

# Budawang School

## Annual Report



2018



5749

## Introduction

The Annual Report for **2018** 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.

Karen Furniss

Acting Principal

## School contact details

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## Message from the Principal

We began 2018 with long standing Principal, Sheryl Bruffey, taking long service leave and Karen Furniss relieving in the role. During term 3, Sheryl resigned her position, and a new Principal will be appointed in 2019.

Sheryl led the school for ten years and I would like to acknowledge the wonderful work she did in this time, overseeing growth from two to five classes and developing the school to the highly visible and respected place it holds in the Ulladulla community.

I would also like to acknowledge our army of volunteers, without whom we would not be able to provide the wide range of educational activities for the students.

The year began with 33 students and ended with 34. One student completed her Life Skills HSC and has moved to a post school placement. Twenty-four percent of our students identify as Aboriginal. Students have enjoyed integration opportunities provided by Ulladulla High and Public Schools, a two day camp at Berry Sport and Rec and Dream Cricket. They scooped the pool at the Milton Show (winning many prizes for cooking vegetables and craft), participated in the community visiting the library, local playgrounds, shopping, swimming, and a visit from Taronga Zoo.

The P&C was active this year and successfully applied for a grant from the Veolia-Mulwarree Trust to purchase eye gaze equipment for school.

The promise of a new purpose built school on the SAS site at Milton provides an exciting opportunity for Budawang to grow and thrive into the future, and continue to provide a quality education to our students into the future.

Staff have participated in a number of professional development opportunities, including Quality Teaching Rounds, training as coaches to implement Positive Behaviour for Learning across the school and Managing Aggressive and Potentially Aggressive behaviour training to support the safe physical management of students. The NDIS has seen families seek support from external providers and therapists who attend the school to enhance the student learning opportunities.

During the year we received a generous bequest from the estate of the late Desmond Charles Renford (known as Charlie) of \$76490. The school community will determine how this wonderful donation will be spent to the ongoing benefit of the school; it is anticipated that the construction of the new school at Milton will provide an opportunity to provide some service or amenity which would not otherwise be affordable. This money is reflected in the large rollover in the DGR account.

## School background

### School vision statement

Budawang School strives to challenge every student to meet their potential through high quality individualised educational opportunities in an engaging, well equipped, specialist setting. We aim to work in multidisciplinary teams to meet the high expectations we have for our students. Upon graduating from our school students will have had the experiences, learned the skills and made the connections they need to maximise their opportunities to be active, respected citizens in the local community and lifelong learners.

### School context

Budawang is a School for Specific Purposes located in Ulladulla, that caters for students with moderate to severe intellectual disabilities from 4–20 years of age who live in the Batemans Bay to Sanctuary Point areas. We have 5 classes and our experienced staff members provide quality individual learning programs within a supportive and engaging classroom environment. Budawang School has a range of specialist facilities that cater for the needs of our students. We have easy access to our local community and our students make regular use of community facilities.

## 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 the school has done over the past 12 months, the school has been assessed as Delivering in most elements and Sustaining and Growing in a few. The survey has highlighted areas where the school needs to Work Towards Delivering improved outcomes in some elements: these form the basis for the 2019 school planning focus.

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

### Quality teaching and learning

#### Purpose

Our purpose is to create an environment where there will be more highly skilled teachers capable of implementing quality curriculum based teaching and learning programs with an increase in teaching and learning activities which specifically use alternative communication methods to ensure increased participation and understanding from all our students.

#### Overall summary of progress

With a new relieving Principal and difficulties sourcing suitable casual staff when required, the progress of Strategy 1 was limited.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There will be an increase in the quantity and quality of staff collaboration in order to deliver high quality curriculum leading to improved student performance.	9 teacher casual days @ \$500 = \$4500	Three staff participated in Quality Teaching Rounds in term 4. The inability to source suitable casual staff was a barrier to the full implementation of this program. Those teachers who did participate reported that the initiative contributed positively to the improvement of their classroom practice.
There will be a valued system of collecting, analysing and using data to inform practice.	SWANs assessment tool \$270	Some students have completed a variety of assessments using different tools.  Literacy checklist with storage system has been established.  Although this strategic direction has been identified as a priority for and by the staff, with a new Principal and competing priorities, implementation was not achieved and was deferred until 2019.
Staff PDPs reflect willingness to take on leadership roles.	nil	During the year, staff were encouraged to take on leadership roles within the school. During term 4, staff participated in 3 sessions to learn about the planning process and enable fuller participation in the future.

