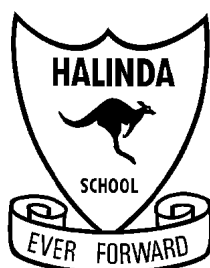


Halinda School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of Halinda 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.

Jan Eccleston

Principal

Message from the Principal

The year 2017 has been highlighted by a number of significant achievements by students, parents and staff. The achievements have been borne out of strong connections to a shared vision and strong commitment to high expectations for student achievement.

Our achievements have been leveraged by high levels of collegiality and professional support amongst staff, strategic professional learning addressing school improvement targets and continued parent and community support.

Highlights have included:

- Successful External School Validation of the school against the Department of Education School Excellence Framework.
- Extension programs for students in the areas of literacy, drama, dance and signing, enabling community and interschool participation for representative school performance troupes, culminating in our senior dance troupe's inclusion in the NSW School's Spectacular.
- Sports development programs across a range of team games and athletics, culminating in Halinda School taking second place at the Combined Schools for Special Purposes Carnival.
- Leadership development through the School Representative Council (SRC). The SRC's fund raising efforts for local charities were recognized by the local newspaper and the local member of parliament.
- Our school captain, Brenton Smith received the Community Service Award for service to school and community.

2017 has been a year that the school and community can be proud of.

Jan Eccleston

Principal

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School background

School vision statement

Halinda School will strengthen partnerships within and beyond the school to build a supportive and empowering school culture based on inclusion, mutual respect and trust.

Using strengths-based approaches we aim to build quality relationships and make a positive difference in the lives of students' and their families.

Through our strategic directions we will inspire and develop a confident community of learners able to meet the demands of a dynamic and rapidly changing society.

School context

Halinda School is located in the Western Sydney Mt Druitt area and services a diverse population within a low socio-economic context. Forty nine percent of the parent population are from non-English speaking backgrounds encompassing twelve different cultural and language backgrounds.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2018–2020

Halinda School enrolls 114 students K–12 with moderate to severe intellectual disability. All students have a secondary disability that may include physical, sensory, health impairments, autism, diagnosed mental health conditions and challenging behaviours.

Enrolment trends towards students with autism, complex language needs and challenging behaviours will shape our professional learning for 2015–2017 with the school placing strengthened focus on language assessment and programming, structured teaching and strategically planned approaches to support the emotional and social wellbeing of students and the school community.

Our professional learning program is strengthened through our work with the Alliance of SSP schools across Western Sydney and our continuing relationship with universities and centres of best practice.

The school has close connections with the community including local service clubs, service agencies and therapy services. Links have been forged with surrounding schools for integration opportunities and peer support programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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:

Learning

In the School Excellence Framework domain of Learning: On the balance of evidence the school is **Excelling** in the elements of Learning Culture, Wellbeing and Curriculum and Learning and **Sustaining and Growing** in the elements of Assessment, Reporting and Student Performance Measure.

The school culture has a strong student learning focus with high aspirations for our students. Student wellbeing and engagement is a priority and there is a strategic and planned approach to support the cognitive, emotional social, physical and spiritual wellbeing of all students and the welfare of staff. There is an ongoing focus on performance development and effective team approaches to the development and delivery of quality teaching, curriculum planning and implementation that is differentiated to meet the learning needs of all students. Planned, consistent, school-wide

practices for assessment and reporting are used to monitor, plan and report on student learning in personal learning plans and KLA programs. A significant number of students consistently perform at high levels in internal school performance measures.

Future Directions

The school will endeavour to enhance student assessment and reporting policy, continuums, processes and proforma. A whole school review and parent consultation will provide information to shape the review 'action plan'. The role and function of the ASDAN curriculum and competency frameworks will be considered as part of the review.

Teaching

In the School Excellence Framework domain of teaching: On the balance of evidence the school is **Excelling** in the element of Effective Classroom Practice and **Sustaining and Growing** in the elements of Data and Skills Use, Professional Standards and Learning and Development.

