



Education  
Public Schools

# Green Square School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of **Green Square School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Patrick Faucher

Principal

### School contact details

Green Square School

237 Botany Rd

Waterloo, 2017

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## School background

### School vision statement

Green Square School engages students, parents and the community in a shared learning journey. We empower students to be safe, responsible and respectful citizens who display empathy, resilience and self personalised learning and support, our students have a framework to help them achieve their academic, social, emotional and physical best.

### School context

Green Square is a short to medium term program primarily for students experiencing challenges with their behaviour in a mainstream setting. Intake for our school occurs each term, through a referral process initiated by individual public schools. Our school aims to support students through an individual case management approach to transition successfully back into a mainstream school, or develop skills that will enhance their ability with their education to positively engage in the wider community. On its grounds, the school also hosts a Supported Return to School Program for students to participate in for up to 4 weeks, whilst suspended from their mainstream school.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

#### CONTEXT

Green Square School currently has a maximum enrolment of around 41 students, including its supported return to school program. It is located at Waterloo, an inner-city suburb of Sydney. Green Square School's student cohort fluctuates due to frequent transitional phases within each year. We have 35–50% Aboriginal Torres Strait Islander student enrolment with 70–85% being male and up to 50% with a diagnosed mental health disorder.

Students are referred to this school throughout the calendar year and typically stay enrolled between 12 – 18 months. The success of the program rests on the consultative process with students, families and key stakeholders. This process drives student learning, so that the school can remain flexible and responsive to student referral needs and develop targeted interventions that transition them back to mainstream education.

Green Square School has relatively young, experienced and diverse staff committed to providing a safe, relevant, creative and inclusive environment for our diverse students. The school provides small class sizes, providing many opportunities for one on one teaching and learning of targeted outcomes. Green Square School is a collaborative and inclusive school, which target researched based strategies to enhance student wellbeing, learning and increased engagement in their own learning and behaviours.

Green Square School strategic directions 2015 – 2017 are at the forefront of purposeful planning in the areas of:

- evidenced-based learning maximising student achievement,
- connecting our communities to foster student engagement
- and, quality pedagogy driving teaching and learning.

In this phase of validation our school is generally delivering in all domains. The set of evidence collated prove that our school is aiming to incorporate the domains of learning, teaching and leading through collaborative and targeted focus on the needs of our students, staff and the wider community.

#### LEARNING

The results of this process indicated that in the School Excellence Framework domain of Learning we are delivering, with current evidence sets also pointing toward the direction of sustaining and growing in Learning Culture, yet working toward delivering in Student Performance Measures. Among our staff and broader community, there are efforts to understand the individual learning paths of our students and the knowledge, skills and experience they own as classroom capital. However these individual and at times outstanding efforts are whittled down during the difficult transition between settings our shared students undertake— often with corresponding impact to the continuity of learning.

Green Square School is beginning a journey to improve relations between our communities of like-minded & referring schools, parents and key agencies so that student's continuity of learning is not negatively impacted – rather enhanced through meaningful collaboration.

The Elements of Learning & Achievement is a manual our community of like-minded schools are introducing to improve sharing of information to support successful transitions for students and increase teachers' capacity to engage them in meaningful learning experiences. It is a move away from a focus on behaviour, as often results in settings like this, and toward curriculum as the basis from which all other planning, interventions and reporting arise.

Among our community of referring schools, we are currently reviewing transition practices so that a shared understanding and vision promotes a transparent learning culture within the system as a whole.

From a family and support agency perspective, the school is working hard on implementing processes within the school that improve their capacity to meaningfully engage in the personalised learning plan process. It is through this vehicle that meaningful change across Leading, Teaching & Learning Domains will occur for the school, as it remains responsive and adaptive to the changing needs of the community.

The school has very limited systems and procedures in place to capture valid and reliable data from which to make informed decisions. Although the school believes the evidence sets chosen are strong in their own regard to reflect its position on the SEF, there is significant work to be done to streamline practices and processes to an acceptable level.

