted to welcome students and teachers from our sister school in Genkai, Japan. Hosted by generous Korowal families, visiting students experienced life in the Blue Mountains, joined classes, cooked Australian meals with Korowal language students, and visited local landmarks including Scenic World and Echo Point. The visit was enriched by a community dinner and warm connections between students, families and staff.

We also proudly reinstated our Japan Trip for Year 9 to 12 students, with 15 students and staff travelling in December for an unforgettable cultural immersion. This tour gave students the opportunity to experience daily life in Japan and strengthened Korowal's commitment to global citizenship and intercultural understanding.

Korowal's global connections also extended to professional practice. Staff led workshops on our wellbeing approach at the ReimaginedED Conference in Melbourne and at the Future of Education Now 2025 Conference at Western Academy of Beijing. These opportunities allowed Korowal to contribute to broader conversations about education, wellbeing and the future of learning.

CAMPUS IMPROVEMENTS

Throughout 2025, we continued to invest in the care, maintenance and improvement of our school facilities, with a strong focus on creating safe, functional and welcoming learning environments for students and staff.

In Term 1, significant work was undertaken across the campus, including the removal of the derelict Kalonga house, the installation of five new drinking stations across the school, and a substantial refurbishment of the library and adjacent rooms. This included painting, cleaning, new fittings and improvements to shared learning and wellbeing spaces. The Primary hallway was re-carpeted, the main building foyer was renovated, and extensive gardening, weeding, tree removal and rubbish removal took place. We also added new furniture across the school, including new tables, classroom chairs, outdoor settings, rugs and interactive TVs to support classroom learning.

In Term 2, works continued with further tree removals, electrical work and the replacement of skylights. These projects formed part of the ongoing program of safety, maintenance and infrastructure improvement across the campus.

CAMPUS IMPROVEMENTS (cont.)

Term 4 saw another substantial round of facilities work. The library and Primary School roofs were replaced, the Science laboratories were refurbished, along with the Main Office front verandah. A retaining wall was constructed in Primary, doors and key service areas were repainted, and new furniture and equipment were purchased, including classroom desks, couches, a dishwasher and a washing machine. Essential compliance and safety work also continued, including bus servicing, annual fire safety compliance testing and switchboard upgrades.

At the end of Term 4, significant preparation also began for the Primary enhancement project, including packing, moving furniture and readying learning spaces for the next stage of building works.

These upgrades reflect our ongoing commitment to maintaining and improving the school environment so that it continues to support the learning, wellbeing and daily experience of our students and staff.

FUNDRAISING AND GRANTS

In 2025, Korowal received generous support from our community through Building Fund donations, the Korowal Fair and the Fun Run. Together, these contributions raised \$38,297, including \$19,399 in Building Fund donations, \$15,926 from the Fair and \$2,972 from the Fun Run.

These funds reflect the generosity and commitment of our families, staff, students and wider community. They also play an important role in supporting the ongoing improvement of our school environment and the learning opportunities available to students.

I extend my sincere thanks to everyone who contributed, whether through donations, volunteering, organising events or participating in community fundraising activities.

KOROWAL SCHOOL BOARD

I extend my sincere thanks to the Korowal School Board Directors for their ongoing commitment to the governance of our school through the sharing of their time, skills and expertise.

I would particularly like to acknowledge David Wright for his leadership as Chair, Deputy Chair Michelle Montgomery, and Director Pinou Barr for their valuable contributions to the Finance and Resources Committee.

During the year, we also thanked Nathanael Hunter for his service as he concluded his time on the Board, and welcomed Kimberley Virgona and Brad Flack as new Directors.

