

2021 Annual Report

Halinda School



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Introduction

The Annual Report for 2021 is provided to the community of Halinda 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 Strategic Improvement 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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Message from the principal

2021 has heralded in the commencement of the new 'Excellence in Action' school planning processes and the beginning of our four-year Strategic School Improvement Plan. The following report summarises the school's improvement targets, student learning outcomes and funding sources that have facilitated learning achievements.

The COVID 19 pandemic presented significant challenges for our school community with disruptions to learning continuity and stressful periods for parents as they navigated the 'Learning From Home' program and managed Telehealth therapy services in lieu of face to face therapy sessions with their child. I commend parents on their dedication and resilience in supporting their children whilst maintaining work and home duties. I congratulate staff who developed and maintained the 'Learning from Home' programs and extend my heartfelt thanks those staff who enabled us to keep the school open for parents who required learning support for their child on school grounds.

This year has seen the beginning of a significant change in student enrolments. Our primary classes grew in number and as predicted 2022 will see primary growth to 10 classes. This has generated substantial curriculum growth focused on language and communication skills and development of a suite of strategies to build strong community wellbeing. These initiatives have been embedded in our 2021 -2024 plan.

Accompanying curriculum development has been extensive planning for infrastructure changes to accommodate early learners. Our primary playground has been reshaped into an inclusive play area accommodating all students. Plans have been submitted for a second inclusive playground space designed by our primary teaching staff and our Mobi-Care therapy team, in conjunction with Moduplay playground specialists. We are hopeful that this important component of our early learning program will be installed early in 2022.

Whilst we have been welcoming higher numbers of early learners we have been transitioning large numbers of year 12 students into community work and recreational programs. Twenty-one students graduated at the end of 2021 after significant COVID 19 lock down and limited community based participation. My heartfelt thanks to families for the trust that they placed in the school to transition their young adults into post school programs and the courage of our year 12 graduates to step into their new lives as community members. The graduation presentation dinner was a testimony to the resilience and courage of students and their parents.

As we move to the close of another year and walk forward, with high aspirations, into new challenges in an uncertain climate, this I know ! Together we can sustain and grow our learning ground, generate the support to source solutions to the challenges we will face and create the good-will and shared purpose for student success and community wellbeing.

Jan Eccleston

School vision

At Halinda school our students are engaged in classrooms which create optimal conditions for learning in order to develop their full potential. High expectations for our students is a shared vision for everyone in the Halinda community. We encourage higher levels of wellbeing by providing an emotionally safe environment where parents and students have a sense of belonging., feel understood, supported and cared for. Halinda school embeds structures and processes that underpin ongoing school community consultation, professional effectiveness and continuous school improvement ensuring students' purposeful, productive participation in community valued lifestyle options.

School context

Halinda School is located in the Western Sydney Mt Druitt area and services a diverse population within a low socio-economic context. Fifty nine percent of the parent population is from non-English speaking backgrounds.

Halinda School enrolls 114 students K-12 with moderate to severe intellectual disability. All students have a secondary disability that may include physical, sensory, health impairments, autism spectrum disorder, diagnosed mental health conditions and challenging behaviours.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2021-2024.

As a result of our thorough situational analysis and in consultation with key stakeholders we have identified the following areas for improvement:

- Growth and acquisition in communication skills by effective use of the Road Map of Communicative Competence [ROCC] Progressions.
- Development of wellbeing for learning through whole school wellbeing strategies and differentiated learning continuums.

The school will expand instructional leadership, building of staff capability in the use of evidence based practice and collaborative planning to increase student growth and attainment in key communication and social emotional skills.

Leadership and school personnel will work actively to forge partnerships with community support services, NDIS funded therapy personnel and post school services to provide ongoing support and specialist input at critical transition points for early education enrolments and years 11/12 transition to community participation options.

The school will sustain a relentless focus on developing a positive welfare culture where students, staff, parents and community service providers have a sense of connectedness to the school and undertake active roles in contributing to student growth and attainment.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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 | 2021 School Assessment |
|--|----------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Working towards Delivering |
| TEACHING: Effective classroom practice | Sustaining and Growing |
| TEACHING: Data skills and use | Working towards Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Sustaining and Growing |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Self-assessment and school achievement

This section of the Annual Report outlines the findings from the self-assessment using the School Excellence Framework, school achievements and the identified improvement targets. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high-quality practice across the three domains of Learning, Teaching and Leading.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, on the balance of evidence, the school demonstrates continued **Sustaining and Growing** in the elements of Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. The school is **Working Towards Delivery** in Student Performance Measures.

