

2020 Annual Report

Induna School



INDUNA SCHOOL
RESPECT • RESPONSIBILITY • PARTICIPATION



5756

Introduction

The Annual Report for 2020 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 vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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)
Throughout the year staff have attended regular weekly staff meetings to develop their understanding across a number of areas to support their teaching, including effective teaching of writing, What Works Best CESE Document, programming, lesson observations and the PDP process. Staff have also attended weekly Learning and Support meetings where selected students are discussed and their Literacy and Numeracy learning needs identified.	Instructional Leader (SSP Funds) Back filling staff Supervisor meetings Teacher Meetings Learning & Support Team meetings LaST Teacher (SSP Funds)

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

Evaluation	Funds Expended (Resources)
Staff have collaborated with Lynne Hugginson to review the draft Wellbeing Framework and discuss ways to present and involve staff moving into 2021. Instructional Leader has undertaken Department of Education Wellbeing facilitator training in order to role out the professional learning to all staff in 2021. Weekly activities and reflections have been implemented for all staff to participate in, building a positive work place culture. Staff have participated in and supported the Youth Justice Incentive Scheme EPIC to engage students in positive behaviours across the centre and school settings. Student Support Officer has conducted regular check ins with all students, collaboratively setting weekly goals for their learning.	Educational Services Team Instructional Leader (SSP Funds) Whole school team meetings Wellbeing (SSP Funds) EPIC Meetings School Support Officer (SSP Funds)

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 five week Teaching & Learning programs that are aligned to NESA requirements and the 8 Ways pedagogy.

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)
<p>Staff have completed their classroom observations as part of the PDP process. Staff then had meetings to finalise their PDPs with their supervisors. All staff have reflected on their teaching practice and identified possible goals for 2021. Teaching staff also completed AITSL teacher survey reflecting on their professional practice against the standards. This survey was collated by the IL and results shared at a SDD at end of year. All staff were expected to add their teaching programs to the Teams drive for collegiate sharing.</p> <p>A timeline has been developed to support the PDP process to be implemented in 2021. This includes expectations around programs and what should be included in one, and a timeline of supervision of programs.</p>	<p>Supervisor Meetings</p> <p>Staff back filling</p> <p>Executive Meetings</p> <p>Instructional Leader (SSP Funds)</p>

Process 2: Develop staff capacity to collaborate on 5 week Teaching & Learning programs through instructional leadership, mentoring, team teaching, observation and targeted support.

Evaluation	Funds Expended (Resources)
<p>This is an area that remains a focus moving into the new school planning cycle. Staff have worked collaboratively on programs, but further PL is needed on what should be included in a teaching program and the reflection and evaluation of programs. The development and use of authentic assessments to gather data has begun on an individual subject/teacher level but is something that will be needed to develop further moving forward. This collection of data will allow for staff to track student growth and achievement during their time at Induna School and assessments need to be carried out regularly throughout the teaching and learning cycle of 5 weeks not just at the end of the unit.</p> <p>LaST teachers and IL have begun looking at ways of programming for the Literacy/Numeracy session. All staff teaching this session have been given a new day book proforma to use to document exactly what each student is doing across all components of the session and the individual learning intentions for the students to trial moving into 2021.</p> <p>Executive staff have developed a set of expectations around day books in consultation with teaching staff, setting out clearly what needs to be included. All staff will use these in 2021.</p>	<p>Instructional Leader (SSP Funds)</p> <p>LaST Teacher (SSP & Low Socio Economic Funds)</p> <p>Executive Meetings</p> <p>Aboriginal Educational Officer (SSP Funds for additional SLSOs for release)</p>

Progress towards achieving improvement measures

We will continue to look at ways of incorporating 8 Ways into all programs and ensuring differentiation across programs. There will be a focus on providing professional learning and support for staff to develop capacity in differentiation and incorporating visual learning- use of learning intentions and success criteria.

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)
Due to Covid 19 restrictions there were limitations on programs that were able to be initiated in 2020.	Student Support Officer (SSP Funds)
Transition plans were created for all students to support their future learning or employment.	
Student Support Officer attended case meetings to support students.	