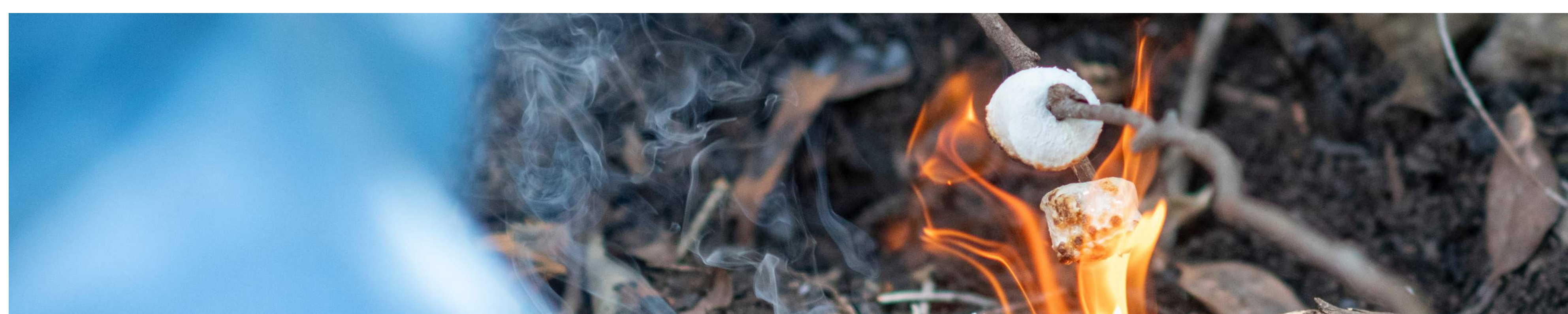
CLOSING REMARKS

The momentum of 2025 helps us look ahead with confidence and purpose. This has been a year of deepening practice, strengthening community and broadening opportunities for students. As we continued to bring our Strategic Plan to life, inquiry, student voice and agency, and social and environmental impact remained central to our work.

I am proud to lead a caring, values-driven school community deeply committed to meaningful education. Thank you to our dedicated staff, engaged families, Board and remarkable students. Your belief in Korowal's ethos and your contributions throughout the year have strengthened our school in significant ways.

With significant growth to enrolments, strong educational programs, authentic relationships and careful stewardship, Korowal continues to grow as a leading independent school in our region. I look forward to the work ahead and to all that we will build together.

Cindy Barnsley
Korowal School Principal
2025



CONTEXTUAL INFORMATION ABOUT THE SCHOOL & CHARACTERISTICS OF THE STUDENT BODY

ABOUT KOROWAL

Korowal is an independent, secular and coeducational Kindergarten to Year 12 School. Situated on seven beautiful hectares in the Blue Mountains town of Hazelbrook, we offer a learning and social environment that is nurturing, inspiring, and creative.

Korowal is governed by a single school council, the Korowal School Board (KSB), typically 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 Principal is Cindy Barnsley.

EDUCATION

Education at Korowal is informed by the following principles:

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.

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.

Curiosity is embedded throughout our classes. We encourage questioning and discourse. We analyse, evaluate and reason 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.

Regenerative Practice in all things is a goal. Treading lightly and being responsible for our impact on the environment is a constant focus.

Social Justice and Equity is our aim, as we work to keep our fees as low as possible. We offer several scholarships in Primary and 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

COMPRESSED CURRICULUM - 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 flexibility within 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 and supporting students to develop their human potential and reach their tertiary and career goals and aspirations.

FACILITIES

Korowal School has a large hall, library, covered outdoor learning area, meadow, mini-oval, and canteen which are all shared from Kindergarten to Year 12. Students are given access to facilities according to the timetable.

Primary School: We have eight classrooms in the Primary School and a Library Reading Room for Primary Students attached to the main library.

Each cohort has their own classroom and depending on the timetable, classes move in and out of teaching spaces to allow for Japanese, Art and PE.

High School: We have twelve High School teaching spaces that include two Visual Arts/DT rooms, two Science Labs, a Multimedia Room, Music rooms, a dedicated Drama space and the Learning Hub. Students have access to computers in the library and workspace for study.

Senior School: Year 11 and 12 classes are held in the High School teaching spaces listed above. In addition, Senior School students have a common room in which they can study, prepare food, and relax between classes and a dedicated senior student study space.

KOROWAL STUDIOS

The Korowal Studios also operate from our school facilities and 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. In 2025, offerings included access tuition in piano, drums, guitar, bass, mandolin, musicianship and theory, and woodwind.

TRANSPORT

Korowal is accessible by train and bus from Penrith and most Blue Mountain towns. Korowal buses transport Primary students to and from school between Emu Plains and Katoomba.

SPORT, OUTDOOR EDUCATION & CO-CURRICULAR

Our curriculum rotates students through a wide variety of sports, fitness programs and physical challenges. Students in the upper Primary years and Junior High School have the opportunity to participate in inter-school sporting events as well as in Korowal's annual events, Primary and High School Swimming Carnivals, the Fun Run and the Huff n Puff Gala Day. 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.

