

Induna School Annual Report



2017

Introduction

The Annual Report for **2017** 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 contact details

Induna School

57 Swallow Rd

South Grafton, 2460

www.induna-s.schools.nsw.edu.au

induna-s.School@det.nsw.edu.au

6643 0008

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

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 improving literacy levels, centred on writing, and developing Personalised Learning Plans (PLPS) to target a students learning needs.

To develop our students writing skills all staff undertook professional learning in understanding the Literacy Continuum and writing assessment tasks were timetabled and conducted regularly with all staff targeting the writing requirements of their subject area. Data collected from these assessment tasks were monitored regularly by the Learning and Support Teacher (LaST) and adjustments to their literacy development needs made accordingly.

All students now have a Personal Learning Plan which has been developed in consultation with the student to target their individual learning goals, either academic, cultural or social. These goals are revisited on a regular basis and if a student has achieved one or all of their goals new goals are developed. The implementation of PLP's has allowed students to take ownership of their learning and develop life long learning skills.

Teaching

In the domain of teaching our school focus has been on the continual development of staff through better understanding of the Australian Professional Standards for Teachers and access to professional learning towards their career development. Further professional learning, aligned to the schools strategic directions, was conducted by Strategic Directions teams to all staff with teachers demonstrating responsibility and ethical practice in working towards the school goals.

Regular evaluation of teaching and classroom practices were done by all staff through undertaking and/or conducting classroom observations. The purpose of the observations were nominated by the staff member being observed to assist them in maintaining accreditation and was aligned to the Australian Professional Standards.

Leading

In the domain of Leading our focus has been on leadership development, community engagement and improving management practices and processes.

The school regularly solicits and addresses feedback on school performance from community organisations such as the AECG, Rotary and other schools involved in Inter-school Sport. Streamlined, flexible processes were developed to deliver information to our parent body and strengthen parental engagement.

Leadership development is central to school capacity building and aspiring leaders were given the opportunity to perform in higher duties to gain experience, the opportunity to attend Collegial Leaders Networks to maintain currency in their subject areas and opportunities to visit other Education Training Units to investigate best practice in transitioning students into the most appropriate educational setting for them.

Aspiring leaders and non-executive Strategic Directions leaders were further given time to attend Executive planning days giving them the opportunity to have a say in the development of our School Plan and Strategic Directions projects.

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

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 as most of our students have gaps in their knowledge and understanding for a variety of reasons; lack of attendance in mainstream schooling, behaviour disabilities, cognitive disabilities or social/emotional disabilities.

The focus for 2017 was Literacy; developing student vocabulary and writing skills. A range of writing samples were generated from all Key Learning Areas (KLA's) with teachers entering progress on the writing continuum. Data collected from the continuum suggests a slight improvement in student writing skills.

The PBL team refined and implemented the Expectations Matrix and developed more visual signage of rules and expectations.. The team also completed their Tier 1 training and have analysed the SET data to inform areas for improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Aboriginal Background Equity Loading – AEO = \$52407 Aboriginal SLSO – RAM Aboriginal Equity = \$27519 RAM Socio Economic = \$8448 Norta funds (from 2016) = \$9335 SLSO TOTAL = \$45302	Staff have developed their knowledge about the literacy continuum and more staff have been placing information in the continuum on Sentral. However some staff still found the assessment process difficult and not entirely appropriate for our cohort. AIM is embedded in the school routine and is conducted 3 times a week for each student; once in Literacy and Numeracy class and twice in maths. Students have indicated through the TTFM survey that quality instruction has remained consistent. TAFE/VET delivery is still considered by the students as a highly engaging program with increasing numbers of students accessing the programs, gaining valuable employability skills which are recognised Australia wide. Extra Curricula programs and community events, such as Harmony Day, NAIDOC Week and Inter-School Sport have continued to have a high level of student engagement.

Next Steps

The Literacy/Numeracy Continuum is being phased out and relevant staff will undergo training in the new Literacy/Numeracy Learning Progressions. From the Progressions a data collection and assessment tool will be developed to inform teaching staff and develop their understanding about a students literacy needs and the

differentiation required to support all student learning. Staff will also be given the opportunity to develop their knowledge of the use of Rubrics in student feedback and assessment.

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 aligned with the school plan and the teaching staff aligned their goals with the Australian Professional Standards for Teachers. The Head Teacher Teaching and Learning supported and monitored all teaching staff and conducted one observation on all teaching staff to establish consistency. SLSO staff were supporting in achieving their work and career goals and all staff undertook PL in line with their PDP and school strategic directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Ram Professional Learning = \$16727 School Funded Professional Learning = \$23563 Teacher Professional Learning (2016 carryover) = \$4630 TOTAL = \$44922	100% of staff completed the PDP process with professional learning around updating knowledge of a school and system priority. Staff were encouraged and provided with leadership opportunities throughout the year and then provided with professional development around applying for positions with the DoE through the merit selection process. Strategic Team Leaders led meetings and initiatives, documented through Sentral. Leaders were provided with Professional learning around Self Evaluation and the school plan. Although staff satisfaction in the TTFM survey was 0.1 lower than the previous year for leadership, it had increased overall by 0.5 over the past 3 years. Staff satisfaction on learning provided around leadership was 100% positive as indicated in surveys conducted through Survey Monkey.