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Future Directions

The school will:

Utilise the opportunity to participate in the CESE Pre L&N learning progressions for students who require more differentiated learning programs. Utilise Curriculum Reform funding to develop and implement pre-entry literacy and numeracy learning progressions and differentiated programs across grades K-6. Learning progressions will be accompanied by robust assessment tools to track student growth and acquisition and report to parents

Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching, on the balance of evidence, the school is **Sustaining and Growing** in the elements of Effective Classroom Practice and Learning Development. The school demonstrates **Working Towards Delivery** in Data Skills and Use and **Delivering** in the element of Professional Standards

All classrooms and learning environments were well managed with consistent, school-wide approaches to student wellbeing and behaviour management. Well planned teaching was consistent across the school, with a strong presence of wellbeing and positive strategies for engagement in learning. The school identified expertise within its staff and drew on this to further develop its professional learning community.

Future Directions:

The school will:

Continue to promote a school-wide approach to effective and positive classroom management. Allocate Low SES funding to facilitate SLSO Support for students where needed, ensuring optimum wellbeing and engagement. Continue to analyse daily wellbeing and engagement referrals and student performance data to engage the school community in reflection on student progress and achievement and develop plans and strategies for ongoing improvement.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, on the balance of evidence the school is **Sustaining and Growing** in the elements of Management Practices and Processes, School Resources and Educational leadership. The school is **delivering** in the element of School Planning, Implementations and Reporting. Teaching and non-teaching staff proactively seek to improve their performance. Leadership supports collaborative performance development and efforts to continuously monitor improvement. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction

Future Directions

The school will:

Facilitate Instructional Leadership training for high performing teachers to build staff capacity in data skills and use and support the development of a differentiated curriculum that meets the needs of all students. Ensure the allocation of discrete time for Strategic Improvement Plan monitoring and annotation of data evidence sets to validate the work of the school and prepare for external validation in 2023.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in the acquisition of functional communication the school will enhance teacher skills in data driven teaching practices that are responsive to the individual learning needs of every student as they move through their stages of schooling.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Providing Expert Professional Support to Build Teacher Capabilities
- Individualised Learning Plans

Resources allocated to this strategic direction

Professional learning: \$4,880.00
SSP supplementary funding: \$32,233.00
English language proficiency: \$11,038.00
SSP quality teaching support: \$71,770.00
SSP Supplementary Funding: \$77,656.00
Socio-economic background: \$62,757.00
School support allocation (principal support): \$37,687.00

Summary of progress

91% of staff, through, High Impact Professional Learning were trained in assessment and data analysis utilising the 'ROCC' Roadmap of Communicative Competence assessment tool. All students were assessed and had a documented individual communication learning goal and personal learning plan with opportunity to develop a transferable communication system to support the communication of personal needs and wants.

All staff were provided with mentoring from the Instructional Leader Communication, to assess instructional base lines in the first semester and a follow up refresher training to assess student growth and acquisition at the end of semester 2. A consolidated 5-week experiential communication training module was developed and presented to all staff by the Instructional Leader at weekly staff meetings..

The Instructional Leader's high level of expertise and informed knowledge of teacher capabilities resulted in increased deep knowledge of the needs of complex learners and evidence-based strategies for engaging and instructing students K-12. Collegial work within grades supported ongoing focus on the development of communication skills resulting in incremental improvements in student learning outcomes.

As a result of evaluation in 2022 the school will strengthen the development of robust communication systems utilising Alternate Augmented Communication. The school will also increase inclusion of parents and our school based Mobi-Care therapist in the review and planning of students individualised communication learning plans.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
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| Access [ROCC progressions] All students will : Have a functional individual communication learning goal that meets their unique needs and provides access to transferable communication system that will support them to make their | All students assessed had a documented individual communication learning goal and opportunity to develop a transferable communication system to support the communication of personal needs and wants. There was strong evidence that ROCC assessment that had informed instructional levels of individual learning goals for students. Evaluation and mentor feedback recommended. <ul style="list-style-type: none">• the annual handover of student documents should explicitly include students' current augmented communication system to ensure learning |

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| needs and wants known | continuity across school, home and community. |
| Exploring Pathways [ROCC progressions] 30% of students in the primary grade and 33% of the students in high School years 7-10 will utilise their communication system purposefully within daily routines | An audit of years k-6 and 7-10 end of year reports indicated that 46% of primary students and 64% of year 7-10 students were consistently utilising their AAC communication systems to make needs and wants known within school routines. |

Strategic Direction 2: SD 2 Positive wellbeing and social emotional skills

Purpose

To maximise student learning, and each year, continually build upon competencies that lead to valued community inclusion the school will implement individualised evidenced based programs that develop students' wellbeing and social emotional regulation.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Developing a positive whole school wellbeing
- Providing a multi-tiered approach to student interventions
- Differentiating wellbeing and social, emotional learning programs