Years 7-10 students engage in a cocurricular program once each week and choose a new activity each semester. Basketball and soccer are offered with external professional coaches.

Each class, from Year 3 through to Year 12, participates in an annual camp featuring outdoor education adventures from the upper years of primary through to senior high school years. Korowal students also attend a variety of cultural activities, and have represented the school in sporting events via the School's membership of the Heads of Independent Coeducational Schools (HICES) and Combined Independent Schools (CIS).

CHARACTERISTICS OF THE STUDENT BODY

At the time of the 2025 census, Korowal had 259 enrolled students from Kindergarten to Year 12, with a close to even split of male (53%) and female students (47%) with a small group of students identifying as non-binary.

Of these 259 students, 4% identified as Aboriginal or Torres Strait Islander and 15% were from a language background other than English. We encourage students to explore, accept and support one another's cultural backgrounds, beliefs and values.

Our community is built on the relationships that students, teachers, staff, parents and carers foster. This provides the foundation for learning within a nurturing environment, thus supporting the journey towards becoming engaged young adults.

Index of Community Socio-Educational Advantage (ICSEA): 1073.
These statistics can be found on [the ACARA website](#).





PRIORITY AREAS FOR IMPROVEMENT

Korowal School's Strategic Plan 2025–2027 provides a clear and values-led direction for the continued growth and development of the School. Grounded in our commitment to transformative learning, the plan reflects Korowal's belief that education should be relational, purposeful and responsive to the world in which young people are growing up.

The Strategic Plan is shaped by three key imperatives: **Inquiry as a Way of Being**, **Agency and Voice**, and **Social and Environmental Impact**. Together, these priorities guide our work across Kindergarten to Year 12 and support our ongoing commitment to nurturing curious, compassionate and capable learners.

Inquiry as a Way of Being strengthens our approach to learning across all stages. It supports students to ask meaningful questions, think critically, make connections and engage deeply with knowledge, ideas and the world around them.

Agency and Voice reflects our commitment to empowering students and staff as active participants in their learning and in the life of the School. Through student voice, collaborative practice, reflective learning and shared responsibility, we continue to build a culture where learners are supported to develop confidence, self-awareness and a sense of contribution.

Social and Environmental Impact deepens Korowal's long-standing commitment to sustainability, service and ethical citizenship. Through purposeful action, place-based learning and community connection, students are encouraged to understand their capacity to contribute positively to people, places and the planet.

These three strategic imperatives are interconnected and provide a cohesive framework for future-focused education at Korowal. They position the School as a learning community where students are known, challenged and supported, and where learning is designed to foster critical thinking, creativity, compassion and responsibility.



ACTIONS TAKEN TO PROMOTE RESPECT & RESPONSIBILITY

Korowal School continued to promote respect and responsibility through whole-school approaches to learning, wellbeing, relationships, inclusion and environmental stewardship. These actions were closely aligned with the School's values and strategic priorities, and reflected our commitment to supporting students to act with care, empathy, agency and responsibility within their school and wider community.

In the **Primary School**, Korowal continued its work towards implementation of the International Baccalaureate Primary Years Programme. The introduction of the PYP strengthened a shared language of inquiry, reflection, student agency and international-mindedness. Through this framework, students were encouraged to ask thoughtful questions, consider multiple perspectives, take meaningful action and understand their responsibilities as learners and members of a community.

Planning also progressed for the enhancement of Primary School learning spaces. This work incorporated sustainable design practices, a strong connection to the School's bushland setting, improved accessibility and thoughtful provision for students with additional needs. The project also sought to preserve the heritage and character of existing buildings, reflecting a commitment to stewardship, inclusion and respect for the School's history and place.

In the **High School**, the introduction of second classes in Year 7 supported greater social connection, broader peer relationships and increased opportunities for collaboration. The School also continued to build partnerships with social enterprises and community organisations to create more service opportunities for students. These experiences supported students to develop a stronger sense of responsibility, contribution and connection beyond the classroom.

Across the School, regenerative environmental practice remained important areas of focus. Students and families were encouraged to deepen their understanding of environmental responsibility through learning connected to bushland, biodiversity, waste, water, energy and care for place. These initiatives supported students to recognise their capacity to contribute positively to the natural world and to the communities of which they are part.

