

Induna School Annual Report



5756

Introduction

The Annual Report for **2018** 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.

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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 74% Aboriginal students. Induna promotes Aboriginal culture 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

Induna School has an ongoing commitment to student engagement and the development of a *Learning Culture*. 2018 has seen a shift from predominately *Delivering* in the Learning Domain to *Sustaining & Growing* across many of the elements.

Analysed assessment data indicated that our students had significant gaps in learning in both literacy and numeracy. Targeted areas in reading and writing became the focus of student learning following staff understanding and implementation of the Literacy and Numeracy Progressions. Fluency and punctuation became the main focus for Progressions as these were the greatest areas of need in reading and writing. Staff developed their understanding of monitoring and assessing reading and writing to improve student outcomes through internal professional learning.

Student centred learning has been investigated through Project Based Learning. Key staff have undertaken targeted professional learning and to support the development of an integrated teaching & learning unit of work with their team to trial in 2019.

Strengthened communication with the parent body on the reporting of student individual learning needs to the new Caseworkers has allowed a more comprehensive and effective transition process back to the community.

Teaching

Induna School has high quality staff who work hard to address the differentiated needs of the complex transient cohort of students in our care. Many of the staff teach across KLA areas to support NESA requirements for curriculum delivery. Whole school process support teacher planning and delivery of lessons, assessment, how to use data and are strongly working in the *Delivering* stage for the element of *Effective Classroom Practice*.

With the Literacy and Numeracy Progressions to commence in Term 1, 2019 professional learning was a priority in 2018 for the team members. Teaching staff and SLSO's received professional learning on the Progressions and a timeline of implementation of applying internal assessments was delivered by the team during staff meetings. The focus on professional development of all staff has enabled them to feel confident in the support mechanisms in place to improve their practice in addressing students' Literacy and Numeracy needs.

The focus on professional development of all staff through quality Performance and Development Plan processes and targeted professional learning has enabled staff to confidently meet student individual needs and the development of their own professional growth and aspirations for the future. This displays the school to sit in *Sustaining & Growing* in the elements of *Professional Standards* and *Learning & Development*.

Leading

Induna's leadership team have worked extensively with all staff but in particular aspiring teaching staff to support a culture of high expectations, develop management and leadership attributes to facilitate whole school improvement and student learning progress. In the Leading element of Educational Leadership Induna sits in the area of *Sustaining & Growing*.

The management of *School Resources* and Management Practices & Processes sit strongly in *Sustaining & Growing* across many themes. The leadership team have deployed teaching and non-teaching staff to make best use of available expertise to meet the needs of students and the whole school community. Aspiring staff after completing higher duties evaluate and give constructive feedback to their mentors to improve school administrative practice or process. The flexible use of staffing and resources across the school is paramount to meet the daily needs of the whole school community within the complex setting.

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 & Wellbeing

Purpose

Purpose:

To support student learning through the development of a quality educational environment, underpinned by Positive Behaviour for Learning (PBL) core values, where students gain self confidence and skills to re-engage in education to become lifelong learners. Through the continuous development of teaching programs and assessment strategies, the student's literacy and numeracy skills will improve.

Overall summary of progress

Teachers have evaluated teaching programs and adjusted lesson planning that focuses on Literacy and Numeracy content.

The Student Learning & Wellbeing team facilitated refresher workshops delivering AIM to improve Staff confidence when applied in class to students, increasing automaticity in numeracy as evidenced on individual student record sheets.

An overview of the Progressions and a timeline of the implementation was given to teaching staff. Fluency and Punctuation Progressions were initiated in Induction and were followed through as part of students' pre-post assessment data.

Teaching staff are beginning to implement scaffolded writing techniques as part of their teaching areas using subject specific terminology to encourage student learning in writing. PL is to be planned and implemented in 2019 to enable staff to recognise and modify teaching practice that best suits students' literacy and numeracy needs through collaborative planning, assessment and classroom observation.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|---|
| Increased number of staff tracking students utilising the Progressions which indicate students positive growth. | School PL Funds = \$2513.00 | This was not fully implemented by staff due to the lack of frequency during the week of the literacy/numeracy classes timetabled. |
| Improved automaticity in Numeracy from individual student's pre / post assessment data. | | There was considerable growth when interventions were consistency implemented. |
| Improved vocabulary and reading knowledge in Literacy from individual student's pre / post assessment data | | There was considerable growth when interventions were consistency implemented. |
| All teachers implement scaffolded writing techniques to differentiate teaching as evidenced through collaborative planning and classroom observation. | | LAST time needs to be expanded to accomplish administrative tasks and support staff in achieving consistency. |

Next Steps

Due to DoE focus on the implementation of the Learning Progressions, the milestones were changed to focus on initiating implementation of the Literacy and Numeracy Progressions and embedding the Progressions into Induna School in 2019.

