

2020 Annual Report

The Bidgee School



5758

Introduction

The Annual Report for 2020 is provided to the community of The Bidgee 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

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School vision

In our culture of care, compassion and connection, we support young people to build inner resourcefulness. We understand young people as learners and as individuals. We develop positive relationships, held within high expectations, to support our school community to develop a wide repertoire of transferable skills and the key competencies necessary for learning and life.

School context

The Bidgee School is an educational setting providing specialist intervention for students impacted by complex trauma, abuse, neglect, family violence, autism and mental health conditions. The Bidgee School provides intensive support that focuses on educational/academic and wellbeing and emotional regulation with three classes from years 5 - 10, as well as four new Emotional Disturbed (ED) classes established in 2017 and 2018 for years 2 - 10.

The Bidgee School utilise knowledge of trauma, and how it affects the brain-body system to develop innovative pedagogy that is responsive to the needs of our young people. By understanding and responding to the source of the behaviour, rather than how it is expressed, this intervention explicitly reshapes adaptive trauma-based behaviour.

The Bidgee School program draws on current research of best practice, broader educational pedagogy, trauma-informed practice, brain-based neurobiology, cognitive-behavioural psychology, mind -body integration, mindfulness, coaching, breath-work and explicit contemplative and experiential practices to reduce internal stress and build psychological resilience.

The Bidgee School provides intensive support that focuses on quality educational and wellness development and emotional regulation. Across the setting, our learning community champion responsive and targeted neurological intervention to support our young people to thrive academically and in life.



Class 4 hard at work

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

Strategic Direction 1

Develop Mindsets for Learning

Purpose

To empower young people to develop mindsets and competencies for learning to improve literacy and numeracy achievement.

Improvement Measures

100% of teachers demonstrate differentiation and targeted teaching practices that accelerate learning for improved student outcomes.

Increase the proportion of students who display measurable improvement in active engagement scores.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practice

- Deliver quality student centred learning experiences to support students to understand how they learn (HOW2Learn).

Evaluation	Funds Expended (Resources)
In 2020, there were a number of significant events that impacted the delivery and implementation of elements of The School Plan Strategic Direction 1: Develop Mindsets for Learning. Due to staffing changes which impacted throughout 2020, combined with COVID19 changes and school size increase. resulted in most professional learning being conducted online and limited capacity to implement HOW2Learn practices consistently across the school.	

Process 2: Learning Culture

- Strategically implement practices that accelerate learning, build mindsets and transferable competencies to improve student outcomes.

Evaluation	Funds Expended (Resources)
In 2020, there was a whole school review process focused on additional learning pathways these included: Work Experience, TAFE, Mainstream integration, Elective subjects and stage 6 Distance Education. Accessing external service providers enabled students to develop work place skills and obtain certificates. As a result of those new pathways and programs, students aspiration and engagement levels increased, with more students engaged in senior studies.	

Strategic Direction 2

High Quality Educational Practices

Purpose

To consistently develop high quality educational practices to improve teaching and learning outcomes.

Improvement Measures

Increase the proportion of students demonstrating expected growth in Literacy and Numeracy.

100% of teachers demonstrate evidence of revisions, based on consistent feedback, reliable student assessment, progress and achievement.

Progress towards achieving improvement measures

Process 1: Curriculum

Build staff capacity to collaboratively plan, program and assess high quality, differentiated curriculum for literacy and numeracy progression.

Evaluation	Funds Expended (Resources)
In 2020 all teaching staff completed the online training 'Introduction to the Literacy and Numeracy Progressions'. An Instructional Leader was appointed to develop staff knowledge, skills and facilitate staff utilisation of the Progressions school wide. Teaching staff continued to develop their professional knowledge and understanding of where students were performing on the progressions. The Bidgee School continued to develop systems in order to consistently monitor and track the growth of student learning data to inform teaching practices.	

Process 2: Learning and Development

Create a culture of feedback, including staff, students, parents/caregivers and community stakeholders.