Korowal's Open Dialogue approach continued to strengthen the School's proactive wellbeing practices. The School held approximately 180 network meetings during the year, providing structured opportunities for students, families and staff to work together around student wellbeing, learning and relationships. This approach prioritised the voice of the child and reflected the School's commitment to working with families in relational, transparent and respectful ways. It also connected strongly with the School's explicit teaching of oracy, supporting students to develop the language, confidence and skills needed to participate in meaningful conversations.

The School's *Employee Code of Conduct*, *Code of Conduct for Parents* and *Code of Conduct for Students* continued to hold clear expectations for respectful and responsible behaviour across the community. These documents reinforce the expectation that all members of the School community act in ways that are consistent with Korowal's values and ethos.

Respect and responsibility remain central to the School's approach to relationships, communication, learning and community life.

2. OUTCOMES & RESULTS

STUDENT OUTCOMES IN STANDARDISED 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 [ACARA My School website](#).



POST-SCHOOL DESTINATIONS

The majority of our graduates have chosen to embark on a gap year, acknowledging the importance of dedicating time to exploring personal passions, gaining valuable experiences, travelling, and maturing before committing to higher education or entering the workforce. Various students have been accepted into university programs focusing on Arts, Design, Medical Sciences and Geology. Moreover, a significant portion of our graduates have opted to pursue employment opportunities, aiming to cultivate practical skills and make meaningful contributions to their communities.

SENIOR SCHOOL OUTCOMES

RECORDS OF STUDENT ACHIEVEMENT

In 2025, no students applied for a Record of School Achievement. All eligible students continued their schooling at Korowal, with the exception of two students who moved to other schools or educational institutions.

Korowal continued to support students in Years 10 and 11 to remain engaged in their learning and to progress towards senior secondary pathways.

HSC RESULTS

At Korowal School, the HSC is delivered through our Senior School compressed curriculum model, which offers a sustainable and student-centred alternative to the traditional HSC structure, where all subjects are examined at the end of Year 12. In this model, Year 11 and 12 students learn together, and each subject is taught intensively over the course of one year, with the HSC exam completed at the end of that year. This approach mirrors university-style study and assessment patterns, promoting deeper focus and reducing student workload.

This model also enables us to offer a broader range of HSC subjects, supporting greater choice and flexibility within our small, connected learning community.

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 the fluctuation of candidate numbers between subjects.

In 2025, students in Year 11 and 12 sat for the NSW Higher School Certificate in 15 courses. Ten courses were based at Korowal School and five courses (Japanese Beginners, Continuers and Extension 1, Community and Family Studies & Earth and Spanish Beginners) were studied via Distance Education.

100% achieved a mark of 50 or higher in all of their courses with 100% achieving at least one band 3 - 6 in their courses. Eleven students graduated from Korowal in 2025 with 100% achieving their HSC credentials.

It is always challenging to analyse data with a small cohort of students as an individual's results will greatly affect statistical data. Nine courses were above the state average and one course aligned with the state average, while no courses were below the state average.

All course results were analysed by their respective teachers and evaluated in line with individual student performance to determine potential trends and areas for growth.

COMBINED BANDS 3-6 HSC RESULTS IN COMPARISON TO THE STATE

Subject	No. Students	Year	Korowal	State
Biology	12	2024	100%	97.8%
	18	2022	78%	79%
	17	2020	94%	86%
Business Studies	9	2025	100%	88%
	18	2023	89%	88%
	10	2021	80%	86%
Chemistry	7	2025	100%	90%
	7	2023	100%	86%
	12	2021	100%	88%
Drama	6	2024	100%	98.9%
	12	2022	100%	98%
	6	2020	100%	97%
Community & Families Studies	1	2025	100%	90%
Design & Technology	10	2025	100%	97.4%
English Advanced	10	2025	100%	99.7%
	17	2024	94.2%	100%
	8	2023	100%	99%
Bands E3 – E4				
English Extension I	5	2025	100%	95%
	2	2023	100%	94%
	6	2021	100%	94%
English Extension II	N/A	2025	N/A	N/A
	N/A	N/A	N/A	N/A
	2	2023	100%	86%