The school has had a sustained focus on identifying, understanding and implementing the most effective teaching strategies for students with diverse and complex needs. Project teams have researched and implemented relevant evidence-based teaching strategies. Action research methodology has provided significant empirical data to inform our ongoing practice. A school Assessment and Reporting Schedule and school developed assessment tools are regularly utilised school-wide to identify student achievements and progress, in order to inform future school directions. The school leadership has fostered a culture of collaborative practice that has increased joint planning, reflection and evaluation to enhance the quality of our teaching practice. Across-school alliances have enriched our knowledge base and sharing of effective strategies and resources. Fair Education submission funding will enhance our joint professional learning in 2018. The strategic direction plan and milestones drive professional learning and the development and evaluation of the impacts of our teaching practice. All staff take personal responsibility for maintaining and developing their professional standards and demonstrate high levels of commitment and energy in achieving our school's goals.

Future Directions:

Instructional Leadership development across the school will be a priority within our 2018–2020 plan. The school will utilise the Department of Education Learning and Development initiatives to support the accreditation of teachers at the Highly Accomplished level. Our Quality Teacher Support allocation will be utilised to strengthen Instructional Leadership across the school K–12.

Meeting the challenges of the new 'early education' cohort enrolling in 2018 through planning for effective teacher professional learning and program and resource development will also be a major focus.

Leading

In the School Excellence Framework domain of Leading: On the balance of evidence the school is **Excelling** in the element of Educational Leadership and **Sustaining and Growing** in the elements of School Planning Implementation and Reporting, School Resources and Management Practices and Processes.

The Leadership team strives to develop a culture that promotes high levels of parent and community engagement, where positive high expectations for students are articulated continuously through open days, parent planning meetings, consultation luncheons and newsletters, resulting in a well informed and connected community.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidenced based teaching and ongoing improvement so that every student makes measurable learning progress.

Our school plan is developed through substantial community consultation and input from a variety of community organisations and service providers who are ongoing stakeholders in the students' educational provisions.

The leadership seeks frequent school community feedback to inform continuous improvement efforts with the school's vision and strategic directions.

Leadership forges positive relationships with external agencies including business, industry and community organisations to improve educational opportunities for students and quality of life outcomes for families.

Future Directions

The school has completed a robust community consultation for the 2018–2020 School Plan that will enhance our potential as a self-sustaining and self-improving community.

Thinking 'long path' beyond the current leadership tenure and succession planning, envisioning the 'future Halinda School.' Considering not just the technological world, but the world of values, compassion, wellbeing and human

relationships.

Leadership initiatives in the 2018 plan will focus on building teacher and support staff capacity, valued parent participation in their child's education and forging community alliances for the acquisition of support and resources to improve learning outcomes for students.

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

Other programs

Student Leadership

The School Representative Council (SRC) continued to be a powerful tool for building personal competencies and leadership skills within students in 2017. Students enjoyed leading assemblies, planning fundraisers and running student 'fun day' activities. This has been a significant part of our school wellbeing program and we have seen growth in our senior students' respect and responsibility when working with staff and younger students.

We have been very proud of students' fundraising activities for charities which reached \$400 by the end of 2017. Recognition from local newspapers and local and federal government members of parliament were well deserved rewards.

Achievement in the Arts

In an effort to increase students' levels of active participation in physical activity the dance program has been embedded into morning fitness at our morning high school assemblies. Dances have been collated across a broad range of genres and cultures and students enjoy the upbeat start to each day.

Drumming has been incorporated into our performing arts with the establishment of special interest groups and performance troupes attending instruction across the school week. A talented support staff member has mentored students across primary and high school grades and has developed a very competent team who complement cultural dance performances.

Key word signing is a well-used strategy for students developing emergent communication skills. This effective communication strategy has been extended to provide students with effective participation in our school choir.

Signing has become one of the 'special interests' programs for students and a very talented group of key word signers have been trained up for school and community performances.

Choir organizers have mentored a number of student choir leaders who are delighted to front the group at school and community performances.

School Sports

2017 has recorded exceptional development in, and expansion of, sport across the school. There has been strong instructional leadership across primary, high school and transition sectors of the school. Skills development has been facilitated through systematic instruction and generalised across community programs and interschool participation and competitions.

Instructional leaders have been proactive in out-sourcing sports trainers from cricket, rugby league and soccer domains. The levels of engagement and enjoyment have been evident. Students also participated in the Premier's Sports Challenge, increasing their active participation.

During the 2017 school self evaluation, dissemination of data indicated that high risk students, whose self-regulation positive interaction skills put them at risk, were high engagers in the performing arts and sports initiatives. Examination of daily incident data revealed that the referrals for these students significantly reduced in the second semester of 2017. This has provided impetus to expand the sports and the arts and explore the impacts of activities on the development of student self-regulation and skills for team activities in 2018.

