

Budawang School

Annual Report



2017



5749

Introduction

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

Sheryl Bruffey

Principal

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Message from the Principal

We started the 2017 school year with the establishment of another class, which brought our enrolment to 35 students located in 5 classrooms. We welcomed an additional full time teacher and School Learning Support Officer. Twenty two students were enrolled in Kindergarten to Year 6, and 13 students were enrolled in Years 7 to Year 12. Two students completed their Year 12 Life Skills courses and we celebrated their success at the Year 12 Farewell Formal. Another 9 students were recognised for outstanding achievement and contribution to our school at Presentation Night.

In addition to these whole school activities we enjoyed a Welcome Back disco, an Easter Hat Parade, Athletics Carnival, Swimming Carnival and Harmony Day celebration. Major excursions included our Annual School Camp, a trip to Canberra for our senior students, trips to the Nowra Animal Park, Dream Cricket and the Milton Show. Our students attended weekly integration activities with Ulladulla High, Ulladulla Public and Milton Public Schools plus weekly visits to Gum Nuts Pre-School Centre. They also participated in sewing activities with Ulladulla High School students, Assembly activities with all other schools and the development of a new inclusive playground at Mollymook Beach.

We once again enjoyed the full support of our P&C who assisted with the development of the 2018 – 2020 School Plan, Mothers Day and Fathers Day Stalls, gardening and maintenance projects and fundraising. As a result of fundraising initiatives we were able to improve the quality of the Sensory Garden Play Space which has improved the learning opportunities for our youngest students.

Some parents joined our team of volunteers to assist in classrooms, swimming activities, horse-riding, cooking, shopping and bike riding activities. We averaged a team of 25 volunteers who donated between 2 and 12 hours of their time each week. This resource has dramatic affects on student learning and development and we thank our team of volunteers and acknowledge the wonderful work they do for our school.

Our staff are always identified as our schools most important resource and as always they attended additional Professional Development activities in order to ensure that they are providing the best possible educational experiences for each and every one of their students. They worked with speech and occupational therapists, itinerant support teachers and psychologists to develop a team based approach that supports each student's Individual Education Plan as well as their newly developed National Disability Insurance Scheme Plan.

The following report identifies key aspects of the 2017 school year in more detail.

School background

School vision statement

At Budawang School each person will be treated as an individual, whole person. Staff members will work with therapists, coaches and other community members in a well organised, systematic way. Programs will cater for unique needs in a flexible manner. Everyone will feel free to express themselves in an energetic but dignified and respectful way as they develop and inspire trusting relationships. They will be actively and enthusiastically engaged in their own learning and supported to participate in meaningful lessons, activities and projects designed to maximise their achievements and unleash talent. (Strategic Direction 1) You will observe the skilled use of technology, Key Word Sign and visual supports to deliver innovative, student centred lessons in a warm, caring, happy manner. Systems will be aligned so that students and staff members will achieve personal goals that enable them to lead socially rewarding, healthy, productive lives at school and beyond. Growth Coaching will be used to encourage people to unlock personal potential and maximise performance. (Direction 2) It will be obvious upon visiting our school either digitally or in person, that both students and staff members enjoy the educational experience. The school will be bright, well resourced, innovative, safe, clean, and well maintained. Our purpose will be clearly stated and visible and there will be a range of dynamic learning experiences on offer that enables all students to engage at their level, in their time, in a manner that maximises their readiness for learning. (Strategic Direction 3)

School context

Budawang is a School for Special Purposes located 2 kilometres north of the Ulladulla township. We currently have an enrolment of 35 students aged from 4 to 20 years of age. We provide opportunities for students to develop the social, numeracy and literacy skills essential for life in the 21st century. We have the support of visiting therapists to promote this outcome. Our students benefit from a visually explicit, well organised environment. They enjoy a range of activities that promote movement and inclusion in community based programs. Two buses enable access to community facilities, including the local pool, public library, nearby parks, local schools and shopping centres. We are exceptionally well resourced with a kitchen, library, 5 classrooms and 2 well equipped playground areas. Each classroom has an interactive whiteboard and each student is issued their own ipad with apps that promote learning and communication. We have wireless access throughout the school. Teachers are exceptionally well trained so that they can plan and implement learning experiences that are appropriately designed to meet the needs of each of the students in their class. The School Learning and Support Officers are skilled in personal care, technology support and fluent in alternative communication modes. The local community is extremely supportive of our school demonstrated by the fact that we have a team of 28 volunteers who provide additional assistance throughout the week.