For example, to adequately generate value-added results or external measures such as NAPLAN, the school needs to be added to referring school SMART data so that students' NAPLAN scores can be accessed pre and post placement in the program. This example is among others that the school will be working toward in future planning phases such as:

- Improved data & data collection methods regarding attendance and engagement of full-time transitioned students in 3, 6 & 12 month increments
- Developing Aboriginal mentoring program further to include improved evaluation markers and a focus on literacy development.
- Develop 'pooled funds' with networks of referring schools &/or like-minded schools to improve transition support for students and provide supplementary staffing for targeted numeracy/literacy programs across settings

## TEACHING

The results of this process indicated that in the School Excellence Framework domain of Teaching our school is delivering, with elements Collaborative Practice and Professional Standards indicated as sustaining & growing.

The universal approach to embedding 'The Elements of Learning & Achievement' points to teaching and leading that is focused on high quality teaching relevant to our highly specialised context. Three of the artefacts (#2, 3 & 6) explicitly reference this process and show lessons and learning opportunities as engaging and teaching strategies as evidence-based. The ongoing sharing of ideas and resources, through the development of programs by teachers that extend beyond their classrooms, the frequent coaching sessions and team teaching opportunities and shared responsibility for student improvement are the result of an increasingly transparent learning culture, supported by systems and procedures which promote collaboration and professionalism.

The opportunity to create such a culture in part rests on appointing permanent staff within the school that can embed the targeted professional learning at the school, which focuses on highly impactful research-based strategies.

With permanent executive, classroom teacher and support staff the school can finally move away from a transient teaching cohort, toward one that can harness the individual and collective expertise of the team in a more sustainable way.

Using a 'scaled up' platform similar to a learning and support team model, future directions will increasingly focus on research-based strategies that address the individual needs of referred students. Whilst already possessing a strong base of applied behaviour analysis from which our program addresses the behavioural needs of students, greater skill and understanding in the areas of numeracy and literacy need to be developed in the next round of professional learning. Support from key roles within the department's learning leadership team will help to embed further The Elements of Learning & Achievement manual with specific focus on numeracy and literacy. Once developed, our

be to improve the transition success of students by increasing their academic engagement in their referring school through targeted interventions around numeracy and literacy, with differentiation being a crucial aspect of this process. A trial between Alexandria Park Community School and Green Square School will see students assessment completion used as an indicator from which to measure academic engagement pre & post referral to this setting.

The teaching domain will also be enhanced by ongoing collaboration between teachers, health and allied health professionals. The physical and mental health of our referred students and families has been an ongoing concern for referring schools and our broader community, with strong evidence correlating positive health outcomes for families to increased engagement for students at school. Teachers have already been the recipients of 30 hours professional learning regarding the use of universal occupational therapy and speech pathology techniques within the classroom space, which is positively impacting students ability to remain focused on set tasks, complete increasingly complex tasks and develop their literacy skills using fun, research-based techniques. These techniques will be shared with learning and support teams within our Ultimo network, once the program has been properly evaluated, and will include a series of professional learning opportunities for mainstream schools and an accompanying set of physical resources to use in each school.

The year-long(2016) collaboration with occupational therapist and speech pathologist is extending currently to include a team of pediatrician, nurse, psychiatrist, social worker & counselor who engage families in a clinical model which further enhances the teacher's capacity to understand the different learning profiles of students. This is achieved through the recommendations reached during the assessment phase and enhanced by the feedback loop created between teachers and health clinic team. With the entire service offered to families, not just the student, it is hope that the holistic wellbeing of the family will improve educational outcomes for the student. Once this newly established translational network has been evaluated for its efficacy, it will be offered as a services to referring schools (starting with Alexandria Park Community School) in the hope that a collaboration between the health team and referring schools may prevent the need for a referral to Green Square School.