Strategic Direction 1

Creating an engaged and skilled community of learners. Enhancing understanding of the student and adult learner, their learning needs and the way they learn. Differentiating teaching and learning for a range of learning needs

Purpose

To raise the levels of community learning and expertise through the design of learning provisions that are personalised for each student and community member. Learning that is purposeful, engaging and differentiated, to ensure that it is directly related to the individuals' learning style, current and future needs within the school, community and professional

Overall summary of progress

Utilising the skills and talents of staff and parents to address school improvement targets has resulted in increased capabilities across the community. Devolved leadership accompanied by effective professional learning has netted visible improvements in community wellbeing and engagement and subsequent improved learning outcomes for students.

Impacts of emergent instructional leadership and student leadership are noted in Strategic Directions 1 and 2. Impacts of parent empowerment and learning are noted in Strategic Directions 1 and 3, with parent participations in students' individual learning plans maintaining high levels, but more importantly the level of input on aspirations for their child and decision making is deepening and challenging staff to meet the rise in parental expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher capabilities as measured by: 100% of teacher meeting specified requirements in PCLP audits. 100% staff meeting Performance and Development Framework, Australian Professional Standards For Teachers and school developed appraisals. 100% staff voluntarily participating in Joint peer appraisal and reflection on practice	Professional Learning Funds \$30,800 QTS FTE 0.089	2017 was another year of refinement of processes and documentation of students' person centred learning and support plans to align with the emerging NDIS planning and review requirements. Strong instructional leaders emerged during this process and they led the inclusion of additional formative assessment tools and schedules to ensure student programs and program amendment occurred in timely cycles. All staff met policy, planning and documentation requirements. The Performance and Development Program (PDP) was highly endorsed by school staff. Peer observations and the opportunities to work collegially were highly valued by all staff. 100% of staff participated in peer observations with all staff utilising collaboratively developed observation that were differentiated for levels of teacher and leadership development.
Levels of satisfaction staff 95% staff indicating high levels of satisfaction in the quality of the professional learning program 100% of staff accessing school developed courses, face to face in-service and on-line courses	Accrued Consolidated Funds \$16,660 (Staff PDP)	The professional learning program in 2017 increased in differentiation across all school targets and staff personal goals. Instructional leadership was promoted and leaders emerged across the school in the areas of functional communication assessment and program development in PE/PD/Health, Creative and Performing Arts, Technology for Teaching and Learning, and differentiated Science/History/Geography units of work in years 7–10.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>These initiatives netted a broad range of shared ideas and scaffolded learning programs, increasing student engagement and skills for participating in shared learning activities.</p> <p>Halinda Staff led across-school alliances and joint learning conferences. Expert presenters enriched professional knowledge and teacher capacity in class practice and program development. Joint work on Google APPs has facilitated teacher exchange and resource sharing.</p> <p>Evaluations across school staff and participating alliance schools highly endorsed the ongoing collaborative professional learning and program sharing initiatives.</p>
<p>Parents</p> <p>100% of parents participating in the development of their child's person centred learning and support plans (PCLP).</p> <p>90% of parents indicating high levels of satisfaction with programs and learning outcomes for students.</p>		<p>98% parents/caregivers participated with school personnel to develop their child's person centred learning and support plans, with a significant proportion parents/caregivers contributing at a deeper level and articulating future aspirations for their child.</p> <p>Ongoing monitoring of student support plans was conducted across the school year in collaboration with parents/caregivers, community care organisations, NDIS therapy providers and medical practitioners.</p> <p>The school has welcomed these collaborative efforts in enhancing provisions for students.</p>
<p>Student outcomes</p> <p>Incremental improvements in student learning data from students' person centred learning and support plans and mandatory communication goals.</p>	<p>SLSO support for in class and community programs to increase student participation</p> <p>Equity Low SES</p> <p>Hydrotherapy \$37,128</p> <p>In class support \$50,907</p> <p>English Proficiency</p> <p>\$8371</p> <p>ITC mentoring and teaching resources</p>	<p>K-12 school data analysis indicated that 10% of students demonstrated value added results in their personal goals, with generalisation of skills across school and community environments. Work related outcomes were endorsed by community work training providers. 82% of students achieved mastery in their personal learning goals and 8% of students made incremental gains towards goal achievement at the end of 2017.</p>

Next Steps

The emergent instructional leadership across the school in 2017 has proved to be a very high leverage strategy in increasing teacher capacity, student engagement and functional skills development.