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. 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.

As a result of the work we have done in 2017 our Learning Culture was assessed as moving from Sustaining and Growing to Excellent. This is because we can provide evidence that there is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement. Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

In the element of Student Performance Measures we moved from Sustaining and Growing to Excelling because we can demonstrate that the performance of equity groups within our school is comparable to the performance of all students in the school.

In the element of Data Skills and Use, we moved from Delivering to Sustaining and Growing because of the work we have done to ensure that teachers incorporate data analysis in their planning for learning and that assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

We moved from Sustaining and Growing in the area of Leadership because we could provide evidence that staff have purposeful leadership roles based on professional expertise. The school community is committed to the school's strategic directions and practices to achieve educational priorities. The school is recognised as excellent and responsive by its community as a result of effective engagement with members of the local community such as parents, families, local media and business organisations.

Our 2018 – 2020 School Plan will focus on further developing our capacity for strategic improvement over the next 3 years.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Build positive partnerships

Purpose

By mapping student access to therapists we can align systems and ensure that all students are able access the therapy they need. By improving partnerships and aligning systems we can increase parents' awareness of therapy and other available services and improve student access to these therapists and services.

Overall summary of progress

All staff members have worked in partnership with therapists and have indicated how valuable this experience has been.

Most parents and carers have indicated that they have been well informed about the services available to their students.

All students have had access to speech, occupational therapy, music, art and physiotherapy during the course of the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff will be better informed of therapist support for their students and are better able to work in partnership with the therapists. They will provide a satisfaction rating of 8 out of 10 where 1 is the worst and 10 is the best.	\$2,000 expended on Professional Development activities relating to therapy support.	80% of staff gave a ranking of 10/10 for information provided about therapy support. 10% of staff gave a ranking of 9/10 5% of staff gave a ranking of 8/10 5% of staff gave a ranking of 7/10
Parents and carers will be better informed of the services available to them and how they can access these services. They will provide a ranking of 8 out of 10 where 1 is the worst and 10 is the best.	\$1,000 was expended as part of the Individual Learning and support Planning process to release staff for these meetings. \$1,500 was expended as part of the Transition to School process.	70% of parent/carers respondents indicated a satisfaction of 10/10 for information provided about therapy support. 10% of gave a ranking of 9/10 for information provided about therapy support 5% gave a ranking of 8/10 for information provided about therapy support 5% gave a ranking of 7/10 for information provided about therapy support and 10% gave a ranking of 6/10 for information provided about therapy support
All students will have ongoing access to speech, occupational music, art and physiotherapy. Parents/carers and staff members will provide a satisfaction rating of 8 out of 10 where 1 is the worst and 10 is the best.	\$10,000 for Speech Therapy support \$5,000 for Psychology support \$15,000 for Occupational Therapy support	80% ranking of 10/10 for access to therapy support. 10% ranking of 9/10 for access to therapy support 5% ranking of 8/10 access to therapy support 5% ranking of 7/10 access to therapy support

Next Steps

More work still needs to be done to inform both staff and families about what support is available to students and how they can best use this support. this is especially important for new parents to the school, new staff members and people working with the National Disability Insurance Agencies for the first time.