Resources allocated to this strategic direction

SSP supplementary funding: \$250,101.00

School operational funding: \$10,802.00

Professional learning: \$6,903.00

Socio-economic background: \$63,189.00

Aboriginal background: \$2,500.00

English language proficiency: \$3,960.00

Literacy and numeracy: \$3,000.00

QTSS release: \$11,212.00

Summary of progress

Whole school professional learning was implemented to promote awareness of 'Trauma Informed Practice', the complexity of the 'Autism Profile' and the planning of educational strategies for students. The welfare coordinator published a review of current research from the Telethon Kids Institute underpinning the new DoE Behaviour Strategy to inform welfare policy and practice development. A comprehensive risk register was established for students under DCJ care and students who presented in daily referral data as 'at risk' of low wellbeing and disengagement from learning. A three-tiered approach to student management was a whole school endeavour, with Positive Behaviour for Learning as a universal prevention providing explicit teaching of learning engagement and social interaction skills in classrooms and playgrounds. SRC Leadership training for our peer mentors netted learning outcomes for both peers and students. Ongoing learning support team meetings and complex case conferences involving parents facilitated supports to sustain student wellbeing and engagement. Ongoing data collection and wellbeing reports were utilised to inform students' Positive Behaviour Plans.

A social Emotional learning progression was developed to provide guidance in establishing personal wellbeing profiles and plans for students in years 7-10. Learning and engagement profiles also informed compulsory wellbeing goal setting and personal plans for students K-6. The development of differentiated learning programs for explicit instruction in social, emotional literacy was commenced for years 7-10. However progress in our differentiation of was impacted by COVID 19 and long periods of working from home. The whole school review of policy and guiding documents for wellbeing, engagement and behaviour strategies was also impacted by COVID 19 disruptions.

As a result of evaluation in 2022 the school will provide whole school High Impact Professional learning in the differentiation of curriculum content and scaffolding of social, emotional literacy lesson plans, years K-6 and 7-10. Staff training modules based on the evidence base, "Strengthening school and system capacity to implement effective interventions to support student behaviour and wellbeing" and the DoE Behaviour Strategy will be presented at weekly welfare meetings and parent information days as a lead up to a school/community review and restructure of the school Wellbeing Framework, Behaviour Policy, and comprehensive school-based behaviour strategies.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure | Progress towards achievement |
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| A range of evidence supports the schools assessment /validation of the | A comprehensive review of the SD2 professional learning utilizing the High Impact Professional Learning (HIPL) tool indicated that the school was |

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| <p>element of Wellbeing at sustaining and growing</p> <p>A range of evidence supports the schools assessment /validation of the Domain: Learning, Element Curriculum, Theme; differentiation at delivering.</p> | <p>'delivering' professional learning lead by the school leadership team, addressing identified students needs, in a coherent and continuous manner. Drilling down to the classroom and netting behavioural and curriculum change that impacts students learning is an area for improvement.</p> <p>The analysis of data thus far demonstrates the following:</p> <ul style="list-style-type: none"> • There has been meaningful engagement between school and families in developing student wellbeing profiles which culminated in 100% of students with a wellbeing plan. Planning for learning has been informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers goals. (Wellbeing: Individual Learning Needs) • The wellbeing goal for each student was differentiated using various data sources such as wellbeing profiles, teacher observations, conversations with thearpists , parents and students. Teachers differentiated the teaching and learning programs and explicitly taught the social and emotional competencies through the high school sports and elective programs which are recorded in student reports to parents twice yearly. (Curriculum: Differentiation) <p>The evaluation and analysis of the outcomes against the School Self Evaluation Framework indicate the following:</p> <ul style="list-style-type: none"> • The Professional Learning targeted student needs, improvement of school culture and wellbeing, and enhancement of teaching practice. (Learning - A planned approach to Wellbeing) • Evaluation indicated that teachers gained deeper understanding of identifying trauma and its impacts on student behaviour. • Students were provided with wellbeing plans differentiated to support personal self-regulation needs. (Wellbeing - Individual Learning Needs) • Staff worked collaboratively to differentiate curriculum for a range of students groups K-12) .(Teaching: Learning and Development, Collaborative Practice) |
| <p>All students' in years k-4 will demonstrate incremental progress across the TEACCH wellbeing, Engagement, Learning Progression</p> <p>50% of identified students in years 7-10 will have an explicit wellbeing plan and be able to execute their self-regulation strategies with learning support and guidance from school personal.</p> | <p>All classes progressed in the three domains of social function, happiness and satisfaction and learning disposition within the TEACCH assessment. The overall improvement for classes was an increase of 40% averaged across 7 classes in 2021. Students were assessed early term 1 capturing students baseline data., and post testing occurred in term 4.</p> <p>100% of students in years 7-10 have a wellbeing profile developed in collaboration with their classroom teachers, parents.</p> <p>End of year assessment for the annual report demonstrated the following:</p> <ul style="list-style-type: none"> - 25% of students were able to execute self-regulation strategies with maximum assistance in selected familiar settings. (P1) - 55% of students were able to execute self-regulation strategies, relying on physical and verbal assistance in familiar settings (P2) - 20% of students were able to execute self-regulation strategies with partial prompts in familiar settings. (P3) |