Instructional leadership will be strengthened in 2018 by:

- Implementation of two Leadership Development Initiatives Highly Accomplished Accreditation projects funded by the Department of Education
- Supporting instructional leaders to facilitate development of 2018-2020 target programs.

- Expanding across school alliance for joint leadership professional learning and program sharing.

The school will continue to enhance student planning and service delivery by:

- Strengthening collaborative initiatives with NDIS and funded services to improve provisions for students and parents.
- Increasing student and parent decision making in planning and review processes.

Strategic Direction 2

The development of quality learning environments that ensure students are actively engaged learners, leaders, productive family members and citizens

Purpose

To develop a supportive, nurturing culture and welfare practices that enhance student engagement and learning. A culture that recognises effort and achievement, builds resilience and inculcates functional 21st Century learning skills and competencies.

Overall summary of progress

Evidence for our School Validation in terms of school culture was gathered from a range of sources including parent, staff and student surveys, audits against the Department of Education Wellbeing frameworks and current policy and program audits. The external validation panel, after reviewing evidence, ranked the school as excelling in School Learning Culture and Wellbeing.

Program differentiation has been an ongoing journey with the TEACCH Program being one of the school's action research endeavours to explore the fundamentals of wellbeing and engagement and apply that knowledge into our teaching and learning initiatives. TEACCH is one of a number of learning methodologies that we implement. The analysis of three years cumulative data substantiated positive learning outcomes for poor students.

Evidence of our School Validation for curriculum differentiation and effective classroom practice include an analysis of the TEACCH action research program, differentiated curriculum continuums, student work samples and learning outcomes data. The external validation panel, after reviewing evidence ranked the school as excelling in Curriculum and Learning and Effective Classroom Practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff surveys and focus group feedback indicate high levels of satisfaction with school learning culture and student wellbeing.	ESES funds Rock and Water staff and student training \$6,000 Equity Low SES Music Therapy \$8,100	Validation evidence confirmed that the school for students. Student wellbeing and engagement remained a priority and there was a strategic and planned approach to support cognitive, emotional, social, physical and spiritual wellbeing of all students and staff. Feedback from staff and parents highly endorsed the school's efforts in these areas.
30% increase in active play participation on playgrounds 20% increase of students receiving 'Caught You Being Good Playground Awards' per term Daily classroom and playground behaviour data indicating a 20% reduction in challenging behaviours	ESES funds \$2000 Interventions Plus Staff training Working with students' who have diagnosed mental health conditions	The enrolment of additional 'high risk behaviour' students in 2017 necessitated the maintenance of the additional playground. A range of sporting and table activities were provided to meet the interests of students. Executive who maintained the playground focussed on structuring social interactions and modelling positive communication and friendship skills. Systematic professional learning and weekly reflection and dialogue on student behaviour was conducted at weekly welfare meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		Evidence collated for the External School Validation on wellbeing and behaviour statistics indicated that consistent collection and analysis of daily student behaviour data substantiated significant reductions in behaviour incidents. The data was triangulated with work health and safety reports and student engagement data. Analysis confirmed improved student engagement and social interactions had significant reductions in student behaviour incidents.
Students participating in the TEACCH action research project will demonstrate incremental improvements, from baseline data in the domains of well-being, social interaction skills, sustained engaged time on task and acquisition of effective learning skills.		<p>The three year TEACCH program has netted consistent learning outcomes for students. The program implementation has included ongoing program development and implementation, expert input into our professional learning program, classroom audits and consultancy advice from ASPECT services. In school mentoring and across school alliance collaboration on program development and implementation has increased expertise across the school.</p> <p>An analysis of the three year data sets revealed that students had averaged a 14 point gain across the domains of social functioning, learning dispositions, happiness and levels of satisfaction in learning tasks.</p> <p>Reflection on practice in team meetings highlighted the importance of the learning protocols within the TEACCH program and the feasibility of the pedagogy to be generalised across functional living skills programs in years 7–10.</p>

Next Steps

Next Steps:

Student wellbeing and engagement are critical variables in service delivery in our school context. Enhancement initiatives for continued development in these areas will be iterated across the 2018–2020 school plan.