Strategic Direction 2

Build teaching & leadership capacity

Purpose

By developing the digital skills of the whole school community we can improve communication, reduce our environmental footprint, save time and money, increase student engagement and improve student literacy and numeracy. By using Growth Coaching as part of the professional development process, staff members are able to adapt to change, take innovative risks, reflect on personal performance, observe best practice and engage in evidence based teaching and leadership so that they maximise their performance in the classroom and beyond.

Overall summary of progress

This progress has been slow, however we have made significant progress over the last 12 months. With the employment of an additional Office staff member, we have had consistent support so that internet problems, damaged equipment and the ordering of new equipment can take place in a timely manner. Professional Development has taken place in both formal and informal settings. Class-based websites have been valued communication devices in 2 classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A school wide infrastructure that enables reliable digital access at all times will score a ranking of 8 out of 10 where 1 is the worst and 10 is the best. (Staff)	\$12,000 for additional Office staff \$5000 for additional ipads, harnesses, speakers etc \$8,000 for a new Interactive White Board	70% of staff indicate that the school wide digital infrastructure deserves a ranking of 8 out of 10. 20% provide a ranking of 7 out of 10 10% provide a ranking of 6 out of 10.
A collaboratively developed Professional Development package that provides ongoing, regular, consistent digital technology training that scores a ranking of 8 out of 10 where 1 is the worst and 10 is the best. (Staff)	Most of this training took place in Staff meetings.	Most staff believe that there is more work to be done to collaboratively develop Professional activities that provide ongoing, regular, consistent digital technology training. It is still seen as adhoc and inconsistent
The development of 2 class-based websites to promote student learning and parental engagement that score a ranking of 8 out of 10 where 1 is the worst and 10 is the best. (Parents)	No money was spent on this initiative.	The class-based websites or equivalent were very well received by the families of both classes. The face book page for the Blue Class was particularly valued with all parents ranking it at 8/10.

Next Steps

More work needs to be done to provide a collaboratively developed Professional Development package that provides ongoing, regular, consistent digital technology training. Another class will be encouraged to develop a class webpage or equivalent.

Strategic Direction 3

Create dynamic learning experiences

Purpose

By providing a wide range of engaging activities originating in unique, meaningful, personalised programs, students are “ready for learning” more often. They gain the confidence to access their local community, attain life skills and develop interpersonal skills. They also sleep better, are healthier and learn to self-regulate their behaviour sooner. By providing an environment where students enjoy learning, we create a future of continuous growth.

Overall summary of progress

The whole school community has indicated that the creation of dynamic learning experiences ranks as one of the schools 3 most important successes. They value the care and expertise required to cater to the needs of a diverse range of student needs in unique and creative ways.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Each student will have a timetable developed indicating what activities they will do each week. The timetable will be ranked 9 out of 10 by the parent/carer in terms of catering for the learning needs of that student.	No funds expended.	Feedback from parents indicated that 28 out of 32 parents ranked their students timetable with a 9/10 in terms of catering for the individual needs of their student. 2 parents ranked their child's timetable with an 8/10 2 parents ranked the timetable with a 7/10
Equipment and resources will be provided to support these programs in a safe and engaging way. Resources to support Programs will be ranked 9 out of 10 by staff members	\$38,000 – swimming \$6000 – horse riding \$6000 – cooking \$8000 – playground up grade \$2000 – vegetable garden \$3000 – access to public recreation facilities \$8,000 – annual camps \$2000– Art and music therapy	14 out of 18 staff indicate that resources provided to support programs could be ranked at 9/10. 2 staff indicate 8/10 2 staff indicate 7/10 It must be noted how important our volunteer contribution is to the goal.
All Risk Assessments to be completed for each out of school activity by Week 3 Term 1 2016.	No funds expended	All risk assessments were completed within the time frame and risk assessments were completed for each excursion or camping activity in a responsible and timely manner.