#### Next Steps

In 2019 the plan will reflect relaunching the Assessment committee and renegotiating the milestones of achievement reflecting the small staff size.

Quality teaching rounds will continue; the focus will be on involving our less experienced teachers who will benefit from the intensive and structured peer support from their more experienced colleagues.

Staff will be encouraged to formally accept areas of responsibility in the school, including the management of some aspects of the school plan and the tracking of milestones in SPaRO.



## Strategic Direction 2

### Wellbeing

#### Purpose

Our purpose is to provide an educational setting that promotes and supports improved well-being for all. This maximizes the potential of the members of our school community to connect, succeed and thrive.

#### Overall summary of progress

Budawang students continued to benefit from the strong focus on individualised Augmented and Assisted Communication (AAC) using a range of technologies, from low to high. Proloquo2Go on iPads continued to be a focus with eye-gaze technology being investigated for students who are unable to physically use current technologies.

The Learning Support Team was reconstituted and met regularly to support staff with students experiencing additional challenges to their learning. In combination with the 'rebooting of 'Positive Behaviour for Learning' (PBL); a whole school framework for teaching, reinforcing and managing student behaviour; the school is in the process of implementing a coherent and consistent response to both good and challenging behaviours.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There will be an increase in the understanding and use of individualised communication systems by students, staff and the wider school community	Boardmaker \$600  Eye-Gaze machine: Veolia-Mulwarree Trust grant: School contribution: \$3000	Our goal that 'Every student has a voice' continued to support all students who use Augmented and Assisted Communication (AAC). A new version of Boardmaker was purchased and students and staff continued to develop skills using Proloquo2Go on iPads. Students for whom this technology is not effective were assessed for suitability using eye-gaze technology.  Two students were assessed and devices were purchased to support their learning for this tool. With the support of the P&C, the school received a grant from the Veolia-Mulwarree Trust to purchase an eye-gaze machine for student use.
There will be an increase in the capacity of students to self regulate their behaviour.	PBL training and attendance at Network meetings: \$5936 Salaries and accommodation	With the re-booting of PBL, there is an increasingly consistent response to behaviours across the school. During the year, two staff have participated in training and the internal coach has attended network meetings that support the rollout of this framework. All staff have been actively involved in the development of school-specific systems and a common consistent language.
There will be an improvement in the school wide response to serious incidents.	MAPA training for all staff: \$2010  IMEX training: \$571  Walkie talkie purchase \$860	The Learning Support Team and the implementation of PBL have enabled the school to develop a framework for consistent responses to challenging behaviours. With training in 'Managing Aggressive and Potentially Aggressive' (MAPA) training, staff are better able to keep themselves and others safe, should there be an incident of escalating behaviour. Combined with Behaviour Support Plans there is an increasing level of consistency in responding to challenging behaviour.

#### Next Steps

A number of students are using eye-gaze equipment and staff will receive training in implementing the technology in

2019, further enhancing the capacity of all students to have their own voice. The Learning Support Team is operating effectively and will continue. The PBL committee and staff are working on the next stages of implementation of the framework which will include explicit teaching, free and frequent rewards and the development of a reliable data collection system.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7,125	The majority of these funds supported the 'Healthy Eating' programs run in all classes. These encourage students to recognise, select and eat a wide variety of foods. In older students, the development of basic kitchen skills for independent living and possible employment is prioritised. The balance of these funds provided additional SLSO hours to support teaching and learning in the classroom.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$11,383	Quality teaching is one focus for our current School Plan and these funds augmented the professional learning budget, enabling staff to participate in Quality Teaching Rounds, attend training in PBL, MAPA and incidental opportunities throughout the year designed to enhance teaching and learning in a safe and engaging environment.
<b>Socio-economic background</b>	\$52,936	These funds provided the means of employing an extra SLSO in the school. This initiative enabled the school to provide additional support for teachers in the classroom. This additional classroom support has enabled students to more effectively engage in learning activities and achieve learning outcomes.
<b>Maintaining community connection</b>	Swimming SLSO and Coach support: \$25,670  Horseriding cost \$3200 SLSO support; \$4,000	Budawang School is proud of its strong community connections. These are evident in <ul style="list-style-type: none"> <li>• The swimming program: every student who can, attends the leisure centre regularly to participate in hydrotherapy and swimming lessons in the community facility. These sessions are supported by grants from the federal Sporting Schools program, School funds for an extra SLSO and a valued contingent of dedicated volunteers.</li> <li>• Horse riding: Each class has the opportunity to spend one afternoon for one term horse riding. This program is supported by the Mollymook Bowling Club who raise funds by running a local business house twilight bowls competition, School funds for an extra SLSO and again by volunteers.</li> <li>• Community visits: classes regularly attend the local library, local parks and the local shops where they are recognised and welcomed, reinforcing their position as valued members of their local community.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	17	21	23	21
Girls	11	9	12	13