Other current and future directions include:

- coaching and mentoring culture among staff, student and community
- better feedback loops across all levels of school and communities
- Numeracy/Literacy professional learning re: data collection and use

## LEADING

The results of this process indicated that in the School Excellence Framework domain of Leading we are delivering, with the Management Practices & Processes element reflected as sustaining & growing.

Within the last 2 years, the school has seen an entirely new executive team appointed, with a new principal and now two new assistant principals. Their commitment to fostering a school-wide culture of high expectations and a shared responsibility for student engagement is evidenced throughout the engaging differentiated units of work developed by them for individual students and shared beyond their classrooms, ongoing strategic mentoring and coaching channels that develop self-efficacy in staff, consistent and creative responses to parent and student feedback regarding teaching and learning, cutting-edge professional learning and interagency collaborative networks and a proactive approach with parents and community to involve them in school life in the most meaningful and relevant ways possible.

The young and enthusiastic executive team believe in a self-sustaining and self-improving community, evidenced throughout school planning directions where capacity building of students and the community to engage meaningfully in the personalised learning plan process is at the core of all strategic moves.

The leadership team understands its own limitations, within a resourcing and experience capacity, and look to develop networks and alliances with key stakeholders within the community and the department that support resourcing issues and accountability requirements. Innovative projects with our community of like-minded schools regarding 'The Elements', improving transition practices with referring schools and developing more comprehensive and impactful personalised learning plans with key agencies demonstrate this.

The leadership team is also active in distributing leadership among its teachers, students and community, evidenced in the artefacts provided here within.

The school is currently focusing on and will continue to implement the following to move us toward the path of excellence in the 'Leading' domain:

- Improve consultative processes and feedback channels within our community to capture the complex array of referring school, family, agency and student perspectives, from which we need to effectively plan, implement and review school improvement.

- More professional learning regarding how to analyse data to inform decision making processes.
- Fostering culture of innovation and ‘risk-taking’ within our school and community so that new ideas and solutions can be found to society’s education requirements in the 21st century.
- Continue to align the school within the broader community as a model of learning and support, rather than ‘end of the road school’ through strategic alliances with key people and processes.
- Use our RAM funding more comprehensively in alliances with like-minded and/or referring schools so that big ideas can be funded for school and system-wide improvement.
- Continue to understand and support self-determination within the local Aboriginal community through effective two-way communication, creativity and responsiveness.
- Fund a business manager among community of like-minded schools so that principal role can be increasingly focused on teaching and learning, as opposed to business and administration.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Student achievement excellence through evidence-based learning

### Purpose

Evidence has shown that the teaching and learning cycle is the most important factor in ensuring quality educational outcomes for students. In fact, the most important factor affecting the student is the teacher. More can be done to improve outcome for students by improving the effectiveness of teaching than by any other single factor. Our students have high and complex needs so teacher need to implement the most affective teaching strategies to offer our students the best chance of success. Using John Hattie's research into teaching strategies with the largest positive affect on student outcomes, our school will develop a framework of learning excellence that can be drawn from, for students placed at our school, and also schools in our area which request support within their own school context.

### Overall summary of progress

With a focus on improving curriculum delivery and wellbeing for students, the school has introduced several new long term initiatives in 2016. The introduction of 'The Elements of Learning and Achievement' is a community of schools initiative that distills the research underpinning all key NSW DoE reforms into a contextually relevant, special education manual for implementation in classrooms and across our school & community of schools. Although in its beginning phases, the use of 'The Elements of Learning & Achievement' has significantly improved the use of Australian Curriculum in all classroom, refined the assessment and reporting across the school and allowed for greater continuity of student learning across the multiple settings they access.

