

Induna School Annual Report



2016



5756

Introduction

The Annual Report for **2016** is provided to the community of **Induna 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.

Toni Simpson

Principal

School background

School vision statement

Our vision is to provide a positive, supportive, stimulating and challenging environment where our students will recognise and achieve their full potential. This will empower them to make the best choices in life for themselves, their families and the wider community.

School context

Induna School has a maximum enrolment of 42 students, with currently 7 classes from years 7–12; this includes 80% Aboriginal students. Induna promotes Aboriginal culture across the school, recently undertaking the Dare To Lead Snapshot which has highlighted areas that will allow us to further develop Aboriginal Perspectives across the whole school community. A significant number of students have special education, social and emotional needs. All students have a Personal Learning Pathway (PLP) that aims to support them in completing a Record of School Achievement (ROSA), Higher School Certificate (HSC), Technical and Further Studies (TAFE) or skills into future employment. The school has a committed executive and teaching staff focused on maximising learning outcomes which are reflective of best practice and align with the implementation of teacher accreditation and recent educational reforms. Our Positive Behaviour for Learning (PBL) core values of Respect, Responsibility and Integrity are promoted across the school with our intention being to work collaboratively with our Partner Agency to have PBL supported across the whole school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Learning

In the domain of Learning our school has primarily focused on the Elements of Learning Culture and Curriculum and Learning. This year has seen the Numeracy program, Automaticity in Mathematics (AIM) become embedded into classroom practice by a timetable being implemented across the school for targeted students. Further training to develop confidence in staff delivery, with Sentral being utilised to track student progress. This program has continued to allow students to close gaps in their learning and build confidence in their basic application but fundamental Mathematical concepts.

From the initial review in 2015 the practice of having aspirational staff develop their leadership skills through their guidance of team meetings and their regular delivery of professional learning has seen staff capacity grow. The professional learning undertaken through these team meetings have built teacher skills in how to interpret student assessment data which then informs their teaching and learning programs to meet student individual learning needs and subsequent achievement.

Teaching

In the domain of Teaching, our school focus has been in Learning and Development. The Executive team have continued to mentor teaching staff on the Performance and Development Process (PDP) to develop both professional and personal goals aligned to the strategic directions in the school plan and individual career aspirations. Teachers are actively engaged in planning their own professional development to improve their performance. Staff completed professional learning in the fields of cultural awareness and student mental health conditions that affect the wellbeing of our students, empowering them to write teaching programs that target specific student needs.

Leading

In the domain of Leading, our school focus has been Leadership. Staff have developed relationships with local community groups and agencies to enhance student transition back to educational or employment pathways in the wider community. Aspiring leaders and executive staff were given opportunities in 2016 to perform higher duties during Extended Year (EY) weeks. Aspirational staff have successfully delivered professional learning which has met the needs of the teaching staff and allowed further development of their leadership capabilities.

The new approach to school planning, supported by the new funding model, is making a major difference to our progress as a school. The achievements and identification of the next steps are outlined in the following pages of this report.

Our self-assessment 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 Learning

Purpose

Supporting students learning through the development of a quality curriculum will increase their literacy and numeracy skills and access to engaging educational pathways. The continuous development of Personalised Learning Pathways (PLP's) for all students will make a powerful contribution to the creation of lifelong learners who are respectful of all cultures.

Overall summary of progress

Literacy and Numeracy is a major focus at Induna School. The lack of consistent attendance in a mainstream school for the majority of students, has left gaps in their knowledge and understanding. The embedding of the AIM program by the Numeracy team has allowed students to develop skills, that close some of their learning gaps. The literacy team continued work on the writing clusters with staff. The staff refined and implemented visual core values for all classrooms which has made the PBL behaviour matrix accessible to all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of staff tracking students on the Literacy/Numeracy continuum.• Improved automaticity in Numeracy from individual student's pre/post assessment data.• Improved vocabulary and reading knowledge in Literacy from individual student's pre/post assessment data.• Increased student engagement levels noted in the Tell Them From Me (TTFM) student survey results annually.	<p>Staff have received professional learning on what the literacy and numeracy continuums are and the impact on student learning.</p> <p>AIM was conducted routinely in classes despite collapsed and merged classes. Data from the results of 32 pre and post assessments for 2016 indicated the success of AIM. Response times reduced in all basic skills including marked decreases in time per question for quarters/tenths, multiplication and division.</p> <p>Staff are utilising a subject specific Spell It program to develop students vocabulary. In Induction PM Benchmark reading assessments were conducted and students with an average five week stay their achievement has been recorded as moving their reading age 4–5 years.</p> <p>Students have indicated through the TTFM survey that quality instruction has remained consistent, the learning climate has slightly increased and is above the NSW Government norm. Teacher student relations has slightly dropped but is still above the NSW Government norm and expectations for success has remained the same but is slightly below the NSW Government norm.</p> <p>TAFE delivery has proven to be highly engaging with the students with students requesting to access these programs due to the acquisition of employability and Australia wide recognised skills.</p> <p>Extra Curricula Programs and community events have maintained high levels of interest, participation and engagement for students.</p>	<p>Aboriginal Background Funding</p> <p>NORTA NORTA Funding – Tutor 5 days a week</p> <p>\$49,809.00</p> <p>Socio Economic Background</p> <p>TAFE Delivery: \$17,825.00</p>

