

2020 Annual Report

Budawang School



5749

Introduction

The Annual Report for 2020 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.

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School vision

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

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>

Self-assessment using the School Excellence Framework

| Elements | 2020 School Assessment |
|--|----------------------------|
| LEARNING: Learning Culture | Working towards Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Working towards Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Working towards Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Delivering |

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.

Improvement Measures

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.

There will be a valued system of collecting, analysing and using data to inform practice.

Staff PDPs reflect willingness to take on leadership roles.

Progress towards achieving improvement measures

Process 1: A Culture of Continuous Improvement Develop, implement and embed processes and practices to ensure a school culture of continuous improvement in teaching performance and student outcomes. (Std 6/Leadership)

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>While we may have not achieved all that we set out to do this year due to the circumstances and a sudden change in focus, the school demonstrated a clear culture of continuous improvement.</p> <p>The year began with the trauma of bush fires that devastated a large portion of the state and our community. This was quickly followed by flood and then COVID. In reflecting on 2020, the school has demonstrated to no end the enormous capacity to be flexible, innovative, resilient and improve despite the challenging times.</p> <p>Berry Street Trauma Informed Practice:</p> <p>Two staff that completed the 4 day training in "Berry Street, Trauma Informed Practice" in late 2019 presented an overview to staff on the Staff Development Day in term 1. This was to be followed up by regular sessions in staff meetings throughout the year but was paused due to COVID. Four staff were booked into the training for term 3 but this was cancelled due to COVID.</p> <p>Traffic Jam in my Brain - Sensory Processing</p> <p>During the learning from home period all staff completed the online "Traffic Jam in your Brain" training, which focuses on sensory processing disorder and strategies to support students to become regulated and in the optimum zone for learning.</p> <p>Impact</p> <p>Due to the inaccessibility of the Berry Street Training and the disruption of COVID there has been no impact relating to trauma informed practice within the school. Berry Street, Trauma Informed Practice has been included in the 2021-2024 school plan.</p> <p>Staff participated in two follow up staff meetings focusing on "Traffic Jam in</p> | <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$2148.30) |

Progress towards achieving improvement measures

my Brain" professional learning. Staff were able to identify strategies that they had implemented into their classrooms.

When addressing student needs in the fortnightly Learning and Wellbeing meetings, the sensory needs of students is now the first area addressed before moving onto other supports. Further work on embedding sensory based approaches in classroom practice, teaching and learning programs will continue to be a focus in the 2021-2024 Strategic Improvement Plan.

The school is developing a culture that supports continuous improvement in teacher capabilities and student outcomes.

Process 2: Student Assessment and Monitoring

To develop systems that will increase the capacity of staff to use assessment across the school to promote consistent and comparable student learning and monitor progress. (Std 5)

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>Budawang Teachers committed to participating in an Assessment for Complex Learners Trial with the Centre for Education Statistics and Evaluation. This trial is a part of the Department of Education's Disability Strategy.</p> <p>Teachers commenced this trial in term 1 but unfortunately due to COVID the trial was suspended and will recommence again in 2021.</p> <p>Improvement in assessment and monitoring of student's progress remains a priority for Budawang school and as a result will continue into our 2021-2024 Strategic Improvement Plan (SIP)</p> | |

Next Steps

Our areas of focus for the next four years are improvement in student outcomes through quality teaching and tracking of student progress through assessment.

In order to maximise student learning outcomes in literacy, numeracy and social skills, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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.

Improvement Measures

There will be an increase in the understanding and use of individualised communication systems by students, staff and the wider school community.

There will be an increase in the capacity of students to self regulate their behaviour.

There will be an improvement in the school wide response to serious incidents.