| Funding sources | Impact achieved this year |
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| <p>Socio-economic background</p> <p>\$125,946.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Halinda School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Providing a multi-tiered approach to student interventions • Individualised Learning Plans <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional learning support officers to support student engagement • equitable access to specialist resources <p>The allocation of this funding has resulted in: Employment of additional school learning support officers (SLSO) increased the engagement and learning of students through 1:1 explicit teaching support in their individualized learning and support plans..</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to designate the Low SES flexible funding to additional learning and support officers for early learners and students with physical disabilities, enabling their access to regular hydrotherapy.</p> |
| <p>Aboriginal background</p> <p>\$2,500.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Halinda School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Providing a multi-tiered approach to student interventions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • Whole school cross curriculum activity days to celebrate NAIDOC week and Harmony Day <p>The allocation of this funding has resulted in: Enhanced staff understanding and commitment through professional learning in Aboriginal Histories and Culture, Turning Policy into Practice and Eight Ways Aboriginal Pedagogy. Strengthening of relationships with families who have Aboriginal background and ensuring the input from parents and students for the development of individual learning and support and transition plans. Embedding of the Eight Ways Pedagogy in planning and implementation of students' Personal Learning and Wellbeing Plans. Provision of coaching for families in accessing National Disability Insurance scheme (NDIS) funding and connecting with community services by Principal Support staff member, in his role as NDIS links coordinator. As a result of the intensive work with two students, in transition to community, students they were well connected to services. One student gained employment with the Australian Disability Enterprises Employment Service, 3 days per week and also obtained his working with children check for volunteer work in our school garden one day per week. Both young men</p> |

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| <p>Aboriginal background</p> <p>\$2,500.00</p> | <p>have been connected to weekend recreational programs funded through the National Disability Insurance Scheme.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to COVID 19 lock down funds were not expended. Listed achievements have been funded by a variety of sources related to strategic directions number 1 and 2.. Continued employment of our community links staff member through the Principal Support funding to sustain school and community engagement and facilitate productive post school occupation for students with Aboriginal background.. Retaining a targeted focus on quality personal learning plans and evidenced based pedagogy to ensure acquisition of key learning outcomes. Utilising retained funds to:engage our community educator and fund incursions and excursions to expose students to a rich learning environment that values Aboriginal language, art and culture.</p> |
| <p>English language proficiency</p> <p>\$14,998.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Halinda School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Differentiating wellbeing and social, emotional learning programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Autism Australia Consultants to enhance staff knowledge and skills in teaching to students' individual autism specific profiles. • Onsite ASPECT Behaviour consultants to support teachers of complex learners with low wellbeing and challenging behaviours., . <p>The allocation of this funding has resulted in: Recognition of the critical impacts of low wellbeing and challenging behaviour on student learning. Deeper understanding of the "AUTISM profile and the use of specific data sets to plan individual learning and Support Plans for students. Ongoing mentoring and wellbeing support for teachers who work with complex needs students through structured learning Support Team meetings with parents and a range of key stakeholders</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide teacher release for regular LST meetings to collaborate with head teacher welfare and relevant stakeholders in the development of learning support plans to mitigate risk factors and promote student wellbeing and engagement.</p> |
| <p>Professional learning</p> <p>\$11,783.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Halinda School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Developing a positive whole school wellbeing • Differentiating wellbeing and social, emotional learning programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Zoom Online professional learning on Teaching Critical Communication Skills <p>Road Map of Communicative Competence (ROCC) progression training</p> <ul style="list-style-type: none"> • Executive participation in the Learning Ecosystems project to develop |