Next Steps

Staff receive professional learning on where the continuum's are located in Sentral and how they can be utilised to inform students individual learning and track progress.

Monitor the delivery of AIM to targeted students through the LAST teacher supporting its continued implementation.

Gather data on students writing assessments to analyse and graph student achievement.

Students to complete TTFM survey to compare the last three years results.

Strategic Direction 2

Teacher Learning and Leadership

Purpose

Developing a school culture where all staff members take responsibility for their continuous improvement by undertaking ongoing learning and leadership opportunities. This will ensure our school provides the best possible learning opportunities for our students.

Overall summary of progress

All staff developed a PDP in 2016 with executive support. All staff set three goals and completed two observations with a colleague. Staff attended PL that was aligned to their PDP and the schools strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have undertaken the PDP process which is aligned to the Australian Teaching Standards. Increased staff satisfaction results in the Tell Them From Me Teacher Survey.	<p>This year all staff developed a better understanding of PDP's and their role in teacher development. Organising observations has been sporadic therefore it will be timetabled next year. Staff who previously have not needed to undergo the accreditation process are better prepared for the change. Closer monitoring of the process (ie: PDP register) is needed to ensure that staff are given the support they need in a timely manner. The PL undertaken throughout the year was related to the school plan and teachers' PDP's. A new pro-forma was introduced in Term 2 whereby staff had to explicitly link their PL request to the plan or PDP's before it was approved by the principal.</p> <p>Increased staff satisfaction has been noted from the TTFM survey across nearly all areas. In particular observation of lessons, establishment of goals, support in improving teaching and guidance in the monitoring of student progress.</p>	<p>Professional Learning Funds \$14288.00</p> <p>Socio Economic Background \$14,015.00</p> <p>School funds \$8,410.00</p>

Next Steps

The new Head Teacher Teaching and Learning will support all staff through their role in implementing the PDP process with quality documentation.

Strategic Direction 3

Community Connections

Purpose

Positive relationships developed through a culture of collaboration and increased communication with the wider community will result in an environment that is supportive of student achievement and success.

Overall summary of progress

Established the Aunties and Uncles program to promote Aboriginal Culture and Perspectives within the whole school community. Senior students undertook mock interviews with local Rotary representatives to improve their skills in obtaining employment on transitioning. The Gumbayngirr language has been introduced into the school through the use of signage in the school and PL through community groups by the Induna AEO. Maintained positive communication with our carers through student goal setting weekly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student engagement levels noted in the Tell Them From Me student survey results annually. SET survey data analysed to inform PBL implementation throughout the centre. Anecdotal evidence and feedback indicates increased satisfaction by community partners.	24% of students at Induna School had a high rate of participation in Extracurricular activities, this is above the NSW Government Norm for boys which was 23%. This has grown considerably from last year due to the increased involvement with community and local high schools. Our Partner Interagency are more open to the PBL behaviour expectations but with their staff members going to the community to work for up to 6 – 12 months consistency is difficult. The AEO successfully completed the Certificate 1 Aboriginal Language/s (10218NAT–01V01) and has started to introduce language in the school through the newsletter and signage in the school. Supporting the first year of Aboriginal Studies in the school has allowed the AEO to practice his skills and student engagement has been observed as high. The Aunties/Uncles project has been very hard to sustain during the year due to a variety of issues. The students enjoy and are very respectful of the Aunties and Uncles from observation by staff. It has been noted by staff in the Aboriginal Studies class that the students have a great interest in this subject and particularly around when we have visits by the elders. AEO invited to part of our Partner Interagency Aboriginal Community Consultative Committee (ACCC) to develop projects within the school community.	Aboriginal background Loading AEO position \$64,388.00 Socio Economic Background \$7697.00 Extra curricula Activities \$14,941.00

Next Steps

Timetable the AEO with the Aboriginal Education teacher as much as possible so team teaching opportunities can occur.