Next Steps

Staff provided with professional learning around school priorities and leadership roles such as leading strategic directions for aspiring staff. Teaching staff will provide support to SLSO's in developing their PDP's. A small team will be formed around developing "Integrated Units" focused around project based learning and programming.

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

Student transition and Aboriginal education were the main focus areas for the Community Connections team.

Students in general have a short enrolment at Induna, so successful transitioning to educational or employment settings is essential to support student success and re-integration into the wider community. In order to foster a culture of collaboration and communication, we have gone from zero (in 2015) to 100% (in 2017) of students having a Transition Plan in Sentral and 100% of senior students (in 2017) had Rotary interviews prior to exiting the school.

In conjunction with the Aboriginal Education Officer, the Aboriginal Education Team developed processes for ongoing support of staff and language. As a result Aboriginal Studies is now embedded in all Stages (4– 6), Aboriginal perspective are embedded in all KLA's and there has been an increase in cultural awareness amongst all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Aboriginal Background Equity Loading – AEO Position = \$13102 (a day a week) RAM Socio Economic (White Card and TRYP) = \$10500 (Student engagement) Community Consultation Funding (Federal) and Naidoc Grant = \$2665	Survey results indicated that 87.5% of staff felt more confident to embed Aboriginal perspectives into their teaching programs by the end of 2017 than they were at the start of the year; 87.5% of staff also felt that the school was better resourced to increase student engagement by the end of 2017 due to the purchasing of KLA-specific Aboriginal perspective text books; and 100% of staff indicated that the Staff Development Day in Term 3 on Aboriginal Education increased their cultural awareness. 100% of students at Induna had Transition plans in 2017 100% of senior students had Rotary interviews in 2017. Feedback received from Rotary Australia was praiseworthy of the job interview program. A survey conducted on community partners on NAIDOC Day indicated 90% of students and 90% of staff &/or parents were involved in and enjoyed NAIDOC at Induna and 90% of students participated in the Gumbaingirr language workshop.

Next Steps

Budget funding to be allocated towards creating a dedicated Transition officer (one day per week) to maintain and build positive relationships with community groups and educational settings.

The development of a community-based directory for resources and community connections.

Student achievements to be celebrated at community celebrations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$27519	<p>SD1</p> <p>The focus for 2017 was Literacy; developing student vocabulary and writing skills. Data collected from the continuum suggests a slight improvement in student writing skills.</p> <p>The PBL team refined and implemented the Expectations Matrix and developed more visual signage of rules and expectations. This assisted students who had low literacy skills to quickly understand the expected behaviours and less issues noted in the Induction class.</p>
Socio-economic background	\$86513	<p>SD2</p> <p>Staff have a clearer understanding of the PDP process and the links to the strategic areas of the school plan and their role within this process and impact on student learning.</p> <p>Professional development opportunities were provided to all staff through the PDP process to support both school and career goals. This has had direct positive impact on student outcomes, leadership capabilities and community connections.</p> <p>SD3</p> <p>Staff are more confident to embed Aboriginal perspectives into their teaching programs due to:</p> <p>Appropriate resources purchased to engage students</p> <p>Professional Learning opportunities provided to all staff.</p> <p>Student engagement in educational pathways increased due to their understanding of the goal setting in their PLP's, being involved in their transition plans consistently and the involvement of community in school events.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	24	26	35	33
Girls	0	0	0	0

Year 12 vocational or trade training

In 2017 Induna School had two students undertaking vocational training who could be entered into NESA.

Year 12 attaining HSC or equivalent

In 2017 Induna did not have any year 12 students that attained their HSC or a vocational equivalent qualification due the Induna School's complex setting and NESA requirements.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	7.71
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	9.57
Other Positions	0

*Full Time Equivalent

21.43% of all staff at Induna School are Aboriginal. This includes teaching, SASS staff 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 2017 all staff received training in Child Protection Update 2017, CPR and Anaphylaxis, DoE Code of Conduct, DoE Complaints Procedures. School Development Days maintained a strong focus on school strategic directions. One temporary casual attained the Proficient Teacher status. Staff also accessed professional learning to meet individual and school needs in such areas as:

Keeping Your School Safe

Austswim Reaccreditation

North Coast SPC Meetings

SPC Conference Sydney

North Coast Principals Wellbeing Conference

Northern Principals Network Meetings

Woman in Educational Leadership State Conference

Youth Health Forum

Literacy for Learning K–12 Conference

AEU – K–12 Multicultural Education & Social Inclusion Conference

Australasian Corrections Education Society Conference

2017 Redbank School Conference – 'Connect, Thrive, Succeed'

ETU Conference

Annual Aboriginal Teachers Conference

Bundjalung Language Workshop

Aboriginal Education Officer collegial meetings

Managing Conflict

PBL Tier 1, Module 2 Understanding and Supporting Student Behaviour

Ur Mobile: A Tool 4 Wellbeing

Juvenile Justice Art Teachers Day

Clarence Wellbeing Initiative

SASS/GA Conference

Netball Foundation Workshop

Visual Art Teachers Day – Artexpress

Follow Workplace Hygiene Procedures – Food
Technology WorkSkills for SASS Staff

Primary Industries VET Teacher Training

LMBR Principal and Office Staff Training

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 2017 was \$44,922.00. This expenditure includes funds from school allocation, RAM and TPL left over from 2016 funding. The funds covered travel, course fees, teacher relief, food and accommodation costs.

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.

Receipts	\$
Balance brought forward	107,395
Global funds	160,412
Tied funds	135,305
School & community sources	5,654
Interest	1,491
Trust receipts	0
Canteen	0
Total Receipts	302,861
Payments	
Teaching & learning	
Key Learning Areas	33,844
Excursions	0
Extracurricular dissections	922
Library	1,033
Training & Development	17,417
Tied Funds Payments	110,108
Short Term Relief	10,132
Administration & Office	20,751
Canteen Payments	0
Utilities	1,842
Maintenance	28,056
Trust Payments	0
Capital Programs	0
Total Payments	224,106
Balance carried forward	186,151

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	190,372
Appropriation	186,151
Sale of Goods and Services	321
Grants and Contributions	3,830
Gain and Loss	0
Other Revenue	0
Investment Income	70
Expenses	-85,954
Recurrent Expenses	-85,954
Employee Related	-51,112
Operating Expenses	-34,842
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	104,418
Balance Carried Forward	104,418

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	402,767
Base Per Capita	14,314
Base Location	1,910
Other Base	386,544
Equity Total	179,541
Equity Aboriginal	93,028
Equity Socio economic	86,513
Equity Language	0
Equity Disability	0
Targeted Total	1,451,154
Other Total	165,551
Grand Total	2,199,014

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.

School performance

HSC

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

In 2017 Induna did not have any year 12 students that attained their HSC but seven worked on their Statement of Attainment towards their HSC. Five were withdrawn because they left Induna School. Twentyfour students 'worked towards their preliminary HSC during 2017. Two obtained a full statement of attainment towards their HSC at the end of the 2017. Eight students were withdrawn because they left Induna School. Three students transferred to another school.

ROSA

In 2017 Induna School had two students attain their ROSA.

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents, students and teachers about the school through a Wellbeing Evaluation conducted by the Coffs Harbour

Learning and Wellbeing Coordinator Team Leader and the South Grafton High School Senior Psychologist Education. This evaluation was to examine the effectiveness of the current wellbeing practices in supporting staff, students and community. Their responses are presented below.

Students

Connection:

Students have positive and respectful relationships with each other, their teachers and the community. Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

Success:

Students are succeeding in their learning. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.. Students strive toward and achieve meaningful goals.

Thriving:

Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety. Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.

Teachers

Connecting:

Teachers are positive and have a good understanding day to day of individual student educational needs. Extra curricula activities have allowed teachers to build rapport with students in a different setting.

Succeeding:

All teachers aim for success in every lesson through differentiation. The students do achieve in their learning and have the opportunity to think about their behaviour choices.

Thriving:

Teachers are constantly looking for new ways to engage students and are doing an amazing job considering the restraints in the complex setting.

Programs are modified to meet student needs.

Conclusion:

Induna School is a school where staff are concerned not only for the current welfare of the students but also for the future direction of students who have found traditional schooling difficult due to mostly circumstances beyond the students' control.

It was promising to see students acquiring skills that will

increase their employability on leaving and that also reinforce their own beliefs in their abilities.

During 2017 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 through regular consultation and exchange of information.

Policy requirements

Aboriginal education

In 2017 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 an Aboriginal SLSO throughout the year (other funding used to enable this employment). The SLSO has provided intensive support to identified students in literacy and numeracy. The impact of SLSO 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 SLSO and students have resulted in the students being more motivated and developing a more positive attitude towards their chances for success. Highlights in Aboriginal education in 2017 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. As identified in the Wellbeing Evaluation.

- *100% of Aboriginal students having personalised learning Pathways 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.