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| <p>Professional learning</p> <p>\$11,783.00</p> | <p>skills in using and analyzing data across the school community.</p> <p>The allocation of this funding has resulted in: Staff enhanced their understanding of the evidenced based Road Map of Communicative Competence (ROCC) assessment tool and achieved successful goal setting at students' instructional levels. Leaders developed deeper understanding of the learning ecosystems operating across our school and community. Leaders shared skills in designing evaluation tools to gather school wide data sources and data analysis to inform the health of the community and develop strategies for enhanced parent engagement in their child's learning. Due to COVID 19 impacts engagement of parents in program planning and reviews occurred over telephone and zoom meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be: A comprehensive professional learning program for 2022 will be developed from teacher consultation, parent priorities and the rapidly changing trends in student enrolments. The school will also strengthen the work of the welfare team and our School Chaplain to develop a suite of parent education and wellbeing strategies that will enhance confident engagement of parents in the corporate life of the school and students' learning programs.</p> |
| <p>School support allocation (principal support)</p> <p>\$37,687.00</p> | <p>School support allocation funding is provided to support the principal at Halinda School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Learning Plans <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Support for parents in registering with the National Insurance Scheme (NDIS) to access funded support for students ongoing capacity development through therapy services. • Support for parents in identifying appropriate post school services on graduation from Halinda. Supporting NDIS plan reviews to ensure adequate funds for active ongoing learning for work and/or recreational programs.. <p>The allocation of this funding has resulted in: A recognition of the complexity of the National Disability Insurance Scheme (NDIS) and ongoing plan reviews. The critical need for additional support to navigate the NDIS journey for a significant number of parents within our community Secured registration for capacity building support funding students K- 12 Secured post school occupation and ongoing capacity building 18 years -63 years.</p> <p>After evaluation, the next steps to support our students with this funding will be: Retain the Principal Support funded position in capacity of NDIS /Community links Extend the capacity of this position through Flexible SSP funding Increase parent understanding of the importance of registration in the National Disability Insurance Scheme and the funded plan processes through our school/community professional Learning program.</p> |
| <p>Literacy and numeracy</p> <p>\$3,000.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Halinda School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiating wellbeing and social, emotional learning programs |

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| <p>Literacy and numeracy</p> <p>\$3,000.00</p> | <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • Team collaboration in reviewing and developing scope and sequences for literacy and numeracy across the primary grade K-6 <p>The allocation of this funding has resulted in: Team approaches by the primary-grade to review and make recommendations on the implementation of literacy and numeracy needs of students K-6. Curriculum audits conducted against and NES A Policy Standards for Primary Curriculum Requirements. MyPL professional learning to raise the awareness of the Department of Education (DoE) and NES A Policy Standards for Primary Curriculum Requirements. Policy and program development during the COVID 19 lock down via zoom. Development of scope and sequences with explicit Literacy and numeracy learning outcomes mapped across primary K-6 Contributions from staff of lesson plans and lesson materials to prepare weekly lesson packs incorporating literacy and numeracy as part of the school 'Learning From Home' program.</p> <p>After evaluation, the next steps to support our students with this funding will be: To assess the current K-6 cohort, many of whom, are nonverbal and still mastering emergent communication skills as well as presenting with co-morbid complex learning needs. These students provided teachers with challenges in the implementation of standardised Learning From Home packages for literacy and numeracy. In 2022 the school will Utilise the opportunity to participate in the CESE Pre L&N learning progressions for students who require more differentiated learning programs.. Utilise the Curriculum Reform funding to develop and implement pre-entry literacy and numeracy learning progressions and differentiated lessons across literacy K-6 . Maximise student engagement and learning by incorporating Alternate Augmented Communication systems (AAC) into literacy and numeracy lessons</p> |
| <p>QTSS release</p> <p>\$11,212.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Halinda School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiating wellbeing and social, emotional learning programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: The full amount of QTSS funding was not expended for teacher professional development and curriculum development due to the COVID 19 lockdown Funds expended resulted in: Additional staffing to support group collaboration in the development and implementation of a social-emotional literacy learning progression based on the General Personal and Social Capabilities in the ACARA Australian Curriculum. The establishment of differentiated individual student wellbeing profiles for</p> |

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| <p>QTSS release</p> <p>\$11,212.00</p> | <p>goal setting and the implementation of differentiated student wellbeing plans and Positive Behaviour Support plans</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate and refine the Social -Emotional Learning Progression as a basis for assessment and program planning. Extend the school Learning and Support Team processes to include parents, therapists, complex case teams and medical practitioners in wellbeing planning and curriculum decisions for students.. Continue High Impact Professional learning for the whole school community to deepen understanding of the critical the importance of wellbeing in learning and engagement .</p> |
| <p>COVID ILSP</p> <p>\$76,742.00</p> | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing individual and intensive small group tuition for identified students who were failing to develop basic functional communication skills and students who were demonstrating low wellbeing and challenging behaviours. • additional SLSO full day support over a 19 day time frame providing a trauma informed care management framework and the explicit teaching of self-regulation strategies to increase wellbeing and engagement of students with high anxiety and challenging behaviours • 15 days in class support during COVID 19 lockdown for students who were attending school, providing explicit teaching of critical communication skills to support learning and engagement <p>The allocation of this funding has resulted in: SLSO tutor support was provided professional learning from PYRMAID consultants - Communication Skills for Complex Learners. 80% of students demonstrated incremental progress in utilising functional communication skills within daily routines and learning programs. SLSO tutor support was provided professional learning from Trauma informed care practices and explicit teaching of skills for self-regulation staff training was provided by Interventions Plus and Autism Australia All students improved significantly in their well-being demonstrating strong sense of belonging and security, ability to relax into learning, improved self-regulation and enjoyment and engagement in learning tasks whilst attending school during COVID 19 lock down.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds not expended in 2021 and 2022 funds will be utilised to employ a full time teacher to extend the literacy and numeracy skills, work preparation and community access skills of students in high school and transition grades to bridge learning gaps and ensure successful community integration and work placement.</p> |
| <p>SSP supplementary funding</p> <p>\$282,334.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Halinda School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Developing a positive whole school wellbeing • Individualised Learning Plans |