From a wellbeing standpoint, the research base underpinning the health and allied health practices in our classroom and clinical space is starting to take shape. This is evidenced through student personalised learning plans which have greater community participation in their design, implementation and review, include more comprehensive and integrated therapeutic interventions and reflect a more holistic approach to family support. Prior to 2016, there was 10% of student personalised learning plans which had health/allied health involvement and the use of research base strategies to improve educational & health outcomes. In 2016 this rose to 80%.

In 2016, 12 out of enrolled 45 students completed their transition back to their referring school, full-time. This is a success rate of 27%. In 2015, 5 out of 43 students successfully transitioned back to their mainstream referring school full-time – which is 12% of our total population. Compared to 2015, more than twice the students returned to their referring school full-time. Due to high number of variables within any given calendar year in terms of student dynamics, we average full-time transition percentages over 2 years to compare to other 2 year data sets before attempting to make meaningful comparisons. The 2013–2014 average (baseline data) regarding full-time transition to referring schools is 25.5%. The average for 2015–2016 is 19%, which is significantly under our goal of a 20% increase from based line 2013–2014 data by end of 2017. With 2015 data showing a particularly difficult year as far as successful full-time transitions for students, it is hoped 2017 will see a return to percentages of at least 32% or above to allow the 2016–2017 average to reflect a 20% increase compared to 2013–2014 baseline.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Through research-based practices, students will increase their transition to mainstream educational settings by 20% (baseline to be established in 2015).	In 2016, 12 out of enrolled 45 students completed their transition back to their referring school, full-time. This is a success rate of 27%. In 2015, 5 out of 43 students successfully transitioned back to their mainstream referring school full-time – which is 12% of our total population. Compared to 2015, more than twice the students returned to their referring school full-time. Due to high number of variables within any given calendar year in terms of student dynamics, we average full-time transition percentages over 2 years to compare to other 2 year data sets before attempting to make meaningful comparisons. The 2013–2014 average (baseline data) regarding full-time transition to referring schools is 25.5%. The average for 2015–	\$5 000, group coaching  \$ 10 000, 1/2 day transition teacher contact point  \$1 500, data collection processes

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Through research-based practices, students will increase their transition to mainstream educational settings by 20% (baseline to be established in 2015).	<p>2016 is 19%, which is significantly under our goal of a 20% increase from based line 2013–2014 data by end of 2017 . With 2015 data showing a particularly difficult year as far as successful full-time transitions for students, it is hoped 2017 will see a return to percentages of at least 32% or above to allow the 2016–2017 average to reflect a 20% increase compared to 2013–2014 baseline.</p> <p>External Validation completed and passed, recognising the schools internal evaluative processes are sound</p>	
The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. This will be evidenced by 20% increase of PLP/IEP goals reached for each student (baseline established 2015).	<p>60% of all students and families accessed pediatrician, nurse, social worker, occupational therapist &amp; speech pathologist in 2016.</p> <p>100% of Aboriginal students had access to an Aboriginal mentor on a weekly bases.</p> <p>External Validation completed and passed, recognising the schools internal evaluative processes are sound</p>	<p>\$35 000, resources for health space</p> <p>\$6 000, Aboriginal mentor</p> <p>\$1 500, data collection processes</p>

## Next Steps

- Continue to implement and refine the use of 'The Elements of Learning & Achievement.
- Continue to implement and refine the school health and wellbeing interagency project.

## Strategic Direction 2

Connecting our communities to foster student engagement

### Purpose

A crucial aspect for engaging students and facilitating meaningful and relevant learning is through strong community and school partnerships. Research driving many key Departmental reforms point to this fact. Green Square School and its community need to put in place practices, procedures and programs that strengthen community connectedness to improve engagement for our students and support their transition to and from this school to other educational settings, as their time here is short to medium term. Improved community connectedness occurs through genuine two-way communication with the school and community. The School Excellence Framework, Every Student Every School, Connected Communities and Aboriginal Education Policy are the main reforms that will support this process.