Subject	No. Students	Year	Korowal	State
English Standard	6	2024	100%	93.1%
	15	2022	73%	88%
	11	2020	91%	89%
History Extension	N/A	2025	N/A	N/A
	N/A	N/A	N/A	N/A
	3	2023	33%	85%
Industrial Technology	10	2024	90%	86.9%
	10	2022	90%	86%
	6	2020	100%	80%
Mathematics Standard II	6	2025	83%	83%
	12	2023	75%	82%
	11	2021	55%	79%
Mathematics Advanced	6	2024	83.3%	94.7%
	8	2022	88%	94%
	N/A	2021	N/A	N/A
Mathematics Extension I	2	2024	0%	80.3%
	1	2022	100%	73%
	3	2020	0%	74%
Modern History	9	2025	100%	87%
	13	2023	77%	84%
	7	2021	100%	83%
Music I	4	2025	100%	95%
	5	2023	100%	98%
	8	2021	88%	98%

Subject	No. Students	Year	Korowal	State
Physics	5	2024	100%	86.1%
	6	2022	100%	86%
	10	2020	100%	85%
Society & Culture	3	2025	100%	94%
	7	2023	100%	95%
	9	2021	100%	94%
Studies of Religion II	6	2024	83.3%	94.9%
	4	2022	100%	93%
	7	2020	100%	92%
Visual Arts	13	2025	100%	99%
	5	2024	100%	100%
	14	2023	100%	99%
Earth & Environmental Science	1	2023	100%	83%
	1	2021	100%	88%
Japanese Beginners	1	2025	72%	63%
Japanese Continuers	1	2025	100%	93%
Japanese Extension	1	2025	100%	100%
Spanish Beginners	1	2025	100%	96%
	1	2023	100%	92%
	2	2021	100%	92%



3. STAFFING



In 2025, Korowal continued to be shaped by the dedication and professionalism of our exceptional teaching, administrative, facilities, and finance staff. Their commitment to our students and to each other has had a profound impact on the life of the school. Through their care, expertise, and collaboration, they have fostered a positive and supportive environment where young people are empowered to learn, grow, and flourish.

We welcomed new staff Luke Carr, Meg Hill, Tina Friede, Austin Carey-Bunnings, Kylyn Harrison, Eva Barnsley, Diane Curwen and Katherine Man (maternity leave cover). We also farewelled Georgina Khoo, Rebecca Langham, Roisin McLaughlin and Steve Clark.

WORKFORCE COMPOSITION

This description of the Korowal School workforce is extracted from the information published on the [ACARA MySchool website](#) from the August 2025 census.

Workforce	Total
Teaching staff	32
Full-time equivalent teaching staff	25.5
Non-teaching staff	25
Full-time equivalent non-teaching staff	14.8

Korowal School welcomes staff and students from all backgrounds and is committed to fostering an inclusive and respectful community. In 2025, no staff members identified as Aboriginal or Torres Strait Islander. The School values the knowledge, perspectives and contributions of First Nations peoples and strongly encourages applications from Aboriginal and Torres Strait Islander teachers and staff.

TEACHER ACCREDITATION STATUS

Level of Accreditation	No. of Teachers
Conditional	0
Provisional	3
Proficient Teacher	28
Total number of teachers	31

PROFESSIONAL LEARNING

Staff are encouraged to participate in Professional Learning opportunities throughout the year. Professional learning plays a pivotal role in the continuous growth and effectiveness of staff within school settings. By engaging in ongoing learning opportunities, teachers can refine their instructional techniques, tailor their approaches to meet the diverse needs of students, and implement innovative teaching methods that foster deeper learning experiences. Moreover, professional learning encourages collaboration and networking among staff, providing valuable opportunities for sharing practices, exchanging ideas, and building a supportive community of peers. This collaborative environment not only enhances job satisfaction but also fosters a culture of lifelong learning within the school community.