Initiatives will include:

- Implementation of whole school 'Visible Wellbeing Program' for students, parents and staff.

Strategic Direction No. 1 School Plan 2018–2020

- Expansion of our differentiated learning programs for students to include functional ASDAN Daily Living Skills curriculum in high school and the introduction of STEAM pedagogy across the school for key learning areas in Science, Technology, English, Maths and Art.

Strategic Direction No. 2 School Plan 2018–2020

Strategic Direction 3

Developing local school/community networks that support community growth and empowerment and facilitate 'quality of life options' for students and their families

Purpose

To build social capital that will engender co-operation, exchange and innovation, resulting in the development of productive community networks that support student and family growth and successful transition of students into constructive community lifestyle options

Overall summary of progress

The school has strategically planned opportunities for the interchange of appropriate understandings, knowledge and skills amongst parents and staff to successfully negotiate the NDIS journey. The partnership has been productive and we have learned from each other. Strong collaborative relationships have emerged and a culture of mutual support is evident. Parent leaders have emerged within the community and they have supported families from non-English speaking backgrounds and provided current advice and advocacy for parents. A sound foundation for 2018 has been established

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Active Parent Involvement as measured by 50 % of parents/carers attending parent education programs</p> <p>50% of parents attending education and information programs will be from families LBOTE (as cited in Attendance logs)</p> <p>80% of attendees indicating they had grown in understanding and awareness of the changes of service delivery for their child and confidence in seeking services as a result of school programs</p> <p>Levels of satisfaction surveys indicating that the information presented was relevant and useful for the future and workshops provided opportunities for networking with parents and service providers.</p>	<p>Catering: \$1,500</p> <p>Accrued School Funds</p> <p>Multicultural Days</p> <p>Parent Focus groups</p> <p>Community Expos</p> <p>School Open Days with the Skill Set Café</p> <p>Open Education Day</p>	<p>During 2017 the school forged closer connections with NDIS local area coordinators and planners in an effort to support the ongoing planning and review needs of parents</p> <p>With the uptake of the NDIS in the Blacktown LGA therapy services began a journey into our classrooms. The school established interim processing and booking arrangements to ensure a productive collaborative service.</p> <p>Subsequent Department of Education policy and protocol documents were provided to schools and they are providing guidance and enhancement for our collaborative endeavours.</p> <p>Parent initiatives were offered across the year culminating in rounds of parent consultation providing advice on our 2018 and beyond journey with parents. Parent aspirations and feedback are reflected in our next steps 2018.</p> <p>Attendance at our parent functions increased in 2017, with a pleasing balance across the families with non-English speaking backgrounds through multicultural and community days.</p> <p>Parents are growing in knowledge and confidence in managing NDIS processes and a growing group of parents emerged to provide interpreter and NDIS guidance. This was well received by parents and highly valued by the school.</p> <p>Community EXPO days provided essential information for parents of school leavers and their ongoing planning for NDIS funding.</p> <p>Our parent education and consultation events were catered for by our enterprise education 'Skill Set</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Active Parent Involvement as measured by 50 % of parents/carers attending parent education programs</p> <p>50% of parents attending education and information programs will be from families LBOTE (as cited in Attendance logs)</p> <p>80% of attendees indicating they had grown in understanding and awareness of the changes of service delivery for their child and confidence in seeking services as a result of school programs</p> <p>Levels of satisfaction surveys indicating that the information presented was relevant and useful for the future and workshops provided opportunities for networking with parents and service providers.</p>		<p>Café team. This provided parents opportunities to evaluate students' communication, teamwork and food preparation skills. We considered this as a powerful 'living report card' initiative.</p> <p>Parent levels of satisfaction remained high across the year and we are thankful to a core group of parents who have committed to play leadership roles in our school community parent initiatives in 2018.</p>

Next Steps

Next Steps:

In 2018 the school will capitalise on the growth of parents towards developing school teams that support parents and student program development. Our strategies will focus on parent support and strengthening connections for active participation in their child's learning program.