### Overall summary of progress

Community involvement in the personalised learning plan (PLP) process has been integral to achieving our second strategic direction. In 2016, 100% of our PLPs had parent involvement and 100% had involvement from health/allied health services. 100% of our Aboriginal students also had involvement by the Tribal Warrior Mentor Association in developing, implementing and reviewing their PLPs.

With regard community engagement measured against the NSW DoE Strengthening Family & Community Engagement guide, the level of engagement frequency in 2016 compared to 2015 declined from 48% – 38%. This is a percentage taken as an average of 10 focus areas and the reports from parents as to whether we are engaging them frequently or infrequently in each area. Given the high level of flux between students and families at this school, our measurements are based on 2 yearly averages. As such, our average for 2015–2016 in terms of frequently engaging parents/carers in the 10 agreed focus areas is 43%. In the 2017–2018 phase, we aim to average at least 50% in these areas.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has a 20% increase (base-line established 2015) in community participation in Personalised Learning Plan design, implementation and review.	Inclusion of pediatrician, nurse, social worker, occupational therapist, speech pathologist & psychologist in personalized learning plan process.  External Validation completed and passed, recognising the schools internal evaluative processes are sound	\$1 500, data collection processes
The school demonstrates a 50% increase (baseline established in 2015) in community connectedness, measured against the assessment criteria outlined in the <i>NSW DEC Strengthening Family and Community Engagement guide</i> .	All teachers using sms to communicate with parents/carers/mentors regarding student achievement  New PLP templates and processes including comprehensive health care plan  External Validation completed and passed, recognising the schools internal evaluative processes are sound	\$6000 Aboriginal mentoring  \$1 500, data collection processes

### Next Steps

- Continue to improve health/allied health involvement in PLP process.
- Include referring schools in PLP process.
- Increase community engagement in 10 focus areas of NSW DoE strengthening Family & Community Engagement guide.

## Strategic Direction 3

Quality Pedagogy driving teaching, leading and learning.

### Purpose

All teachers, and administrative staff need to build their professional capacity to effectively respond to a dynamic society where different communities place different emphasis on the role of education and outcomes for their students. Student learning outcomes are driven by high quality teaching and leading. High quality teaching and leading requires alignment to the strategic directions of the NSWDEC, demonstrates innovative and research-based teaching and learning strategies and is responsive to individual community and student needs. The School Excellence Framework, the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards and the Great Teaching Inspired Learning blueprint for action are the main reforms that will drive quality teaching, leading and learning.

### Overall summary of progress

All teachers in 2016 aligned their performance development goals to either teaching or principal standards. One teacher out of 1 progressed to accreditation and proficient level, with another working their way towards achieving this level of accreditation too. Two other executive staff are working their way toward achieving highly accomplished or lead accreditation within the next 2 years. Quarterly lesson/teaching observation practices were also in pace, with 3 out of 4 rounds in 2016 being completed for 70% of our teachers.

All our teachers participated in monthly group coaching sessions in 2016, with the aim of embedding 'The Elements of Learning and Achievement' manual into their classrooms. This group coaching process ran parallel to the PDP process, and the result was a new series of practices and templates that the school used as evidence in its external validation process.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching staff understand and demonstrate a capacity to align their professional learning goals with AITSL and BOSTES in the pursuit of higher level accreditation, evidenced by a 30% yearly increase in demonstrated teaching standards (baseline to be established in 2015)	Executive team completed External Validation completed and passed, recognising the schools internal evaluative processes are sound. This process is used as evidence for higher levels of accreditation among two assistant principals.	\$15 000, Occupational Therapist & Speech Pathologist professional learning  \$1 500, data collection processes  \$5000 leadership development course for newly appointed assistant principal
100% of staff have a Performance and Development Plan which identifies professional learning aligned to the School Plan (2015–2017).	All teachers developed teaching and learning programs which aligned to a community of special schools project titled 'The Elements of Learning & Achievement'. This increased the curriculum resources for special schools through the establishment of a 'patterned language' through which we are able to share teacher and teaching resources.	\$5000 group coaching  \$1 500, data collection processes  \$3000 Community of schools professional learning