Our staff participated in the following Professional Learning in 2025:

AHISA: AHISA Conference 2025	AHISA: Termly Heads of School Branch Meetings
Building Better Education Conference 2025	Climate Fresk workshop
Dr Paul Teys: High School Mentor training	ETA: Introduction to English extension 2
Future of Education Now 2025	Governance Institute of Australia: Certificate in Governance and Risk Management
HICES: Educating for Sustainability meetings	HICES: Termly Heads of School Branch Meetings
HICES: Termly Deputies Branch Meetings	HICES: Tomorrow's Trailblazers: Evolving Education, Transforming Societies
HICES: Yearly Conference	IBPYP: Building your IB programme: Primary Years Cat 1
IBPYP: Exhibition	IBPYP: Head of School Cat 1
ISNSW: Child Protection Training	ISNSW: Cyber Safety Training
ISNSW: Leadership Flagship Program	ISNSW: Governance training - Gareth Scott
Katherine Murdoch: Oracy and Inquiry Pedagogical Models	Matt Esterman: Gen AI and Korowal
Professional Growth Programme	Pulse First Aid Training: Provide First Aid Training
ReimaginED, Melbourne	Trevor McKenzie: Inquiry Movement Series

4. ATTENDANCE

STUDENT ATTENDANCE

As a registered non-government school in accordance with the Education Act 1990, 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:

- Enrol 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 or email to the school
- An form via Sentral Parent Portal
- A telephone call to the school office
- A verbal explanation to the school
- A Doctor's certificate (requested after 3 consecutive days absent)
- Application for Exemption From School are formally submitted to the Principal for consideration and approval.

ATTENDANCE RATES

The attendance information below is calculated for the entire school year for each grade. The whole school attendance rate for students for the 2025 school year was 89% and is broken down according to the year group in the graph below.

Leave can consist of sick leave, extended sick leave and other approved leave.

Year Level	Attendance %
Kindy	91%
Year 1	93%
Year 2	89%
Year 3	92%
Year 4	89%
Year 5	86%
Year 6	84%
Year 7	90%
Year 8	91%
Year 9	83%
Year 10	86%
Year 11	90%
Year 12	93%
Whole School	89%



NON-ATTENDANCE MANAGEMENT

Korowal maintains a dedicated approach to addressing student non-attendance and adheres to guidelines outlined in our [Attendance Policy](#).

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 the Parent Portal.

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, which 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 by the Principal. The parent is notified of the outcome by the School Office.

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. When 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 relevant guidelines.





5. SCHOOL POLICIES

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

Korowal School implements policies and procedural guidelines to support students, parents/caregivers, staff, Executive staff and the Board of Directors to guide decisions, achieve positive outcomes and create boundaries for acceptable behaviour.

The policies and procedural guidelines are developed in accordance with the educational goals, purpose, and values of the school and in accordance with legislation. All policies are regularly reviewed by the Executive Team.

The following school policies are publicly available on the School Website:

- [Anti-Bullying Policy](#)
- [Child Protection Suite](#)
- [Student Discipline Policy](#)
- [Enrolment Policy](#)
- [Managing Complaints](#)

6. STAKEHOLDER SATISFACTION

Korowal continued to foster strong relationships with students, families, staff and the wider community throughout 2025. The School organised a range of opportunities for the community to come together, including the Welcome Back BBQ, Fun Run, Primary School Disco, Annual Fair, community forums, Meet and Greet, Student Parent Teacher Conferences, Art Exhibitions, Book Week Parade, workshops, Graduation and End of Year Performances.

The Annual Fair was again a great success, with current families, prospective students, Korowal alumni, staff and their families attending. The School received an overwhelming response from parent volunteers, who generously contributed their time to run stalls, serve food and facilitate activities. This level of involvement reflected the strength of parent engagement and the positive connection many families feel with the School.

Families are welcomed into the daily life of the School through morning and afternoon conversations, open classrooms, student-parent-teacher conferences, forums and meetings. These formal and informal opportunities help maintain open communication and strengthen relationships between home and school. Student satisfaction is reflected through participation in school events, performances, learning showcases, student voice opportunities and everyday engagement in the life of the School. Staff satisfaction is supported through collaborative planning, professional learning, shared community events and the School's ongoing commitment to relational practice and professional dialogue.

PARENT, STUDENT AND TEACHER SATISFACTION

All students and staff in 2025 were asked to anonymously complete the AWE Awesome Schools Wellbeing survey, to evaluate and improve wellbeing and belonging in the school community.