Next Steps

The creation of dynamic learning experiences is highly valued by the whole school and extended community. More needs to be done to provide meaningful activities for students with very high support needs. We rely on families, itinerant support teachers and therapists to assist with this aspect of our school plan, however it is important for staff members to be constantly finding ways to include students in a wide range of activities that meet the needs of these students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,158	These funds were used to support the schools shopping, gardening and cooking programs. The use of these funds enables all students to develop important life skills but also to learn more about bush tucker, nutrition, literacy and numeracy.
Socio-economic background	\$51,674	These funds were used to provide dynamic learning experiences including swimming lessons, horse riding, community sport and camping excursions. Many of our students would never benefit from these activities unless they were provided by the school

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	14	17	21	23
Girls	11	11	9	12

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.63
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.18
Other Positions	0

*Full Time Equivalent

We currently employ 1 casual staff member of Aboriginal background.

Teacher qualifications

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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	125,715
Global funds	51,129
Tied funds	55,653
School & community sources	12,677
Interest	688
Trust receipts	0
Canteen	0
Total income	120,146
Expenditure	
Teaching & learning	
Key learning areas	26,593
Excursions	2,644
Extracurricular dissections	21,786
Library	24
Training & development	3,021
Tied funds	64,299
Short term relief	14,175
Administration & office	6,648
School-operated canteen	0
Utilities	3,554
Maintenance	13,234
Trust accounts	200
Capital programs	0
Total expenditure	156,177
Balance carried forward	89,684

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	224,150
Appropriation	184,505
Sale of Goods and Services	914
Grants and Contributions	38,371
Gain and Loss	0
Other Revenue	0
Investment Income	359
Expenses	-191,010
Recurrent Expenses	-191,010
Employee Related	-119,333
Operating Expenses	-71,677
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	33,140
Balance Carried Forward	33,140

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

	2017 Actual (\$)
Base Total	332,340
Base Per Capita	10,224
Base Location	1,813
Other Base	320,303
Equity Total	55,832
Equity Aboriginal	4,158
Equity Socio economic	51,674
Equity Language	0
Equity Disability	0
Targeted Total	917,605
Other Total	8,364
Grand Total	1,314,141

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.

Parent/caregiver, student, teacher satisfaction

Survey results indicate that all 32 families indicate a high or very high satisfaction level. Examples of this satisfaction can be found on the school face-book page, text messages to the principal and letters of appreciation written at the end of the year.

There were 3 formal complaints from parents during the course of the year. All were managed to the satisfaction of all concerned. The school emphasises that in most cases, the complaints process strengthens relationships and improves practice and communication.

Survey results indicate that all 35 students enjoy attending school, although 1 student was looking forward to attending a new school in 2018. These results were obtained through direct communication, technological communication, teacher observation or parent feedback, depending on the communication systems used by each student.

Staff satisfaction indicated that 18 of the 18 staff members indicated that they were satisfied, with the work experience at Budawang School. Many commented on the challenges involved in working with students who are still learning to manage their behaviour; many also commented on the impact of a very physically demanding workplace; some commented on the impact of the daily impact of being hyper-vigilant to make sure all students were always

safe and some commented on the frustration of technology that does not always work. Despite this feedback the staff unanimously appreciate the support and close relationships of the families they work with; they value the support of other staff members and they are motivated by the progress they see in their students' learning and development.

Policy requirements

Aboriginal education

The Aboriginal education initiatives are informed by student assessment, personalised learning plans and the input and advice of our local Aboriginal Education Consultative Group. Aboriginal students at our school achieve at the same level as other students at our school. We emphasise whole school understanding of Aboriginal culture, including art, literacy and food production and use. Aboriginal funding was used to develop a bush tucker garden and the produce from this garden was used to supplement shopping activities that operated as part of each classes cooking program. the gardening, shopping and cooking programs also developed the students' literacy, numeracy and social skills.

Multicultural and anti-racism education

We value the fact that our 35 students and 20 staff members identify with 12 different racial backgrounds. We celebrate this diversity via Harmony Day, NAIDOC Week and through various dress-up days that promote learning and understanding about different parts of the world. We use our cooking program to make these activities more meaningful and use story telling and illustrations or images to improve understanding.