These initiatives include:

- Partnering with a Purpose– Key parent focus groups with community personnel.
- Bridging strong productive links with NDIS – the School as conjoint with NDIS planning and review.
- Advocating for parents – New DET /NDIS policy implementation with NDIS providers, parents and school staff.
- Bringing parents into the 'Zone of Proximal Development' – non threatening learning opportunities for parent learning experiences. (Open learning and parent reflection days).
- Building of strategic alliances with local companies, organisations and corporate entities to enhance resource support for target programs in our 2018–2020 plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,849	<p>In 2017 the school continued to set high expectations for students when developing 'person-centred learning and support plans' with parents. Plans were expanded to provide opportunities for learning through students' strengths and interests.</p> <p>Funding was utilized to provide additional learning support for planning, program implementation and resources to support instruction.</p> <p>The school also worked towards building Aboriginal identity by supporting students' inclusion in multicultural days, SRC activities and school performances, and participation in representative sports activities within the community.</p>
English language proficiency	0.2 FTE reading specialist support. \$8,371	<p>The 0.2 English Proficiency and the English language proficiency funding allocation were utilised to focus on 46 students who were symbolic learners and who demonstrated ability to develop functional reading skills.</p> <p>Based on thorough assessment of students' reading skills, the specialist teacher designed a range of instructional strategies that promoted reading and comprehension skills.</p> <p>In addition, the program includes generalization of reading activities into students' class activities.</p> <p>The reading specialist provided professional learning and coaching to class teachers, utilizing Chromebooks, online reading programs, audio books, comprehension activities, Apps for whiteboard activities and participation in the Premier's Reading Challenge.</p> <p>A comprehensive evaluation of the program, sourced from formative and summative data collected across 2017, was provided to leadership and classroom teachers.</p> <p>Student data and levels of teacher satisfaction, indicated that the program netted increments in student engagement and all students demonstrated incremental improvements in reading levels.</p>
Socio-economic background	Equity Low SES Hydrotherapy \$37,128 'In class' support \$50,907	<p>Equity funds were distributed, after a thorough analysis of students' learning needs and goals in their 'personal learning and support plans', to ensure equitable distribution across the school's diverse and complex student population.</p> <p>The budget allocation team aimed to provide opportunities for multiple learning pathways and equitable engagement in the school curriculum and in school life, through strategic funding allocations.</p>

<p>Socio-economic background</p>	<p>Equity Low SES</p> <p>Hydrotherapy \$37,128</p> <p>'In class' support \$50,907</p>	<p>The priority needs of our students with physical disability were met with substantial funding allocated for additional staff to implement regular hydrotherapy programs to maintain students' physical status and emotional wellbeing.</p> <p>Learning and engagement for our students requires significant additional support from trained School Learning Support Officers. Allocations for student learning support made up a significant proportion of our equity funding allocation.</p> <p>32% of students were identified on the school risk assessment with potential for challenging behaviours that could disrupt teaching and learning and/or provide risk of harm to students or staff. Allocations were made against the risk assessment and ongoing daily incident reports.</p> <p>Our school self-assessment and student engagement and behaviour data, substantiated effective allocation and highlighted the benefits of equity funding for our students.</p>
<p>Support for beginning teachers</p>	<p>\$13,127</p>	<p>Support funding was provided for one new beginning teacher. This funding was utilized to provide a mentor teacher, additional release from face to face teaching for peer observations, relevant in-service courses and mandatory programming and documentation.</p> <p>In semester two the teacher was provided with opportunities to undertake release from face to face activities to acquaint herself with the full range of diversity within our student population. This initiative provided opportunities for teacher collaboration and peer observations. The initiative was well received by the beginning teacher.</p> <p>Weekly welfare meetings provided input on positive behaviour management strategies and guiding policies.</p> <p>The beginning teacher's expertise in technology was acknowledged and utilised. Evaluations from the mentor and mentee highlighted the benefits of the joint sharing of expertise.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	74	78	81	83
Girls	43	36	32	31

In 2017 Halinda School enrolled 115 students K–12 with moderate to severe intellectual disability. All students had a secondary disability that may have included physical or sensory impairments, health conditions, autism, diagnosed mental health conditions and challenging behaviours.

Structure of classes

Class sizes were maintained in line with the recommendations of the Department of Education (DoE) and in accordance with the students' disability confirmation. Students with a severe intellectual disability attract one teacher and one school learning support officer to six students. This is to accommodate the level of high support required for learning and personal care. Students with a moderate disability attract one teacher and one school learning support officer to nine students. Some groupings varied according to students' pathways of study and additional learning needs. A variety of courses and programs were offered according to aspirations and planning by students and parents at their 'person-centred learning and support' planning meetings.