STAFF

Work meaning: How meaningful is the work you do? **8.8/10**

Work effort: On average, how much effort do you put into your job on a daily basis? **8.9/10**

Work pride: How proud do you feel to work for your organisation? **8/10**

Work motivation: How motivated are you in what you are doing for your job? **7.3/10**

Wellbeing enablement: In general, how satisfied are you that your school supports and enables student wellbeing? **8.3/10**

"The first rule we were taught at Korowal was to always just be kind and of course, no heart, no play, care is built into the foundations of Korowal, which is what makes this school such a special place."

"I would love to say thank you to all my teachers throughout all of my schooling experience, [...], you've all guided me through the toughest and the most rewarding years at school, and I immensely appreciate and applaud your continued devotion to each and every student you come across."

YEAR 12 STUDENT FEEDBACK

"It warms my heart to have been part of such a friendly, tight knit community."



STUDENTS

Teachers care: The teachers at my school care about me. **8/10**

Peer Relationships: My relationships with other students at the school are fantastic. **7.9/10**

Competence: I am able to deal with my problems at school. **7.8/10**

Belonging: I feel like I fit in at my school. **8.2/10**

PARENTS



“It really brings home today my gratitude that the old saying of it takes a village to raise a child that is really brought home today with this Korowal school community helping to raise [my daughter] into the amazing young woman she is. [...] I'm so grateful for the fact that the school values curiosity, creativity and caring for each other. When a school's values parallels the values of the family home, it's just a perfect match.”

“It's been really, really wonderful to see our children grow in so many ways through this place. [...] I think when you look at these young adults in front of us and hear their words, you can feel this sense of strength and confidence and caring and love and connection and maturity and openness, and I think a lot of that comes from the school.”

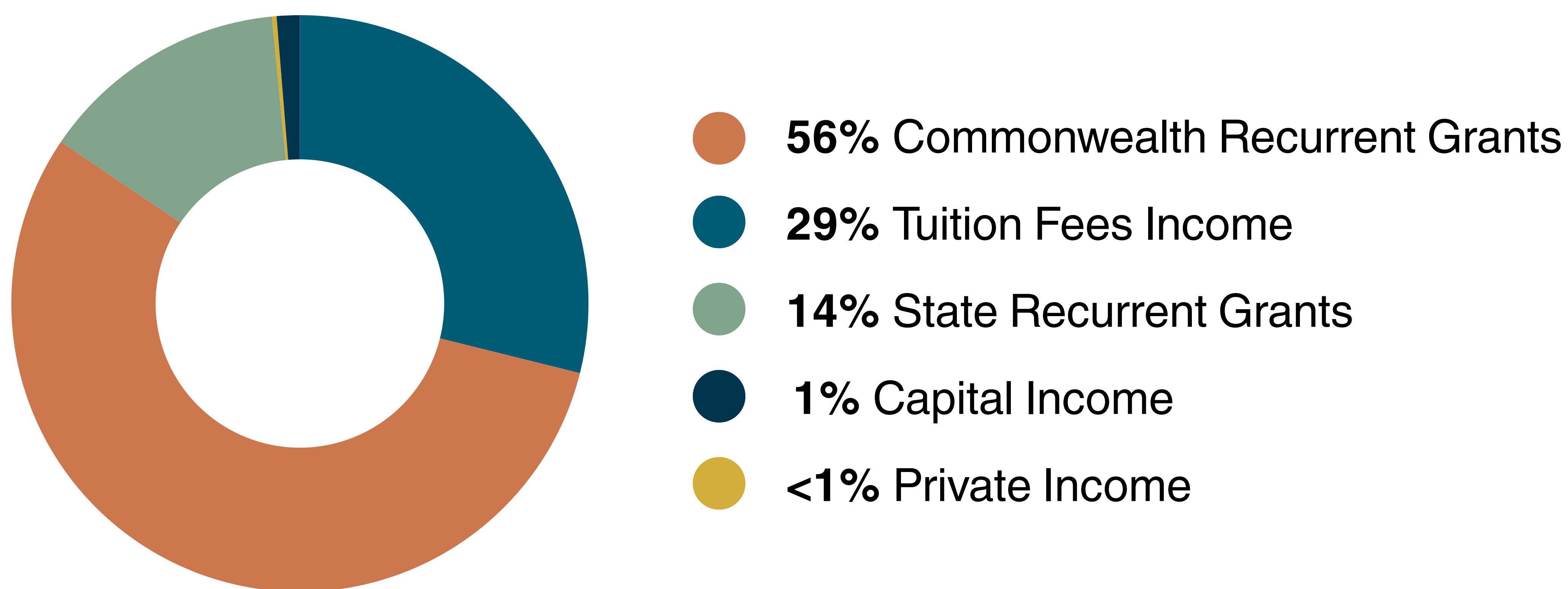
“Accepting [our child] to the school..., is the best decision we've made.”