### Year 12 attaining HSC or equivalent

One student completed the HSC successfully studying the Life Skills curriculum.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.72
Teacher Librarian	0.2
School Administration and Support Staff	6.61

\*Full Time Equivalent

We have no staff currently who identify as Aboriginal.

### 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	0

### Professional learning and teacher accreditation

All staff participated in mandatory training during 2018. Two days of training in Managing Aggressive and Potentially Aggressive (MAPA) training as well as other training to support Professional Development.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	33,140
<b>Revenue</b>	1,658,189
Appropriation	1,525,376
Sale of Goods and Services	1,448
Grants and Contributions	130,355
Gain and Loss	0
Other Revenue	0
Investment Income	1,010
<b>Expenses</b>	-1,438,292
Recurrent Expenses	-1,438,292
Employee Related	-1,357,885
Operating Expenses	-80,407
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	219,898
<b>Balance Carried Forward</b>	253,037

The school operated well within its forecast budget in 2018. It was a challenge to track expenditure against the budget with the rollover from OASIS to SAP/SALM, and a relieving Principal new to the school. The implementation of the new SAP HR processes in term one meant that some staff were on the new and some on the old system which made planning and tracking difficult. An inability to source suitable casual staff meant that some planned activities connected to the School Plan were not able to be followed through and will be part of the 2019 plan. The DGR Gift fund was holding \$128000 which included the \$80000 bequest and \$17000 for a new eye gaze machine.

### Financial summary equity funding

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



	2018 <b>Actual</b> (\$)
<b>Base Total</b>	395,391
Base Per Capita	12,936
Base Location	1,813
Other Base	380,641
<b>Equity Total</b>	60,061
Equity Aboriginal	7,125
Equity Socio economic	52,936
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	939,722
<b>Other Total</b>	18,972
<b>Grand Total</b>	1,414,146

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

Parent involvement in the school continues to reflect close ties and satisfaction with the education students are receiving. The P&C met regularly and contributed positively to the operation and culture of the school. A number of events, including disco, Easter hat parade and Education week, were well supported by the community and the Presentation Day assembly provided the students an opportunity to showcase their learning: the feedback from this assembly was strongly positive.

Parents and staff have been actively involved in the consultation process following the Departmental purchase of the Shoalhaven Anglican School site. As a result, Budawang will be receiving a new, purpose built facility in the near future. There was one formal complaint during the year which was resolved by the student leaving the school.

Students demonstrate a high attendance rate as well as participation in all aspects of their program. The employment of an additional SLSO has greatly improved the capacity to deliver quality teaching programs and support student learning by reducing the time that classroom SLSOs need to be out of the classroom delivering personal care. This initiative has been strongly supported by staff and parents.

## Policy requirements

### Aboriginal education

With the Aboriginal students making up around 24% of our cohort, there has been a strong emphasis on including Aboriginal perspectives throughout the school. All class programs incorporated aspects of Aboriginal culture in student learning and drew from the local Aboriginal community. Aboriginal students from Ulladulla High School provided cultural performances for NAIDOC and joined classes for the morning. Uncle Vince joined one class to explore some of the local Aboriginal heritage and the School to Work project involved upgrading the local 'One track for all' peninsular walking path. Some of the Aboriginal funding supported the employment of an additional SLSO, and the Healthy Eating program continued to be funded from this source.

### Multicultural and anti-racism education

Our school community is drawn from a wide range of racial backgrounds and these are celebrated by the school through NAIDOC and Harmony Day activities. Many classes include units of work which explore different cultures: special days, customs and foods.