Evaluation	Funds Expended (Resources)
Across the school practices and processes were streamlined to ensure a culture of explicit feedback to staff and students. Feedback process continued to be developed to provide relevant, explicit and ongoing feedback. Staff, Students and parents participated in the Tell Them from Me Survey and an internal parent survey was developed to collect data from parents regarding The Bidgee School processes and how we can improve our practices in the future.	

Strategic Direction 3

Therapeutic Integrative Intervention

Purpose

To facilitate a holistic education by providing teaching and learning opportunities which nurture the whole child and which are responsive to individual needs.

Improvement Measures

Students will increase success rates by 10% towards targeted goals as outlined in Care Plans.

Daily tracking data will show a measurable decrease in trauma based responses and an increase in emotional regulation

Progress towards achieving improvement measures

Process 1: A Planned Approach to Wellbeing

Students will engage in evidence based emotional and social learning opportunities to enhance psychological wellbeing and promote academic success.

Evaluation	Funds Expended (Resources)
Staff and students experienced diverse challenges in 2020. This highlighted the importance of wellbeing within our school setting. Throughout the year students were supported through evidence-based trauma informed practices, to promote social and academic learning opportunities. Staff continued to consolidate their professional knowledge and delivery of trauma informed practices.	

Process 2: Individual Learning Needs

Design and implement individualised wellbeing programs that draw from current research to support students who have experienced trauma and have high variances between chronological, developmental and experiential ages.

Evaluation	Funds Expended (Resources)
During 2020 The Bidgee School introduced a variety of external wellbeing programs to support the needs of our young people. These initiatives included programs such as: 'This is Me', 'Create Hub' and 'Love Bites'. Student participation and engagement in these programs enhanced relational awareness and developed students social and emotional skills. Students expressed they enjoyed participating in these external programs.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • 2 Temporary Aboriginal SLSO's • Additional teacher release • Cultural programs Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$11 960.00) 	<ul style="list-style-type: none"> • The implementation of cultural programs across the school were significantly impacted by COVID restrictions, however with the support of our Aboriginal SLSO 's all students engaged successfully in Aboriginal education and culture.
Socio-economic background	<ul style="list-style-type: none"> • School bus • Staff with additional bus licence • Additional teacher release • Employment of additional teaching staff Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$94 364.00) • Support for beginning teachers (\$6 500.00) 	<p>The employment of additional staff allowed for teacher release for staff to attend professional development (online) and allowed us to implement a range of additional programs/ activities. Ensuring a larger number of staff had their medium rigid bus licence allowed our students to access extra curricular activities.</p>
SSP Supplement	Funding Sources <ul style="list-style-type: none"> • SSP supplementary funding - \$ 170,000 • 1 Temporary teacher • Instructional Leader Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$7 500.00) 	<p>All teachers engaged in What Works Best Professional Development and ongoing mentoring with the Instructional Leader. The school implemented the use of PLAN 2 and began utilising the Literacy and Numeracy progressions to track student progress. This process wasn't fully achieved due to COVID restrictions and students learning from home.</p>
Wellbeing	Funding Sources: <p>SSP - Supplementary Funding - \$85000</p> <ul style="list-style-type: none"> • Professional Development • Development of Therapy Dog policy and risk management plans • Dog care related expenses • Staff attending courses facilitated by external providers • Additional support staff to support the implementation of specialist Therapy Dog programs Funding Sources: <ul style="list-style-type: none"> • Professional learning (\$15 500.00) 	<p>All teaching and support staff participated in ongoing trauma informed professional development, additionally staff engaged collaboratively with the refining process of school-wide wellbeing documents. The Therapy Dog program expanded with the acquisition of an additional therapy dog, with all classes and individual students accessing the Therapy Dog program. Specific lessons delivered to support emotional awareness and regulation. Students engaged in a variety of programs designed to support student mental health and wellbeing which supported students to enter learning and support improved career prospects.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	22	30	32	26
Girls	5	11	14	16

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)	2
Classroom Teacher(s)	5.69
Teacher Librarian	0.2
School Administration and Support Staff	9.42
Other Positions	0.2