Progress towards achieving improvement measures

Process 1: A planned approach to well-being

Every student will have a voice: continuing the use of Proloquo on the iPads and introducing eye gaze technology for students who require more support.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>Last year the school achieved the goal of "Every student will have a voice: continuing the use of Proloquo on iPads and introducing eye gaze technology for students who require more support".</p> <p>All students at Budawang School have a voice either through the use of eye gaze, Proloquo or other augmentative and alternative communication. There are processes embedded in the school that support this as a priority for all students and ensures ongoing succession training.</p> | |

Process 2: A school culture of well-being

Align and build on our systems to ensure a school culture that values safety and wellbeing.

| Evaluation | Funds Expended (Resources) |
|--|---|
| <p>Positive Behaviour for Learning - PBL</p> <p>Positive Behaviour for Learning -PBL, was relaunched in Term 1 2020. All staff attended training on the Staff Development Day. Support materials were produced and disseminated to all staff, which included: folders for each class containing scope and sequence, lesson plans, free and frequent, PBL symbols, acknowledgement systems, interactive Smart board lessons to promote greater engagement and learning for students.</p> <p>Simone Brayne developed a PBL action plan, but due to COVID there was no external training attended. While the momentum of the PBL roll out was interrupted, the staff and students are now very familiar with the school values and expectations of: "Be Safe", "Be Active" and "Be Caring".</p> <p>Learning and Wellbeing Instructional Leader</p> <p>Elaine Howard our Assistant Principal stepped into the newly established Learning and Wellbeing Instructional Leader position. This position has supported the implementation and refinement to the schools processes and supports of the learning and wellbeing of our students.</p> | <p>Supplementary Funding: Total Cost \$206,000.00</p> <ol style="list-style-type: none">1. AP - Release 5 days as Learning and Wellbeing Instructional leader2. OT and Speech Pathologist - 1 day per week (Term 3/4)3. Four extra SLSO positions 5.5 hour - 5 days per week4. School Administration Officer - 2 days per week <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$1599.00) |

Progress towards achieving improvement measures

With the focus this year being wellbeing, Elaine supported the consistent collection of data on behaviour, the regular analysis of behaviour data presented at fortnightly learning and wellbeing meetings, strategic support to classroom teachers with behaviour strategies and support, risk management and planning. This data is informing the strategies and decisions with the overall impact being a reduction in student behaviour and increased student engagement.

Targeted Therapy Support - School based Occupational Therapist and Speech Pathologist.

The school appointed an Occupational Therapist and Speech Therapist one day a week from term 3. The therapists focus was targeted to students who were displaying regulation issues and were referred from the Learning and Wellbeing Team meetings.

The impact over the two terms: Four students received intensive support, with three of our four students achieving beyond their identified goal and one student reaching his identified goal.

Additional SLSO Support for hygiene, health Care and behaviour

Additional SLSO positions were established for the year to support the wellbeing of our students. The support targeted areas were: hygiene, health care, behaviour and learning.

Additional Administration Support

The school increased the school administration time by two days per week to enable efficient and effective administration processes within the school to support student wellbeing.

Next Steps

Our area for focus is a planned approach for wellbeing and growing wellbeing and professional practice.

There will be a planned approach to developing whole school wellbeing processes and practices to support high levels of wellbeing, regulation and engagement, which ensures that all our students are able to connect, succeed and thrive

In 2023, Budawang will relocate to a new purpose built facility in the neighboring township of Milton. The school will expand to seven classes, including state of the art facilities such as a hydrotherapy pool, passive and active sensory rooms, life skills and horticulture area.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | <p>Part funded one SLSO position.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$8 558.00) | <p>These funds were used to support student learning and wellbeing through the employment of an extra SLSO. This position worked within classrooms providing targeted support to students:</p> <ul style="list-style-type: none"> • to access learning tasks; • hygiene needs • health care needs • behaviour support • 1:1 targeted support. |
| Quality Teaching, Successful Students (QTSS) | <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$7 474.00) | <p>Quality Teaching is a Strategic Direction in our current School Plan. These funds have been used to:</p> <ul style="list-style-type: none"> • release Teachers to collaborate with parents on student Personalised Learning and Support Plans. • supported teacher Performance and Development Plans including peer observations and feedback. • release staff for school planning. |
| Socio-economic background | <p>Part funded one SLSO position.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$45 065.00) | <p>These funds were used to support student learning and wellbeing through the employment of an extra SLSO. This position worked within classrooms providing targeted support to students:</p> <ul style="list-style-type: none"> • to access learning tasks; • hygiene support • health care support • behaviour support • 1:1 targeted support. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2017 | 2018 | 2019 | 2020 |
| Boys | 23 | 21 | 24 | 27 |
| Girls | 12 | 13 | 8 | 6 |