| | |
|--|---|
| <p>SSP supplementary funding</p> <p>\$282,334.00</p> | <ul style="list-style-type: none"> • Differentiating wellbeing and social, emotional learning programs <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support in the creation of high-quality teaching and learning programs • release time for staff to support teacher mentoring • employment of external support services including the engagement of dedicated specialists to address areas of specific student need • engagement of Instructional Leader to support student growth and attainment outcomes • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in:</p> <p>An increase in the school's capacity to:</p> <p>Engage external services to enhance student wellbeing and learning engagement. This included Mobi-Care physiotherapy. Occupational and Speech therapists and a music therapist who worked collaboratively with school staff and parents to enhance learning programs for students.</p> <p>Employment of five additional SLSO to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</p> <p>Release of teachers for parent teacher meetings and collegial development of quality teaching programs.</p> <p>As a result of the additional services embedded into our collaborative culture there has been an increase in professional capital and a melding of expertise across a range of disciplines to produce high quality teaching and learning programs. This has resulted in improved outcomes in students' wellbeing and engagement and enhanced communication outcomes for both verbal and non-verbal students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After a review of the 2020 situational analysis and school enrolment demographics 2022/2023 the school will utilize the SSP flexible funding for the following initiatives to promote students skills acquisition in the identified school improvement targets.</p> <p>Extension of the Mobi-Care collaborative engagement within the school.</p> <p>Employment of an instructional leader to build teacher capacity in assessing, planning and implementing explicit teaching programs for communication and literacy skills development.</p> <p>The employment of additional SLSO staff to increase curriculum implementation and student engagement.</p> <p>Increase parent involvement in planning and evaluating their child's personal learning plans.</p> <p>Extension of the Principal Support position to increase parent connections to NDIS services, community support agencies and post school providers.</p> <p>Employment of a Business Manager 0.6 to support budget implementation and monitoring.</p> |
| <p>SSP quality teaching support</p> <p>\$71,770.00</p> | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Halinda School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Providing Expert Professional Support to Build Teacher Capabilities • Individualised Learning Plans <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the creation of high-quality teaching and learning programs • employment of external support services • resource development to increase student engagement in learning |

| | |
|--|--|
| <p>SSP quality teaching support</p> <p>\$71,770.00</p> | <p>The allocation of this funding has resulted in:</p> <p>Employment of external support consultants to provide leadership development in a 2-day Growth Coaching conference, provided opportunities for direct experience of the impact of coaching conversations applied to real workplace situations. Skills acquired were utilised by leaders to support staff in developing classroom programs related to school improvement targets and to provide wellbeing support to staff during times of stress across 2021.</p> <p>Employment of additional staff to release project leaders provided opportunities for collegial work in our improvement targets. Although the yearlong initiative was significantly disrupted by COVID 19, staff utilised available release time, complemented by working from home activity, to achieve foundation work on the social emotional learning progression that formed the foundation of our differentiated wellbeing profiles and plans. With the strong focus on student acquisition of functional communication skills and the development of social emotional literacy the school renewed its technology to ensure all student's, including non-verbal students access to a 'voice' in learning activities via interactive white boards.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Employment of a music therapist to work 3 days per week to work with staff in generalising students functional communicative skills across curriculum areas.</p> <p>Access external providers with expertise in Alternate Augmentative Communication devices to mentor teachers and students within classroom activities and facilitate workshops for parents whose children have been provided a speech device through NDIS funding.</p> <p>Employment of external providers for incursions and specialist disability providers of social , emotional literacy programs.</p> <p>Source parent education programs for wellbeing and resilience building and support parents in areas of concern regarding their child's health, wellbeing and access to community recreational programs.</p> |
|--|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 82 | 83 | 85 | 88 |
| Girls | 30 | 29 | 28 | 26 |

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Post school destinations

All students graduated with HSC Life Skills Certificate.

86% of Students transition into post school programs. 76% entered community based recreational and daily skills programs, and 10% entered supported employment (School Leavers Employment Support SLES) and Australian Disability Enterprise work placement (SDE).