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

Evaluation	Funds Expended (Resources)
Regular contact has been limited due to the current restrictions on visitors. Induna had one visit from the Grafton office with two case workers and one Psych coming into Induna for the Biggest Morning Tea which the visitors enjoyed connecting with the young people (YP). We have tried to facilitate meetings with outside agencies to work with our YP to look at potential employment opportunities and apprenticeships. Unfortunately, we have not been able to make this happen even via Zoom. The SSO and teaching staff continued the Rotary interview process (without the rotary staff) during the Work studies classes. This gave the students the opportunity to practice these employability skills during COVID times.	Work Studies Teacher Student Support Officer (SSP Funds)
Through the communication channels the Caseworkers have continued to receive up to date information on students transitioning back to the community, employment or to another school to support individual student needs.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>CSIRO Booklets</p> <p>8 ways powerpoint, factsheet.</p> <p>AEO</p>	<p>End of year survey has indicated the 85% of staff have a better understanding of Aboriginal Perspectives and the same amount feel that it is helping with their teaching practise. However 71% still feel that they need help to fully understand Aboriginal perspectives and more assistance with embedding 8 ways into their programs. Further PL on 8 ways in 2021 will be of great benefit for the school, staff and students.</p>
Socio-economic background	<p>Timetable</p> <p>Socio funding = \$21,877.00 a day a week</p> <p>SLSO = \$66,422.00 fulltime</p> <p>Total Est = \$109,259.00</p>	<p>Learning and Support teacher was employed 1 day 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 enrolments and individual student support in the classroom to allow targeted access to identified programs (Multilit). The Aboriginal SLSO has supported staff in Induction class completing assessments and entering them on SENTRAL. In this role they have built rapport with students to transition them into Induna school from Induction. This position has enabled them to support Induna school outcomes with the new EPIC scheme and to improve interactions with students in the school setting.</p>
SSP Supplement AEO	<p>Two SLSO's employed to back fill over the entire week for terms 2-4 = \$25,499.00</p>	<p>As identified through the Aboriginal Education team teachers were having trouble understanding the difference between the 8 Ways and Aboriginal Perspectives. Having extra time and release from classroom duties enabled the AEO to assist teachers through one on one conversations, the organisation of PL on the 8 ways and the demonstration of implementing 8 ways into their teaching and learning programs. As a result 85% of staff now have a better understanding.</p> <p>At the start of the year Induna School became aware of a program that the CSIRO was running. This involved several STEM focussed Aboriginal units of work. The AEO was able to review these units and then adapt them to suit Induna Schools setting.</p> <p>The AEO reviewed the structure of Indunas PLP's and through discussions with the Principal changed the appearance and layout of the PLP's the better reflect the cultural goals of the students.</p>

SSP Supplement AEO	Two SLSO's employed to back fill over the entire week for terms 2-4 = \$25,499.00	Without the provision of these extra funds the AEO would not have had time to implement these changes.
SSP Supplement TLF	Two days a week terms 2-4 = \$18,00.00	The role of the Technical Learning Facilitator was established at the start of term 2 for 2 days a week to support the school's Information Technology structures. The School's within Youth Justice recently have had major difficulty in allowing students access to the system in a safe and secure manner. The department deployed a team to visit all Centres and looked at what worked, what didn't and what changes needed to be made for consistent access for student learning. The software for internet access was tested at Induna with the support of the TLF. This has allowed some consistent access for students in classrooms to access the internet which Induna has not had in 2 years. This has had a positive impact on student engagement.
Maintaining Literacy & Numeracy Programs	Time = planning Days, scheduled meetings, staff meetings. Staff to back fill when required.	This initiative is difficult to evaluate (1.5 terms) its impact because the staff member leading the writing for literacy and numeracy left the school unexpectedly. This initial project saw a real staff need to explicitly teach to student gaps in learning using the Progressions. This then became a focus area for the Instructional Leader to support the literacy and numeracy teachers to develop their knowledge and understanding of how to use the Progressions to inform their teaching.
Maintaining PBL	Time = planning Days, scheduled meetings, staff meetings. Staff to back fill when required. Sentral	The introduction of the Centre wide incentive scheme pilot (EPIC - Encouraging Positive Improvement and Change) has given all staff a matrix of positive language when engaging with the Young People (YP) across the Centre. Acmena and Induna staff collaborated through working party meetings to build the matrix, identify the expected behaviours, provided professional learning, collection of data for analysis and review of the process. Induna School Executive updated systems in Sentral to allow staff to implement the new EPIC scheme with ongoing professional learning as the scheme evolved. The working party collected data from Youth Justice systems over the course of the year which indicated staff were awarding YP consistently with EPIC cards when they showed positive behaviours. The data collected by Induna School indicated a consistent rise over the course of the year of positives awarded to students for academic and behavioural achievement. This led to less incidents and suspensions in school.
SSP Supplement LST	One LST employed 5 days Term 2-3. Second LST employed 3 days terms 2-4. Total = \$87726.00	The employment of 1.8 Learning & Support Teachers (LST) for 1.5 terms had a major impact on the purchase and organisation of appropriate reading resources for literacy and numeracy teacher access to meet student need. Routines and processes streamlined through professional learning. Reflective