*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	568,754
Revenue	2,501,735
Appropriation	2,500,813
Sale of Goods and Services	-691
Grants and contributions	1,307
Investment income	306
Expenses	-2,286,368
Employee related	-2,001,060
Operating expenses	-285,308
Surplus / deficit for the year	215,367
Closing Balance	784,121

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	106,325
Equity - Aboriginal	11,960
Equity - Socio-economic	94,364
Equity - Language	0
Equity - Disability	0
Base Total	1,931,062
Base - Per Capita	22,526
Base - Location	1,803
Base - Other	1,906,733
Other Total	330,786
Grand Total	2,368,172

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

Below are images collated from our 2020 Tell Them from Me Surveys. These outline our proficiency across a wide range of indicators in comparison to state averages. We have also included our attendance data collated from the previous eight years

Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for The Bidgee School. More detailed results for each measure follow.



Eight drivers of student learning, NSW Govt Norm vs The Bidgee School mean (in blue)

Four Dimensions of Classroom and School Practices

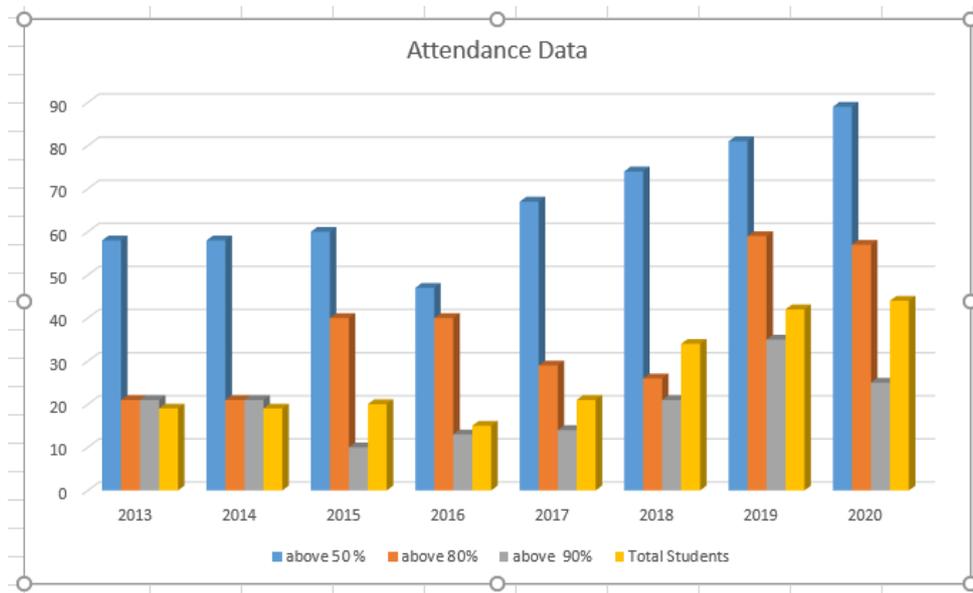
The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through;
2. **planned learning opportunities** which involve an intentional transfer of skills and knowledge;
3. **quality feedback** that guides students' effort and attention; and
4. **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for The Bidgee School are shown in the radar chart below. The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.

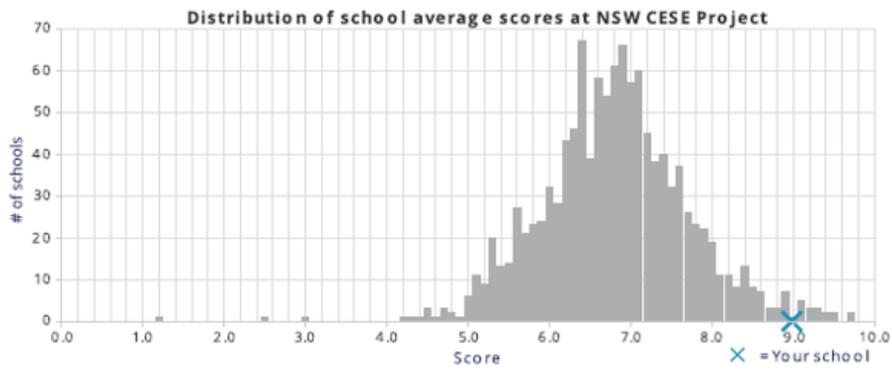


Four dimensions of classroom and school practices NSW Govt Norm vs The Bidgee School mean (in blue)