Work with our Partner Interagency to develop a more consistent approach to inviting the local elders into the centre.

Work with Partner Interagency Unit Managers to develop a matrix for the Units to establish a consistent positive

approach to student behaviour.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The AEO successfully completed the Certificate 1 Aboriginal Language/s (10218NAT–01V01). Language was introduced into the school through the newsletter and signage. Supporting the first year of Aboriginal Studies in the school has allowed the AEO to practice his skills and student engagement has been observed as high.</p> <p>The students enjoy and are very respectful of the Aunties and Uncles from observation by staff.</p> <p>It has also been noted by staff in the Aboriginal Studies class that the students have a great interest in this subject.</p> <p>Celebration of NAIDOC Week activities with local elders demonstrated student pride and respect for their heritage in the activities that were undertaken.</p> <p>Targeted students by the NORTA NORTA tutor has continued to close Literacy and Numeracy gaps for identified students.</p>	<p>Total Allocation = \$118,197</p> <p>Strategic Direction 1 & 3</p> <p>AEO position</p> <p>\$64,388.00</p> <p>Strategic Direction 1 & 3</p> <p>Norta Norta</p> <p>\$49,809.00</p>
Socio-economic background	<p>Student engagement has remained high due to the extra curricula programs including after school TAFE delivery, including extra funds to extend delivery and extra funds and resources that have been delivered/purchased at Induna School.</p> <p>The AEO has been released 1 day a week to undertake other duties to support student engagement.</p> <p>Staff have undertaken Professional learning in line with staff PDP's and the School Plan to support student learning and engagement.</p> <p>Casual SASS and teaching staff used to release staff to drive or support projects.</p>	<p>Total Allocation = \$61,616.00</p> <p>Strategic Direction 1 & 3</p> <p>TRYP program = \$7800.00</p> <p>Drumming = \$1650.00</p> <p>White card = \$4900.00</p> <p>Readers = \$591.00</p> <p>TAFE Program top up = \$1825.00</p> <p>TAFE after school delivery = \$12,000.00</p> <p>Casual SASS 1 day a week = \$7697.00</p> <p>Strategic Direction 2</p> <p>Staff PL = \$14288.00</p> <p>Strategic Direction 1, 2 & 3</p> <p>Casual relief Teaching staff = \$38,625.00</p> <p>Casual relief SASS staff = \$9000.00</p> <p>In 2016 Induna expended allocated RAM allocation and used unspent 2015 RAM allocation \$22,472.00</p>

<p>Socio-economic background</p>	<p>Student engagement has remained high due to the extra curricula programs including after school TAFE delivery, including extra funds to extend delivery and extra funds and resources that have been delivered/purchased at Induna School.</p> <p>The AEO has been released 1 day a week to undertake other duties to support student engagement.</p> <p>Staff have undertaken Professional learning in line with staff PDP's and the School Plan to support student learning and engagement.</p> <p>Casual SASS and teaching staff used to release staff to drive or support projects.</p>	<p>to resource School Plan projects.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	31	24	26	35
Girls	0	0	0	0

Year 12 vocational or trade training

In 2016 Induna School had three students undertaking vocational training.

Year 12 attaining HSC or equivalent

In 2016 Induna did not have any year 12 students that attained their HSC or a vocational equivalent qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	6.8
School Administration & Support Staff	7.86
Other Positions	2.6

*Full Time Equivalent

30% of all staff at Induna School are Aboriginal. This includes teaching and SASS staff, Norta Norta tutors, visiting TAFE and casual staff.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	83.3

Professional learning and teacher accreditation

In 2016 all staff received training in Child Protection Update 2016, CPR and Anaphylaxis, DoE Code of Conduct, DoE Complaints Procedures.

School Development Days maintained a strong focus on school Strategic Directions. Staff also accessed professional learning to meet individual needs in such areas as:

*Aboriginal Education Officer collegial meetings

*VET Coordinator meetings

*Leading Aboriginal Education in your school

*North Coast SPC meetings and conference

*Woman in Educational Leadership Conference

*PBL Training Tier 1 & 2, PBL network meetings

*Principal network meetings

*Stage 6 Crossroads: Teaching the skills through safe travel

*Austswim Accreditation

*Transition Adviser Training

*Mental Health & Wellbeing of young people 2016

*The Highly Effective Teacher

*Rock & Water

*Secondary English Conference

*Wellbeing: Connect, Succeed & Thrive

*North Coast Initiative for School Improvement – Collaborative Growth Symposia

*CLN Lesson Observation and the Wellbeing Framework

*Youth Mental Health First Aid

*OoHC students – The impact of Trauma and Neglect

*Core Financial Literacy for NSW Public Schools

*Strategic Financial Management for NSW Schools

*RAM 2016 Update and Reading Your 2016 RAM Report

*Developing Future Principals Program – Sessions 1 & 2.

