

# Induna School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

Induna School  
57 Swallow Rd  
South Grafton, 2460  
[www.induna-s.schools.nsw.edu.au](http://www.induna-s.schools.nsw.edu.au)  
[induna-s.school@det.nsw.edu.au](mailto: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 71.2% 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## 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 and whole school wellbeing. 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.

#### Improvement Measures

Increased number of staff tracking students utilising the Progressions which indicate students positive growth.

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

Improvement in whole school wellbeing based on initial data.

#### Progress towards achieving improvement measures

**Process 1:** Provide quality training and development through staff meetings and School Development Days (SDD's), to support classroom teacher understanding of students' individual literacy and numeracy needs.

Evaluation	Funds Expended (Resources)
The evidence indicates that there is a demonstrated commitment within the school that all students make learning progress. Teachers have collaborated to increase their knowledge and skills to improve student outcomes in Literacy and Numeracy, however, this now needs to be transferred to inform the development of evidence-based programs and lessons to meet the needs of students in their KLA's.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$500.00)</li></ul>

**Process 2:** Draw on internal and external expertise to develop whole school wellbeing.

Evaluation	Funds Expended (Resources)
In 2019 Induna School has been developing a strategic and planned approach to whole-school wellbeing of both students and staff. The results from Wellbeing survey 1 & 2 indicate a 8% increase in staff Wellbeing in the past six months. Student increase is hard to measure as there is a continuing enrolment and transition of students throughout the year, however, most students can identify a staff member to whom they can turn to for advice and assistance.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$5660.00)</li></ul>

## 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.

#### Improvement Measures

Improved student engagement evident from pre and post Sentral data.

Improved staff capacity to deliver integrated unit based on survey data.

#### Progress towards achieving improvement measures

**Process 1:** To promote, build and sustain the PL of all staff members, by creating an environment where staff learn from each other through identifying, evaluating, sharing of resources and discussing whole school priorities as part of the Performance & Development Framework.

Evaluation	Funds Expended (Resources)
Despite staffing changes and Induna's complex setting, staff were able to develop their knowledge and skills in order to deliver a STEM (Science, Technology, Engineering and Mathematics) program that afforded the students improved learning opportunities. STEM was researched and equipment from the STEM library was trialed. This was highly successful for student engagement and the professional learning of the teachers who were involved in the project.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$17118.00)</li></ul>

**Process 2:** Develop staff capacity to collaborate on the integrated unit through instructional leadership, mentoring, team teaching, observation and targeted support.

Evaluation	Funds Expended (Resources)
Throughout the year Induna staff worked towards developing Integrated Units of work. Staff collaborated on developing a Stage 5 Stem unit. This work was undertaken with great enthusiasm but it was evident as the project progressed that the staff were all at different points with programming and that staff skills needed development to push the project further with cohesion. Staff investigated software, Google Suite, as a possible share point to facilitate teacher communication and collaboration but this was met with limited success and other avenues are being explored.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$24033.00)</li></ul>

### 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.

#### Improvement Measures

Increased number of students receive the transition pack relevant to their specific community and individual needs.

Effective communication practices strengthened with community stakeholders to develop positive educational pathways.

#### Progress towards achieving improvement measures

**Process 1:** Effective organisational and school practices to assist students to successfully transition into their wider community, through case conferences, client services meeting and school events.

Evaluation	Funds Expended (Resources)
Students who transitioned back into the community received a hard and electronic copy of their portfolio. This was difficult to compile when a student suddenly left with very little notice to the school or the information was lost in transit and then requested again directly from the school. Communication with the caseworkers has improved but can be difficult when the staff change roles and new staff back fill who have limited understanding of the their new role.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$200.00)</li></ul>

**Process 2:** Provide students with the opportunities to engage with community organisations.

Evaluation	Funds Expended (Resources)
The Rotary Mock interview process has continued with great success. The new members recruited from the local community have different life experiences, in which to share with students and support the learning process. The introduction of a cultural Men's group was well received but elders in the community with significant health issues found it difficult to attend consistently. The Careers Expo in the previous year which was highly successful was disbanded due to the constant change in staff in Youth Justice and the lack of communication.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Operational Funds (\$1765.00)</li></ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$70 040.00)</li> </ul>	This year the Aboriginal Education team with the AEO (released from class one day a week) worked on understanding DoE policy and this should be incorporated into whole school practice which led to an implementation document for the whole school.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$92 731.00)</li> </ul>	Learning and Support teacher was employed 2 days a week to support staff and students in the new Literacy/Numeracy classes timetabled 3 times a week. It was very evident from feedback from staff during the year that this support was valued for staff professional learning, a better understanding of student need identification and the use of appropriate strategies to meet student need. An Aboriginal SLSO was employed full time to support student individual learning needs and the staff implementing the 3 Literacy/Numeracy classes now in the timetable. This employment has supported teaching staff in the understanding of administration tasks related to data entry, daily organisation of new enrollments and individual student support in the classroom to allow targeted access to identified programs (Multilit) .
<b>Maintaining Literacy &amp; Numeracy Programs</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$40 000.00)</li> </ul>	Learning and Support teacher employed 2 days a week to support staff and students in the new Literacy/Numeracy classes timetabled 3 times a week. It was very evident from feedback from staff during the year that this support was valued for staff professional learning, a better understanding of student need identification and the use of appropriate strategies to meet student need. Three lessons a week an extra staff member has been timetabled onto the new Literacy/Numeracy classes to support staff with its implementation. This allowed overlap with the Learning Support teacher when she was not employed to continue this support for staff for consistent delivery to students individual needs.
<b>Maintaining PBL</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Operational Funds (\$600.00)</li> </ul>	The PBL Team consolidated this year by refreshing PBL signage across the school and collaborating with Youth Justice to trial (with limited success) similar PBL posters in the units . The team invited the caseworkers of the students into the classrooms to help them gain a better understanding of students' individual learning needs. Changes in staffing during the year proved to be problematic for consistency and explicit PBL instruction given to students e.g. the weekly PBL awards that students present to their peers – students required a greater understanding as to why they are receiving and presenting them.
<b>FSK Investigation</b>		This project was disbanded early in the year due to significant staff changes and changing





## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	35	33	29	36
Girls	0	0	0	0

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Head Teacher(s)	2
Classroom Teacher(s)	7.7
School Administration and Support Staff	10.21

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	239,047
<b>Revenue</b>	2,421,926
Appropriation	2,413,592
Sale of Goods and Services	-1,182
Grants and contributions	8,657
Investment income	858
<b>Expenses</b>	-2,264,384
Employee related	-2,104,331
Operating expenses	-160,054
<b>Surplus / deficit for the year</b>	157,542

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	1,519,990
<b>Equity Total</b>	155,720
Equity - Aboriginal	69,109
Equity - Socio-economic	86,612
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	448,036
Base - Per Capita	21,976
Base - Location	1,910
Base - Other	424,150
<b>Other Total</b>	238,285
<b>Grand Total</b>	2,362,031

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.

## Parent/caregiver, student, teacher satisfaction

In 2019 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 Caseworkers have continued to value 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 a 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 2019, 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, Interschool 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 Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.