### Next Steps

- Refine data collection processes to support teachers pursuit of higher level accreditation.
- Improve quarterly lesson/teaching observation practices so that 100% of teachers have 4 opportunities throughout the year to observe or be observed.
- Embed further the semester assessment and reporting cycle through 'The Elements of Learning and Achievement' manual.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Aboriginal parents focus group reports increased feeling of inclusion in personalised learning plan process and opportunities within the school to learn about Aboriginal perspectives across curriculum.</p> <p>Improved personalised learning plans and stakeholder involvement, including Aboriginal mentors for every ATSI student, improved transition procedures for Aboriginal students in and out of this program. This was reported by principal feedback from sample of referring schools and also teachers at Green Square School who were working toward implementing the new procedures.</p>	<p>\$6 000 Aboriginal Mentor</p> <p>\$10 000 teacher transition</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>The QTSS funding was 0.013 FTE which equates to 45min/week of teacher time. This time was 'rolled' into teacher transition processes.</p>	<p>n/a</p>
<b>Socio-economic background</b>	<p>All students and families get access to free specialist health care, including occupational therapist and speech pathologist, based on use of funding sources including the school's resource allocation and alliances with health/allied health networks.</p>	<p>\$15 000</p>
<b>Support for beginning teachers</b>	<p>Monthly group coaching from external provider reported by participants to be largely beneficial in introducing changes to curriculum, reporting and personalized learning plan processes and templates.</p>	<p>\$5 000</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	21	17	16	21
Girls	6	7	6	5

Green Square School caters for up to thirty five students at any one time in the school program. The Green Square Supported Return to School Program caters for up to six students who are referred from local school through a regional committee. Students at Green Square School have emotional and/or behavioural challenges. The school aims to engage these students and make a successful return to their home school in the short to medium term.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Head Teacher(s)	1
Classroom Teacher(s)	3.59
Teacher Librarian	0.2
School Administration & Support Staff	6.8
Other Positions	0.1

\*Full Time Equivalent

In 2016, our school has two full-time and one part time school learning support officers (SLSO) who identify as Aboriginal. The part time SLSO position will be offered as a part time Aboriginal Education officer in 2017.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

## Professional learning and teacher accreditation

All teachers professional learning was directly aligned to the school's strategic directions. IN 2016, two teachers achieved accreditation at proficient, one SLSO received provisional accreditation to teach and another is completing their evidence and annotations for submission in 2017.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	379 376.14
<b>Revenue</b>	1 592 059.36
(2a) Appropriation	1 577 840.50
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	10 103.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	1 979.02
(2d) Investment Income	2 136.14
<b>Expenses</b>	-1 532 026.87
Recurrent Expenses	-1 532 026.87
(3a) Employee Related	-1 313 383.66
(3b) Operating Expenses	-218 643.21
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	60 032.49
<b>Balance Carried Forward</b>	439 408.63

This school's funds are heavily geared toward supporting successful transition for students into mainstream school environments or suitable work places. Our part-time school chaplain, health/allied health team, Aboriginal education officer and Aboriginal mentor are all funded on top of our base staffing allocation to maximise academic, social and emotional outcomes.

In the area of transition to work, the school has been saving to build a food technology space that year 11 & 12 students can utilise to gain industry training whilst

enrolled in the Green Square School program. Initial estimates put this project build at approx \$400,000. It is anticipated these works will be investigated further in 2017, with the hope of commencing in 2018.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	366 880.84
Base Per Capita	3 344.91
Base Location	0.00
Other Base	363 535.93
<b>Equity Total</b>	34 162.15
Equity Aboriginal	7 854.74
Equity Socio economic	26 307.40
Equity Language	0.00
Equity Disability	0.00
<b>Targeted Total</b>	1 067 123.88
<b>Other Total</b>	0.00
<b>Grand Total</b>	1 468 166.87

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Policy requirements

### Aboriginal education

2016 focused on three main goals with regard Aboriginal education:

1. Improving the transition process & support network in and out of the Green Square School program.
2. Improving students' capacity to remain focused and learning for extended periods of time.
3. Increasing the self efficacy of Aboriginal students through increases to their 'cultural capital'.