The timetable will be structured to support embedding the Progressions into Induna School. Students will have access to

three lessons per week specifically on Literacy and Numeracy. This will enable Teaching staff to become more aware of the range of individual student learning data and inform their development and evaluation of teaching and assessment programs.

Specific Wellbeing structures for both students and staff will be investigated in 2019.

Strategic Direction 2

Staff Development

Purpose

Purpose:

To ensure that our school provides the best possible learning opportunities for our students, by supporting staff to improve their capacity as educators and leaders. Students will have access to the best possible learning opportunities.

Overall summary of progress

All staff developed a PDP. Teaching staff aligned their goals with the Australian Professional Standards for Teachers, the School Plan and career goals. SLSO staff were supported by teaching staff to align goals to the school plan and career aspirations. All staff undertook professional learning in line with their PDP and the school's strategic directions.

The staff development team investigated Integrated Units and Project Based Learning to establish if a new way of delivering curriculum content would be better for student achievement. Staff collaborating on teaching and learning programs would support a more sustained way to teach in this small complex setting and have students achieving more outcomes during their stay at Induna School.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| All staff improve their development of leadership skills such as supporting SLSO staff in the PDP process and undertake further training where required. Improved understanding of and competency in leadership duties for all staff. | Initiative Funding = \$15,440.00 (Whole school PL) | While there is a better understanding of how to support SLSO staff and many teaching staff have undertaken leadership opportunities, it has been deemed important for SLSO staff to have more involvement and opportunity to contribute to whole school decisions. For this reason, SLSO staff will be given the opportunity to be involved in the dissemination of CSM information every Thursday afternoon and use this time to contribute to general business and whole school issues. Opportunities were made available to staff and to network with other aspiring leaders. Leaders from each strategic direction met to deliver progress on school priorities and refine their knowledge around the school plan. |
| Structured opportunities for teams to engage with school priorities which have led to positive feedback about student engagement. | School Funded = \$2000.00 (Whole School Connecting to Country PL) | Staff were provided with an opportunity to undertake Connecting to Country professional learning through local community Elders. The staff survey indicated that this learning was one, if not the best to support the needs of the students at Induna. |

Next Steps

Staff will be provided with professional learning to achieve the school's strategic directions and career goals..

Teaching staff will continue to provide support to SLSO's in developing their PDP's.

Education Services contacted for expert advice to develop integrated Units and the use of STEM as a theme for initial program.

Strategic Direction 3

Community Connections

Purpose

Purpose:

To build positive relationships through a culture of collaboration and increased communication with the wider community. This will result in an environment that is supportive of student success.

Overall summary of progress

This year the Transition Team was able to develop and strengthen communication with JJ Caseworkers to ensure a more comprehensive and effective transition process is developed. To assist in this the Transition Team organised and facilitated a meeting between all relevant government departments and agencies in regards to the NDIS. However, despite it being our major project, the team was not able to develop a resource of available services in each students area but we were able to bring many of these services to the boys with the inaugural Careers Expo Day.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--------------------------------|---|
| Increased number of students receive the transition pack relevant to their specific community and individual needs. | Initiative Funding = \$2000.00 | The allocation of a Transition Officer in the timetable has achieved better communication between the JJ Caseworkers and Induna School. The outcome has been improved documentation of student Transition plans ensuring up to date information communicated to the stakeholders, and the ability to attend Exit Case Conferences. Improvements are ongoing, a feedback loop could be a tool beneficial to the process. |
| Effective communication practices strengthened with community stakeholders to develop positive educational pathways. | | In 2018 the transition team was able to place information into electronic folders for the relevant areas in the community where our students transition to. The team also continued to strengthen communication channels and build rapport with JJ caseworkers by attending more case conferences and providing up to date information on students attending these conferences. During the year the transition team have targeted the 'Control Students' making sure a transition package is place in their property before departure, this includes electronic and paper copies of a portfolio a resume and electronic files of students work folders. |