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 17.04 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 23.06 |

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

| Staff type | Benchmark ¹ | 2021 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 4.40% |
| Teachers | 3.30% | 3.20% |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2021 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 2,295,405 |
| Revenue | 6,139,772 |
| Appropriation | 6,112,691 |
| Sale of Goods and Services | 3,879 |
| Grants and contributions | 22,708 |
| Investment income | 493 |
| Expenses | -5,677,811 |
| Employee related | -5,203,568 |
| Operating expenses | -474,243 |
| Surplus / deficit for the year | 461,961 |
| Closing Balance | 2,757,366 |

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.

| | 2021 SBAR Adjustments (\$) |
|-------------------------|-----------------------------------|
| Targeted Total | 0 |
| Equity Total | 171,757 |
| Equity - Aboriginal | 17,184 |
| Equity - Socio-economic | 145,389 |
| Equity - Language | 9,184 |
| Equity - Disability | 0 |
| Base Total | 4,889,530 |
| Base - Per Capita | 62,669 |
| Base - Location | 0 |
| Base - Other | 4,826,860 |
| Other Total | 770,302 |
| Grand Total | 5,831,589 |

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

During 2021 the school sought feedback from parents, staff and visiting therapists in regards to school programs and student welfare.

Provision of High Impact Professional learning

The school has taken a serious and strong approach to change practice through High Impact Professional learning. Evaluations evidenced a strong collegial culture where staff were focused on improving practice to enhance outcomes in the identified improvement targets.

Collaborative Consultation:

To circumvent the barriers of the COVID 19 zoom program evaluations were conducted between parents, teachers and therapists participating in school-based treatment programs. Parents and staff valued the school's efforts to maintain contact on student wellbeing. Parent and staff evaluations rated the therapy 'Report Cards' highly, citing the provision of explicit feedback on established goals and next step planning. The school valued Mobi-Care's strengths based approaches to planning therapy and the endorsement of parent efforts in following up with home programming. Parents expressed their appreciation to the Principal Support teacher, who played a significant role in supporting their link with NDIS planners and therapist who supported their applications for funding. All stakeholders endorsed the strong professional capital that had developed during the joint school, parent and therapy project. Therapists emphasised the value of 'in class work with students in providing closer links and deeper understanding of student needs.

Teacher satisfaction: Instructional leader

Staff feedback indicated that the instructional leader's collegial support and sharing of strategies had built professional trust and confidence in sharing and seeking support for the many challenges that face staff in their current work.. Staff endorsed highly the Instructional Leader's high level of expertise and informed knowledge of teacher needs in leading the five week module on the 'Use of Communication supports ' and her follow up mentoring in the classroom.

External expert input and online learning

The school engaged Interventions Plus to present evidence based input relating to Student Wellbeing , Vicarious Trauma and Staff Self-Care. Survey responses indicated an 80% level of significant satisfaction on the relevance of the course, content and presentation. Comments from staff highly ensured the presentation style and opportunities for reflection and dialogue, particularly in relation to vicarious trauma and self-care.. Staff also appreciated highly the provision of On-line learning courses relating to student wellbeing and assisting students to develop self regulation strategies during their working from home period. These were followed on-line up by group chat for reflection and planning Learning From Home materials .

Parent satisfaction levels for student welfare, curriculum provision and home-school communication

71% of parents strongly agreed and 26% agreed that the school provided high levels for wellbeing and felt comfortable in approaching the school about concerns regarding their child's education.

71% of parents strongly agreed and 28% agreed that the school curriculum and activities met their child's needs.

85% of parents strongly agreed and 15% agreed that they felt welcome at the school and that staff communicated regularly on their about their child's progress and activities happening at the school.

Comments reflected a high level of confidence held by parents in regard to the understanding, care and support of their children

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.

Aboriginal Education - School statement

Halinda School recognises and promotes the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country through the outworking of the Aboriginal Education Policy within the school. This is actioned through professional learning programs, official school ceremonies, teaching and learning programs, professional connection with local Aboriginal mentors and strong collaborative partnership with students and families with Aboriginal background. The development of personal learning plans that are steeped in high expectations, culturally appropriate pedagogy and goals that are relevant to students' current and future learning pathways are an annual priority.

Halinda students and staff look forward to and appreciate working with our community Aboriginal mentor annually to deliver Aboriginal culture and history programs including creative arts programs leading to our community open days including our multicultural celebrations and NAIDOC day activities.

Staff have participated in the Aboriginal Histories and Cultures and Turing Policy into Practice professional learning to assist with the implementation of learning programs and leading of teaching and learning for all students, including students with Aboriginal background.

The signing of the partnership agreement 'Walking Together, Working Together', between the NSW Aboriginal Education Consultative Group and our local principal's network has brought deeper meaning and significance to the work of furthering the Aboriginal Education Policy and programs within our school.

In 2021 the impacts of COVID 19 caused closure of our annual community days and the employment of our Aboriginal Educator and mentor for students in years 10-12.

Our Principal Support teacher ensured that registration with NDIS and transition connections were secured within the community for students with Aboriginal background. The success of this initiative is highlighted in our needs based funding reports.