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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 |
| Classroom Teacher(s) | 4.71 |
| Teacher Librarian | 0.2 |
| School Administration and Support Staff | 6.61 |

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2020 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 6.30% |
| Teachers | 3.30% | 2.80% |

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2020 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 240,569 |
| Revenue | 1,941,302 |
| Appropriation | 1,921,897 |
| Sale of Goods and Services | 1,343 |
| Grants and contributions | 17,354 |
| Investment income | 708 |
| Expenses | -1,979,450 |
| Employee related | -1,824,590 |
| Operating expenses | -154,860 |
| Surplus / deficit for the year | -38,148 |
| Closing Balance | 202,421 |

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.

| | 2020 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 0 |
| Equity Total | 53,623 |
| Equity - Aboriginal | 8,558 |
| Equity - Socio-economic | 45,065 |
| Equity - Language | 0 |
| Equity - Disability | 0 |
| Base Total | 1,429,509 |
| Base - Per Capita | 16,090 |
| Base - Location | 1,813 |
| Base - Other | 1,411,606 |
| Other Total | 296,556 |
| Grand Total | 1,779,688 |

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

Parent Feedback

Budawang School promotes open and strong communication with our parent community. Staff communicate on a daily basis with parents through the student communication book and class Dojo, welcoming feedback from parents.

Parents were asked to provide feedback through a short survey last year.

1. Name three things going well for your child at school - learning- behaviour- social skills- communication - working with school team - therapist- overall improvement?

Results:

100% of parents were able to name areas of improvement for their child. Comments included:

- Speech is improving, communicating more, interested in coming to school
- XXXXX is giving more eye contact, she is listening more and following instructions, she is happy
- Its all good, all of the above. The best support for my kids. Improvements across all areas

2. Name three things you see as a challenge for your child at school?

Results:

100% of parents could name challenges for their child. Comments included:

- Not keeping shoes on and keeping hands and feet to self
- Getting him to school. XXXX says he hates Maths, its boring and there are too many rules
- School location and set up, continuity - overall and staff. XXXX communication, no community access due to COVID

3. One thing you would like to change and why?

Results:

40% of parents responses indicated nothing to change.

- NDIS support in school - education and NDIS working together - not separate from education
- Writing in communication book more - more information
- Pre new security measures and COVID - miss visiting classrooms

Staff Feedback

Staff feedback, consultation and collaboration remains highly valued at Budawang School.

Staff were asked to provide feedback through a short survey last year.

1. Name three things going well at Budawang School?

Results:

The top five areas identified were:

- Extra Staffing - Assistant Principal off class to support leaning and wellbeing
- Extra support positions across the school
- Employment of OT and Speech
- Training of staff in student regulation
- Improvement of student and staff wellbeing procedures
- Team support
- Communication - improved communication to staff through daily notices on GSuite

2. Name three things that are a challenge at Budawang School?

Results:

The top five areas identified were:

- The physical environment when managing students with challenging behaviours
- School wide student assessment and monitoring systems and practice
- Workload
- Lack of space

- Time for staff to communicate about students

3. Name one thing you would like to change at Budawang School and why?

Results:

The top five areas identified were:

- Relevant student assessment and monitoring for our students
- More space and improved facilities
- Permanent increase in staff ratios
- Uniformity in staff training
- Missed opportunities in the school to teach Life Skills

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.

- **NAIDOC Week**

The Ulladulla High School Aboriginal Didgeridoo and Dance Groups performed at a special NAIDOC week assembly. Students participated in a variety of engaging literacy, music, art and HSIE based activities on the 2020 theme - Always Was Always Will Be to celebrate NAIDOC week.

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.