Next Steps

Continue the allocation in the timetable 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 | <p>AEO funding = \$67,042.00</p> <p>Flexible funding = \$2771.00 (AEO release for projects & events)</p> | <p>Funding was utilised in the employment of the Aboriginal Education Officer. This position provided culturally specific programs to support student learning and classroom teachers by integrating Aboriginal perspectives into teaching programs and utilising strategies in the classroom.</p> <p>All Aboriginal students have a Personalised Learning Pathway instigated by Executive when students enrol in school.</p> |
| Socio-economic background | <p>Learning & Support Teacher = \$20,823.00</p> <p>Aboriginal School Learning Support Officer = \$60,603.00</p> <p>Technology Support = \$12,545.00</p> <p>Executive Support = \$15,359.00</p> <p>Connecting to Country PL = \$4000.00</p> | <p>Pre/post assessment data from Induction shows good student growth with consistent delivery of individual student programs. Consultation between appropriate staff has resulted in next year that all classes timetabled with three literacy/numeracy classes during the week to consistently work on student individual needs. Student data is being tracked in Sentral by staff to inform teaching and learning in key learning areas.</p> <p>The SLSO position has provided strong support in assisting students with additional learning needs, intensive programs and culturally supportive behaviour management interventions.</p> <p>The Technology position has allowed consistent support to staff and students to access computers and software to engage in teaching and learning.</p> <p>Extra Executive release has allowed more consistent student transition process and follow up with caseworkers and community agencies.</p> <p>Data collected post Connecting to Country professional learning indicates staff have a better understanding of Aboriginal perspectives and culture. They feel more confident in discussing cultural issues with students and embedding Aboriginal perspectives into their KLA programs.</p> |
| Maintaining Literacy & Numeracy Programs | | <p>With the support of the LAST allocation staff who were allocated the literacy/numeracy classes in 2018 have reported that the students are making good progress with targeted programs, when consistently administered and supported.</p> |
| Maintaining PBL | | <p>The PBL matrix was strengthened by the development of a behaviour consequence chart for staff consistency in dealing with student behaviour. Working with our partner interagency has been difficult to move forward this year due to major reforms and changes in staffing.</p> |
| FSK Investigation | | <p>Due to the reforms in TAFE and the change in staffing this has been a very difficult time to move forward in this area.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 26 | 35 | 33 | 29 |
| Girls | 0 | 0 | 0 | 0 |

The table above is reflective of a single snapshot of static enrolment data at the time of census. The school has a pattern of students entering and exiting the school continuously throughout the year with no defined enrolment period. The school enrolment ceiling is 42 students, with an average 102 students enrolling annually.

Statistics of attendance revealed the following trends during 2018.

- The average age of students at enrolment was Sixteen years and two months. The youngest student was eleven years and eight months and the oldest was twenty years and one months.
- During 2018, one hundred and fifty nine enrolments were recorded.
- Thirty-two per cent of students were of post compulsory age.
- Eighty two percent of enrolments identified as Aboriginal.
- The daily average attendance rate at the school was ninety-eight per cent of available residents enrolled in school.
- The average duration of enrolment was thirty-five days, with the shortest being one day, and the longest being the full school year.
- The lowest recorded reading age was 5 years and the highest 18 years. The average reading age based on PM Benchmark testing was 16 years. A student was unable to score on the test.
- A significant number of students have been classified with learning disabilities or significant mental health issues.

Management of non-attendance

Due to the complex setting at Induna School it is rare that we have students not attending school. On these occasions the following supports are put in place for the student to attend:

- executive staff visit the student to build a rapport and develop student knowledge about what Induna School is like;
- work with the Caseworkers and parent body to understand why the student is refusing school; and
- build a plan with all stakeholders to prepare and support the student whilst at school either full time or part time enrolment.

Year 12 vocational or trade training

In 2018 Induna School had five students undertaking vocational training working towards a statement of attainment, who could be entered into NESA.

Year 12 attaining HSC or equivalent

In 2018 Induna had five year 12 students who were working towards a statement of attainment for their HSC or a vocational equivalent qualification due the Induna School's complex setting and NESA requirements.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 1 |
| Head Teacher(s) | 2 |
| Classroom Teacher(s) | 7.83 |
| School Administration and Support Staff | 10.26 |

*Full Time Equivalent

The Australian Education Regulation 2013, requires schools to report on Aboriginal composition of their workforce. Twenty Two per cent of all staff at Induna School are 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 | 57 |

Professional learning and teacher accreditation

In 2018 all staff received training in Child Protection Update 2018, CPR and Anaphylaxis, DoE Code of Conduct, DoE Complaints, Fraud and Corruption Procedures. School Development Days maintained a strong focus on the school's strategic directions for all staff.