Feedback from our Aboriginal community, including Aboriginal Education Council, Aboriginal Education & Consultative Group and Tribal Warrior Association noted that Aboriginal students were significantly at-risk during the transition phases into and out of the Green Square School program. Parent/carer recommendations as a result of this suggested the use of Aboriginal mentors for individual students that would help track their path

through the program and remain an avenue of support after the student had returned to their mainstream school. The Aboriginal mentors were part of the students personalised learning plan journey, including the planning implementation and review of academic, social and health goals. They participated in review meetings, provided advice to teachers regarding attendance and engagement and also focused heavily building student capacity to remain focused on agreed goals at school and within the community. During 2016, every Aboriginal student enrolled into the program had the support of an Aboriginal mentor throughout the transition process.

Learning difficulties often underpins many of the reasons Aboriginal students are referred to this program and in 2016 out school contributed significant physical and human resources to establish an interdisciplinary team of education & health professionals geared toward increasing students' capacity to understanding and respond to their academic learning tasks. The process included access to free occupational therapy, speech pathology, pediatric and nurse services to work directly with teachers to implement universal and targeted classroom strategies that improved educational outcomes. In 2016, all Aboriginal families, students and siblings alike, were offered free health care and information focused on improving their ability to engage in the classroom. Teachers and students have shown a very positive response to many of the techniques trialed. Due to the small sample size of students and families, it is not possible to comment on specific outcomes, without breaching privacy. However, teacher reported feedback has noted some students respond to the strategies by increasing their volume of completed academic work and improving their ability to self-regulate and demonstrate age appropriate behaviour in a classroom setting. Some Aboriginal families are also reporting a greater sense of understanding and support regarding the learning profile of their children and a readily taking up the network of support on offer that over time will increase the family's engagement in the educational process.

In 2016, a targeted approach to increasing Aboriginal students' self-efficacy, based on the feedback and recommendations of our Aboriginal community, all Aboriginal students were offered access to a weekly 'Culture Day' which involved visiting local Aboriginal sites of significance somewhere between La Perouse & Kurringai National Park. This was led by and Aboriginal elder and ex-parks & wildlife officer, but also with the involvement and support of several prominent Aboriginal elders in the area. The goal, apart from an increase in cultural capital for our students, is also to increase their knowledge to become employable within the Sydney tourism industry, based on the knowledge that is being handed down from elders regarding Aboriginal perspectives across Sydney.

A focus group with Aboriginal parents sought feedback with regard to the above 3 areas and opinions from the 5 parents interviewed were very positive across all three areas. Their feedback was used as part of the school's external validation process in 2016, helping to evidence our progress towards excellence on the

School Excellence Framework.

Consultation with our local NSW DoE Aboriginal Services team has also resulted in a series of agreed actions for 2017 which will measurably improve the school's implementation of the Aboriginal Education & Training Policy using the indicators embedded within the School Excellence Framework.

### **Multicultural and anti-racism education**

Every student enrolled at Green Square School has a personalised learning plan designed, implemented and reviewed by the teacher, parents/carers and students at each stage of the shared learning journey. Teaching through culture is a pivotal way teachers engage students & families with the school and provide for an inclusive environment.

The celebration of culturally significant days, visiting culturally significant sites and inviting culturally significant people from different backgrounds to be part of our teaching and learning cycle are some of the ways our school is focused on using culture to re-engage some of our most disengaged students and bring about improvements to their self-esteem and self-efficacy.