**YEAR 12
PARENT
FEEDBACK**

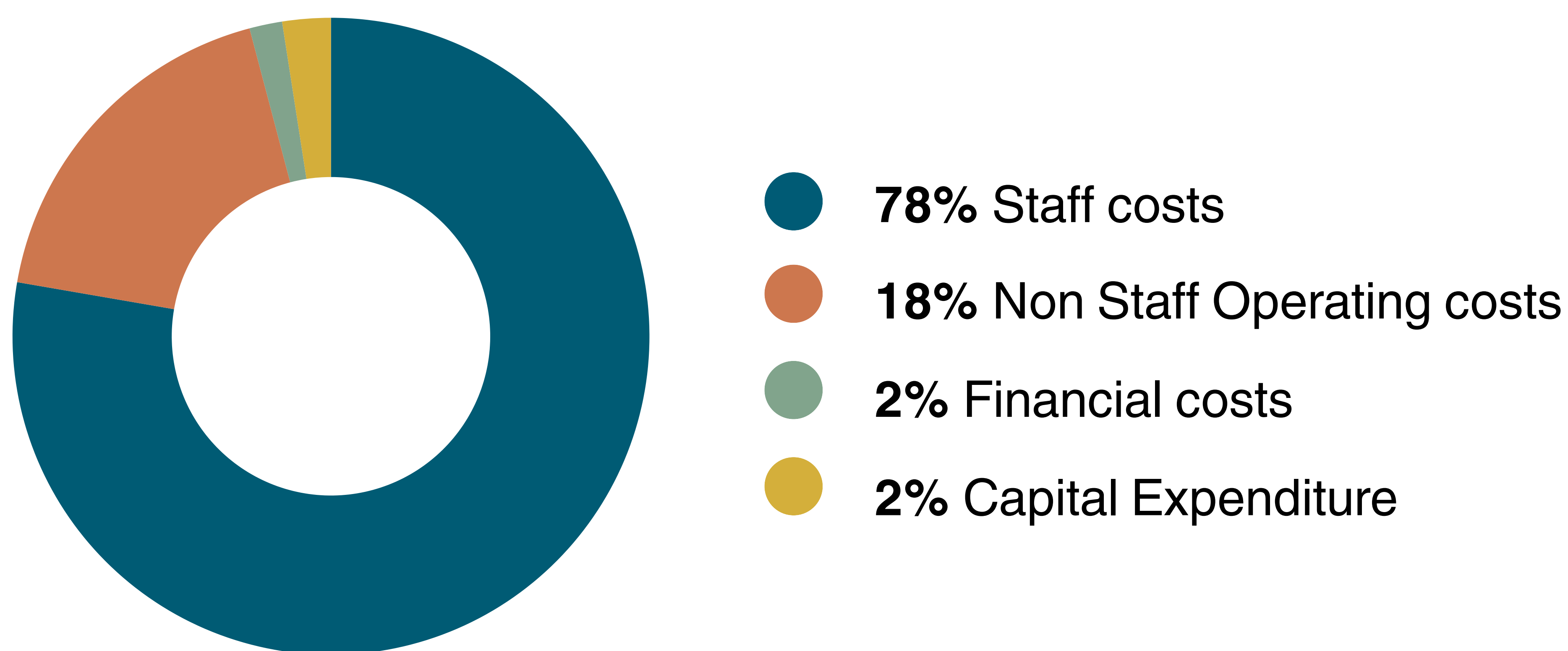
Any member or non-member of the Korowal Community can complete a [Complaints, Compliments or Suggestions Form](#), located on our website.

7. FINANCIAL INFORMATION

TOTAL INCOME



TOTAL EXPENDITURE





KOROWAL SCHOOL

 02 4758 7466  info@korowal.nsw.edu.au

 54 Hall Pde, Hazelbrook

korowal.nsw.edu.au