Staff also accessed professional learning to support both individual Professional Development Plans and the School Plan in areas such as:

- Connecting to Country
- S.T.A.R.S – Supporting Students from refugee background
- Literacy/Numeracy Progressions
- Department of Education and Juvenile Justice Inter-agency Meetings
- VET – Training and Assessment upgrade
- Writing Initiative
- Progress Plan 2
- ETU ERN Training
- EFPT Training
- Learning from Country – environmental basics (Horticulture)
- AEO Collegial Meetings
- My PL Training
- State Deputy Principal Conference
- GCOS – Numeracy Initiative
- Project NEST
- Aboriginal Federation Members Conference
- Coming to grips with Grammar – online training
- GCOS – Leadership Conference
- Evaluation Essentials workshop
- VET Teachers Training – Hospitality
- Oliver Management / Library Stocktake Training
- SCIS Cataloguing / Webinar
- Sexual Health Education – Workshop
- PDHPE – New Syllabus implementation – Training
- ETU Art workshop – Art Gallery of NSW
- Adobe Website Training
- Autism and Aspergers Workshop
- Reach Out – Wellbeing Workshop
- Financial Leadership Workshop
- ETU Conference
- Local / Regional / Annual SPC meetings & conferences
- State Assembly meetings

- External Validation Conference
- Principals Network meetings
- HR Payroll Training
- External Validation Dundurrabin / Huntingdon
- Aspiring SAM Conference
- End of Year Management Training
- Orygen Youth Mental Health 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 2018 was \$21,953.00. The funds covered travel, course fees, teacher relief, food and accommodation costs.

Financial information

Financial summary

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

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 104,418 |
| Revenue | 2,356,596 |
| Appropriation | 2,347,365 |
| Sale of Goods and Services | -648 |
| Grants and Contributions | 8,963 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 916 |
| Expenses | -2,221,968 |
| Recurrent Expenses | -2,221,968 |
| Employee Related | -2,126,222 |
| Operating Expenses | -95,745 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 134,628 |
| Balance Carried Forward | 239,047 |

Finances are managed by the Principal and School Administrative Manager at regular meetings during the year. Executive are consulted with main expenditure and staffing decision making to best meet the school communities needs.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 462,246 |
| Base Per Capita | 18,111 |
| Base Location | 1,910 |
| Other Base | 442,225 |
| Equity Total | 165,689 |
| Equity Aboriginal | 69,771 |
| Equity Socio economic | 95,918 |
| Equity Language | 0 |
| Equity Disability | 0 |
| Targeted Total | 1,504,158 |
| Other Total | 168,878 |
| Grand Total | 2,300,971 |

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

ROSA

In 2018 Induna School had three students attain their ROSA.

Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of both the school community and students through surveys, meetings and the review of available sources of data to measure school effectiveness. Community opinion indicated strong satisfaction with the school. The new Caseworkers have valued the individualised learning environment and programs designed to support each student's learning needs, and the strong relationships and rapport the staff develop with the students leading to safe, caring and well controlled classroom learning environments. The strong leadership of the school has developed a willingness of all school staff to work collaboratively with other agencies to support student well being and learning . There was also strong

satisfaction from the community around the broad variety of both educational and vocational programs utilised to re-engage students. The specific strategies around quality transition support offered to identified students in 2018, was a strong source of community satisfaction.

Students were surveyed over the year as they exited the school. The majority of students indicated that they liked attending Induna School. Other key points noted were:

- The students strong enjoyment of special cultural/special days and activities including NAIDOC, Sorry Day, White Ribbon, Inerschool Sport and Harmony Day.
- Strong satisfaction with the school electives (Visual Arts & Food Technology), intensive Literacy/Numeracy, Science, Agriculture and vocational education programs.

Staff indicated strong satisfaction with their work within the school. All staff appreciated the high level of access to professional learning, school resources, the opportunity to implement flexible and innovative teaching strategies, and the strong executive support in the management of complex student behaviours.

Policy requirements

Aboriginal education

In 2018 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 was expended 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 2018 these included:

- continued strengthening of the number of students who under took preliminary or HSC studies;
- continued strengthening and maintaining of a positive and inclusive school culture. ACCC with Juvenile Justice;
- 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; and

- the strengthening and maintenance of a positive and inclusive school culture supported by the Aboriginal Education Team.

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 reinforced 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.

The schools supports two Anti-Racism Contact Officers (male/female) in order to provide a support person within our school community to help build deeper understandings of cultural diversity, and support the maintenance of harmonious relationships across the school.