Retention Year 10 to Year 12

All students attended school up to year 12. Students graduated with a Higher School Certificate Life Skills. On graduation students were transitioned into an NDIS funded program focusing on school to work training or community participation.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	16.97
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	22.28
Other Positions	0

*Full Time Equivalent

Position	FTE
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.68
Teacher librarian	0.6
School administration and support staff	22.282
Other Positions	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their work force. The school did not employ any staff with Aboriginal background 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	57
Postgraduate degree	43

Professional learning and teacher accreditation

The school has a professional learning policy and annual strategic plan for sustained professional learning across the school community. In 2017 the school prioritized professional learning for school improvement targets in the school strategic directions, mandatory departmental requirements and the personal professional goals of staff and parents.

The promotion and devolvement of instructional leadership K–12 resulted in strong team leadership that netted enhanced levels of teacher capacity and student engagement, particularly in the areas of technology for teaching, utilizing IPADS for communication APPS, whiteboard applications, online literacy programs and beginning work in STEAM pedagogy. Teachers benefited from significant differentiation across key curriculum areas and shared program development and implementation.

Instructional leaders also led training in our action research TEACCH and ASDAN programs within the school and across SSP alliance schools.

Two of our emerging instructional leaders were successful in their applications to the High Performing

accreditation initiative, undertaking projects from our school targets in the 2018–2020 plan.

In addition the school extended its professional learning across SSP alliances for joint school conferences and program sharing. This has been an effective learning initiative and will extend into a joint school funded Fair Education program exploring best practice for students with complex learning needs.

All teaching staff undertook the Performance and Development Program and were allocated release from face to face teaching to pursue their personal learning goals and peer observations.

Our overarching goals for our professional learning program were to enhance curriculum and learning provisions for staff and students.

Our school external evaluation rated the school as excelling in the area of Curriculum and Learning.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	412,432
Revenue	4,478,724
Appropriation	4,461,076
Sale of Goods and Services	3,783
Grants and Contributions	9,536
Gain and Loss	0
Other Revenue	0
Investment Income	4,329
Expenses	-4,507,706
Recurrent Expenses	-4,507,706
Employee Related	-4,386,901
Operating Expenses	-120,805
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-28,982
Balance Carried Forward	383,450

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	607,556
Base Per Capita	36,807
Base Location	0
Other Base	570,749
Equity Total	116,450
Equity Aboriginal	7,849
Equity Socio economic	100,229
Equity Language	8,371
Equity Disability	0
Targeted Total	3,576,025
Other Total	23,962
Grand Total	4,323,992

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

Understanding about Aboriginal culture has been built through sound policy implementation, teacher professional learning and across-curriculum program planning, particularly incorporating creative and performing arts. The school engages in 'welcome to country' at all school community functions and recognizes past events in the history of the Aboriginal culture at our annual reconciliation initiatives, Harmony and NAIDOC Day activities.

In 2017 our high school team utilized cross-curriculum approaches to plan an annual calendar that included Harmony day, NAIDOC Day, and multicultural recognition events incorporating student inclusion in sporting, dance, drama, signing and drumming activities. Our student 'enterprise education' team capitalized on these opportunities to showcase their food preparation, teamwork and hospitality skills to cater luncheons for the community.

Multicultural and anti-racism education

A robust multicultural policy document supported initiatives that comprises 50% Language Background Other Than English (LBOTE).

In 2017 two antiracism contact persons were elected by the staff and supported by Department of Education training. These staff members played a significant role in the implementation of the multicultural policy and were sensitive contact persons within the school community.

The school embraces diversity and recognises the rich cultures, skills and gifts that continue to enhance our community.

The school has ensured the understanding of the many cultures that make up the Halinda community are embraced within classroom and whole school initiatives, through contextualised curriculum focuses in 2017. Students engaged in experiential learning activities involving the artifacts, food and dances of the varied cultures represented within the Halinda community.

Student diversity and harmony has also been forged through our 'Positive Behaviour for Learning' program where social inclusion and social skills for interaction are taught explicitly on a daily basis. Our staff profile reflects the high level of community diversity and staff have contributed significantly to the cohesiveness of community with their cultural rituals and participation in school open days.