SSP Supplement LST	One LST employed 5 days Term 2-3. Second LST employed 3 days terms 2-4. Total = \$87726.00	evaluation, collaboration and targeted support provided in classrooms for teaching staff. SLSO's were provided with professional learning to administer targeted programs for student learning. A change in staffing meant that the 0.4 LST worked intensively with targeted teaching staff to build capacity to effectively and efficiently manage the Induction class, the diagnostic testing and the data input into Sentral for all staff access.
SSP Supplement Wellbeing	Two staff members sharing 4 days a week = \$65,522.00.	<p>Staff were asked to share what they especially liked or disliked of the activities they participated in. No negatives were mentioned, but the most popular activities were those considered 'light-hearted', such as cooking, trivia, and craft.</p> <p>Staff confirmed that the Wellbeing program was relevant and had a positive impact on their happiness at work. When asked how the program could further enhance staff wellbeing, we were told to "keep it up."</p> <p>Reflecting on the activities, staff made the following comments: it was fun, it's good to laugh in our environment, a positive reminder to stand up and leave your desk, an opportunity to socialise, it is a pleasure, we were not expected to think of work, I felt no judgement, and "it's a shame the sessions can't be longer." It was also noted that while the sessions were optional, all staff had attended at least one session and most staff participated regularly.</p>
SSP Supplement SSO	Employed 4 days a week terms 2-4 = \$53,394.00	The Student Support Officer has endeavoured to provide academic and emotional support to the young people who are here under our care, guidance and tuition at Induna School. Significant components of this include having worked with the 'Shine Working Group' in an effort to provide cultural support and connection to Elders for the young First Nations men in our care through the Covid-19 pandemic. The SSO has been readily available to the young people studying in this centre so that they can address issues quickly as they arise. The SSO has been actively involved in both theoretical and practical lessons to assist students with their academics as well as any other needs that arise for them as they move through their time in detention.
SSP Supplement IL	Employed 5 days a week for terms 3-4 = \$79,973.00	<p>Staff have all completed their PDP and final lesson observations.</p> <p>Staff have written a range of teaching and learning programs, incorporating 8 Ways. This will be an area for further development moving into 2021, with staff having a higher degree of accountability with programming through active executive supervision. The Instructional Leader will work with all staff to upskill in this area and also begin professional learning around using Learning Intentions and Success Criteria to ensure</p>

SSP Supplement IL	Employed 5 days a week for terms 3-4 = \$79,973.00	specific purpose in all lessons taught. Following our External Validation it has been identified that further areas for focus in 2021 include the use of LISC, professional learning in literacy /numeracy, wellbeing, development of scope and sequences across KLAs and assessment.
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	33	29	36	17
Girls	0	0	0	0

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
Head Teacher(s)	2
Classroom Teacher(s)	6.8
School Administration and Support Staff	9.42

*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	396,588
Revenue	2,982,369
Appropriation	2,975,424
Grants and contributions	6,654
Investment income	291
Expenses	-2,501,067
Employee related	-2,383,251
Operating expenses	-117,815
Surplus / deficit for the year	481,302
Closing Balance	877,891

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	234,288
Equity - Aboriginal	105,506
Equity - Socio-economic	128,782
Equity - Language	0
Equity - Disability	0
Base Total	1,898,719
Base - Per Capita	22,526
Base - Location	1,910
Base - Other	1,874,284
Other Total	760,344
Grand Total	2,893,352

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 2020 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. This was very limited due to low numbers of students at school and access to school by community, due to COVID restrictions on Centre. The Caseworkers have continued to value the individualised learning environment and programs designed to support each student's learning needs. The strong relationships and rapport that the staff develop with the students leads 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 especially with working from home arrangements for one term to support student well-being and learning . The satisfaction from the community continue around the variety of both educational and vocational programs utilised to re-engage students. The specific strategies around quality transition support offered to identified students in 2020, continues to be 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 and Harmony Day.
- Strong satisfaction with the school electives (Visual Arts & Food Technology), intensive Literacy/Numeracy, Science, Agriculture and vocational education programs which include Horticulture and Hospitality.

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.