One of our strategies at Induna is to build on the knowledge and skills of existing Executive staff and develop our aspiring leaders. This has been achieved through professional learning, support through

supervision and mentoring and the opportunity to lead key areas of the School Plan. The total school expenditure on professional learning in 2016 was \$ 36,713.00. This expenditure includes funds from school allocation, RAM and TPL left over from 2015 funding. The funds covered travel, course fees, teacher relief and accommodation costs.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	184 831.49
Global funds	132 882.61
Tied funds	175 642.18
School & community sources	5 543.32
Interest	3 750.79
Trust receipts	0.00
Canteen	0.00
Total income	502 650.39
Expenditure	
Teaching & learning	
Key learning areas	48 846.94
Excursions	0.00
Extracurricular dissections	1 574.45
Library	2 886.71
Training & development	17 795.32
Tied funds	193 808.70
Short term relief	22 211.97
Administration & office	38 025.50
School-operated canteen	0.00
Utilities	2 130.48
Maintenance	67 974.89
Trust accounts	0.00
Capital programs	0.00
Total expenditure	395 254.96
Balance carried forward	107 395.43

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.

School performance

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

In 2016 Induna did not have any year 12 students that attained their HSC but three worked on their Statement of Attainment towards their HSC. Nineteen students' worked towards their preliminary HSC during 2016. Seven obtained a full statement of attainment towards their HSC at the end of the 2016.

ROSA

In 2016 Induna School had 13 students attain their ROSA.

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students: The TTFME statement below reflects how as a school staff have worked together to develop a Personalised Learning Pathway to best meet the needs of the students. 58% of students surveyed indicate they are intellectually engaged and find learning interesting. The NSW Government norm for these year levels is 44% for boys. 58% of students surveyed indicate they try hard to succeed in their learning. The NSW Government norm for these year levels is 61% for boys.

Teachers: The TTFME statements below reflect how as a school through leadership and mentoring staff have a better understanding of the targets set and how they influence the targets through their teaching practice. 90.9% of staff either agreed or strongly agreed that: School leaders in my school are leading improvement and change. 81.8% of staff either agreed or strongly agreed that: school leaders clearly communicate the strategic vision and values for our school. 63.6% of staff agreed that: Involvement in professional learning/development has led to changes in my teaching that enhance student outcomes.

Parent/caregiver: During 2016 our parent body has been very supportive of Induna School in the planning for all students, to meet the needs of their Personalised Learning Pathways.

Policy requirements

Aboriginal education

In 2016 the school received Aboriginal background equity funding. This equity loading for Aboriginal students is a funding allocation to support schools to meet the learning needs of Aboriginal students. Funding was utilised to employ an Aboriginal Education officer and one non-qualified tutor throughout the year. The tutor has provided intensive support to identified students in literacy and numeracy as well as students undertaking HSC studies. The impact of tutoring cannot be overstated in our environment – not only is there more opportunity for 1:1 support, but also the respect and rapport developed between the tutor and students have resulted in students being more motivated and developing a more positive attitude towards their chances for success. Highlights in Aboriginal education in 2016 included:

- *maintaining the number of students who completed Year 10.

- *strengthening the number of students who undertook preliminary or HSC studies.

- *strengthening and maintaining a positive and inclusive school culture. An area identified as a key strength on the 'Tell Them from Me' staff survey.

- *100% of Aboriginal students having personalised learning plans in place.

- *Overall literacy and numeracy levels of achievement for Aboriginal students are improving during enrolment, as indicated on both MULTILIT/AIM and Pre/Post diagnostic assessment data.

- *Aboriginal students attaining accreditation through both educational and vocational pathways.

- *100% of Aboriginal students attending school on most days.

Multicultural and anti-racism education

Multicultural education perspectives are integrated into all key learning areas. Students are encouraged to be more respectful, tolerant and appreciative of others and their cultures, and the need to reject discrimination, harassment and vilification is re-enforced and taught by all staff. Due to the short enrolment period for most students, teachers build student awareness of the importance of equal and respectful relationships across all cultures whenever opportunity permits.