Anti-Racism Policy

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

Anti-Racism - School statement

Leadership plays a critical role in the promotion of cultural diversity and equity, ensuring that

- Every student has access to high-quality public education
- The community respects diversity and the views and contributions of others.
- School/community members are committed to treating people fairly

Leadership has a responsibility to model behaviours that:

- Build relationships based on transparency, honesty and mutual respect
- Supports all school community members
- Respects others' expertise, experience and points of view
- Listens with an open mind

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Our Antiracism Policy fosters

- Culturally inclusive and safe classrooms that enable students from all cultural backgrounds and communities to identify as Australian, within our democratic multicultural society and enhance harmony within our school.
- Inclusive practices to connect and consult across all aspects of the school community.
- Ongoing professional learning and forums for reflection and dialogue around school culture and climate in terms of staff harmony and equity for all community members.
- Transparent election of a school Anti-Racism Contact Officer (ARCO) who provides a point of reference for those who seek information or assistance in terms of school cultural diversity and fair treatment, complaints support and monitoring.
- The principal's acknowledges her responsibility for ensuring the anti-racism policy is implemented within the school and complaints regarding racism are dealt with in accordance to the Complaints Handling Policy.

The implementation of multicultural education at Halinda school is grounded in a robust culture of mutual respect and acceptance, and a vision of a united community that values the individual gifts and wisdom that each community member brings to our shared learning ground. A robust multicultural policy has supported initiatives within the school community that comprises a significant population of language backgrounds other than English (LBOTE) The school fosters an understanding of the many cultures that make up Halinda community. Classroom and whole school initiatives focus on experiential learning activities involving the artefacts, food and dances of the varied cultures represented within our community. Student diversity and harmony have also been forged through our Positive Behaviour for Learning program (PBL), where social inclusion and social skills for interaction are taught explicitly on a daily basis. Our staff profile reflects the high level of community diversity. Staff have contributed significantly to the cohesiveness of our community by sharing their cultural wisdom and supporting parents as interpreters. Due to COVID 19 disruptions in 2021 our highly valued multicultural days were cancelled. The opportunities for sharing culture through school concerts and food festivals were greatly missed by both staff and parents.

Other School Programs (optional)

Student Leadership The School Representative Council (SRC) developed a strong persona within the school community across 2020- 2021, as a result of motivated leadership within the Positive Behaviour for Learning team (PBL). The marketing of the whole school program was accompanied by effective explicit teaching strategies visible in school assemblies and in classrooms. Dedicated time for SRC leadership development and identified roles within the school have been effective initiatives for student empowerment and the emergence of personal competencies. Students have enjoyed leading assemblies, planning fund raisers, running student 'fun-day' activities and supporting younger students in classroom programs. The PBL program and the SRC activities have been a significant part of our school wellbeing program and we have seen growth in our senior students' enhanced respect and responsibility when working with staff and peers. COVID 19 impacts restricted continuity with leadership training and active school participation. With the opening up of schools in term 4 our school leaders participated in intensive learning activities that equipped them well to lead the year 12 Graduation ceremony, providing a creative music, song and dance program for parents. The collaborative efforts of our transition staff, music therapist and drumming teacher produced an outstanding graduation dinner and ceremony. A night to be remembered by the whole community.

Drumming remains a popular component of our curriculum delivery, incorporating primary and high school drumming groups. The drumming sessions complement our endeavours to encourage active participation and the following directions that underpin self-regulation and classroom learning skills.

Key word signing is a well-used strategy for students developing emergent communication skills. This effective communication strategy has been extended to provide students with a voice for active participation in the school choir. Signing has become one of the school's 'special interests' programs and a very talented group of key word signers have been trained for school and community performances. Choir organizers have mentored a number of student choir leaders who are delighted to lead the group at school and community performances. In 2021 the signing choir was sustained through zoom meetings across school classrooms, sister schools and the homes of students to ensure sustained positive contact and enjoyment traversed lockdown restrictions.

School Sports Participation in the Department of Education Sporting Schools' program has continued to expand sports and students' active participation across the high school sector. The program provided qualified sports coaches who work with our staff instructing students in a broad range of loco-motor and games skills including tennis, volleyball, cricket, golf, rugby league, soccer, judo, gymnastics, and athletics. In 2020/2021 senior students were tracked on the K-10 Physical Literacy Continuum. In the domain of Loco-motor skills student groups improved their ability to perform games skills, whilst a number of students demonstrated their ability to refine and combine skills in dance performances and team sports competitions. In the domain of Motivation and Behavioural Skills students demonstrated motivation to sustain participation and a small percentage of students developed an understanding of the value of daily exercise for their health and wellbeing. In the domain of Personal and Social Attributes safe play became more evident and a significant number of students demonstrated positive cooperation, mutual team support and recognition of the achievements of peers during combined school competitions and organized sports days., COVID 19 restrictions saw a significant reduction of Sporting Schools activities. These were replaced by the selection of a range of age appropriate and ability relevant online fitness activities K-12 in our Learning From Home programs.