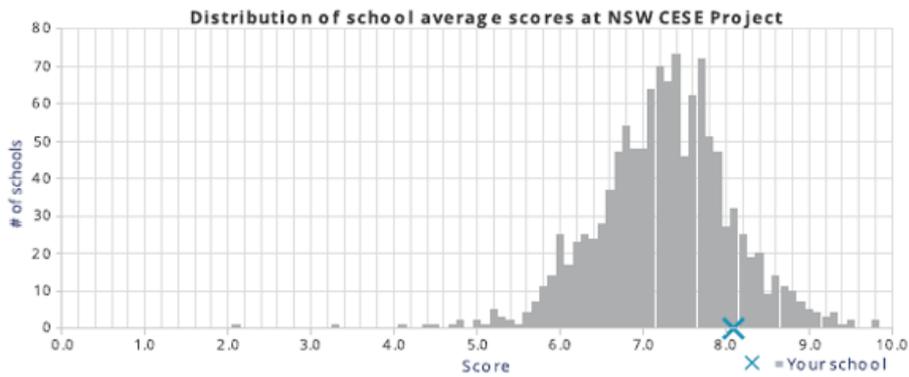
Attendance data comparison

Inclusive School Data



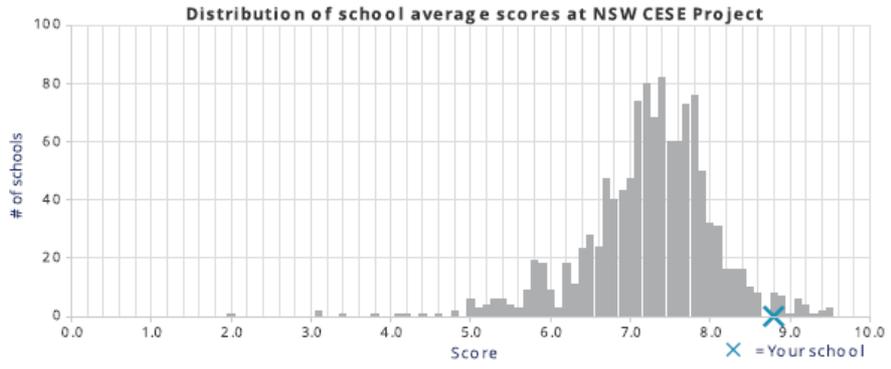
Response to "Are we an inclusive school" question

Parents feel welcome



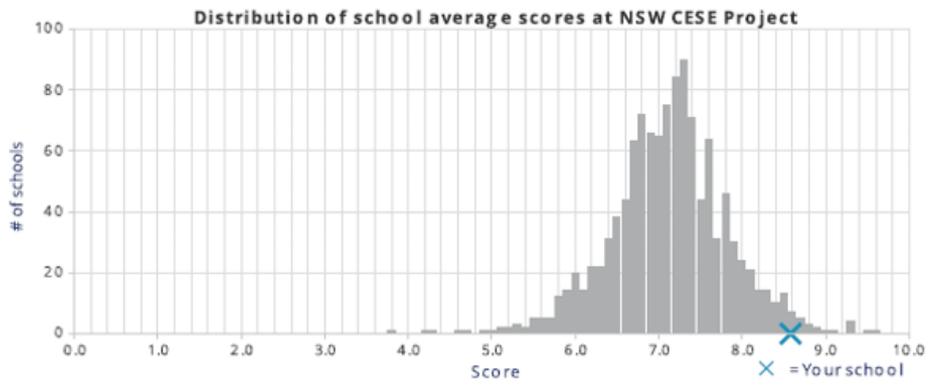
Parents feel welcome

Safety at School



Safety at school

School supports learning



School supports learning

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.

