

2021 Annual Report

Arranounbai School



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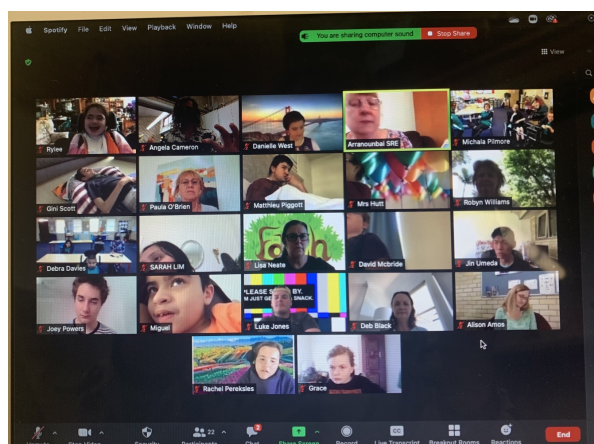
Introduction

The Annual Report for 2021 is provided to the community of Arranounbai 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.

School contact details

Arranounbai School
5 Aquatic Drive
Frenchs Forest, 2086
<https://arranoun-s.schools.nsw.gov.au>
arranoun-s.school@det.nsw.edu.au
9452 3168



Whole School Zoom

School vision

At Arranounbai our vision is to develop each individual to reach their true potential. Arranounbai will prepare students for a rewarding life through delivering positive and engaging learning experiences in a supportive and innovative environment, enabling them to achieve the best outcomes for success in their life journey.

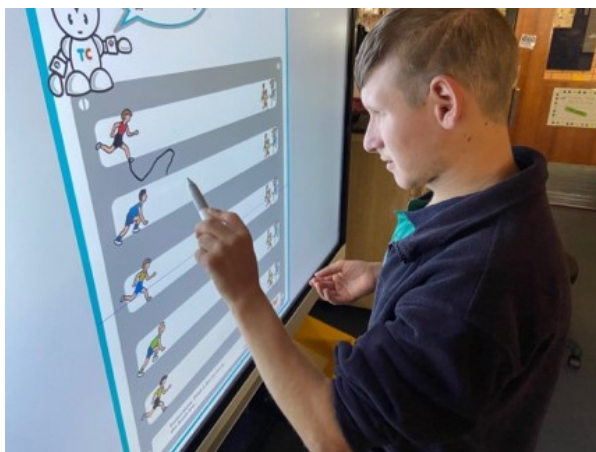
Every student in our school is known, valued and cared for and will be nurtured to develop an awareness of and take responsibility for their individual learning goals and progress.

School context

Arranounbai School, is located in Frenchs Forest and supports students with additional needs. The student population is diverse and consists of children and young people K-12 with moderate to severe intellectual disability. Students may have a secondary disability which could include sensory needs, physical, autism and/or complex behaviours. Student population varies, usually sitting between the parameters of 40 to 50 students. Students are referred to Arranounbai through a Regional Placement Panel.

The staff is committed to delivering high-quality education for all students, including academic, physical, social, behavioural and self-care. All students and children, through Personalised Learning and Support Plans (PLSPs), engage in learning that is relevant and engaging, maximising their opportunity to succeed in the current and future environments. The school achieves its outcomes for all students in collaboration with families, external providers and community members.

A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents, the local AECG. Through our situational Analysis we found areas for further development include data use, student voice.



Engaged Learner

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student has strong foundations in communication, essential life skills, literacy, and numeracy through establishing a culture of high expectations and quality teaching practice.

To create a learning environment that engages, challenges and inspires students to achieve their personal best.

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 Skills and Use
- Essential for Living
- Engaged Learners

Resources allocated to this strategic direction

SSP Supplementary Funding: \$168,868.00

Literacy and numeracy: \$2,868.28

Professional learning: \$18,000.00

School support allocation (principal support): \$19,877.28

Summary of progress

Data Skills and Use

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

T2 Purchased a license for the app EduJourney - data collection tool

T2 staff development in Goal Attainment Scale (GAS) Goals and expectations of data and goals

Regular fortnightly Engaged Learner meetings enabling staff to reflect and discuss data, impact and future directions.

T2 scheduled regular Teacher Meetings for collaborative data analysis and discussion. T3 these meeting were impacted through staff working remotely. T4 meetings remained on hold as we transitioned students back to school.

T4 allocated a staff member specialising in Data, collation and analysis, one day a week

Scheduled and planned a whole school staff development on Data Literacy for end of T4

2. What did you do well in the initiative/strategic direction?

Scheduling specific teacher meetings with the focus of data analysis, collaboration and professional discussion

Implemented a scaffold to document students progress in SMART goals

What didn't you do as well as you would have liked in the initiative/strategic direction?

Providing opportunities for staff teams to collaborate and discuss and analyse data, specifically.

Maintaining the focus and high expectation of documenting student progress (highly impacted through remote learning)

3. To what extent have changes occurred? How do you know?

Collated baseline data for SMART goals in Literacy and Numeracy demonstrating that 57% of students are meeting their SMART goals.

4. Next steps

A data consultant will be employed to support staff in the development of their data collection and analysis. Staff

Professional Learning (PL) will continue to be provided to upskill staff in their data literacy.

Essential for Living

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

T1 - a relieving Assistant Principal (AP) stepped into the role of Essential for Living coordinator

Fortnightly meetings introduced instead of weekly meetings with a focus of skill building as requested by staff. This continued online during T3 lockdown

Jill Hellemans continued to support this program with regular fortnightly visits in T1 & T2 - changing to online staff development and individual staff and student support through T3. During T4 due to significant challenging behaviour exhibited by students and the regression of skills through learning at home, Jill made weekly visits in T4.

2. What did you do well in the initiative/strategic direction?

A seamless transition of coordinator, providing incredible consistency and support for staff

Adaptability of all staff to persevere with the program and goals and transfer the learning to meaningful activities students could complete in the home environment

Staff willingness and enthusiasm to build capacity when working from home, completing all the Affirm modules

What didn't you do as well as you would have liked in the initiative/strategic direction?

Maintained the momentum of data collection and analysis due to disruption of learning from home

3. To what extent have changes occurred? How do you know?

Students have returned from Learning at Home and adapted very quickly to the school expectations of learning. This is evident in students engagement and participation in tasks and the SMART goal data collected. Significant progress of students attending to and completing tasks with greater levels of independence.

45% of students meeting (partially) their Essential for Living (EFL) goals

4. Next steps

Development of a resource hub for students accessing the EFL program to provide relevant within school life skills/work skills opportunities for students

Engaged Learners

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Continued the consistent Positive Behaviour for Learning (PBL) approach to behaviour across the school

T3 staff working from home created an online Incident behaviour form, through Google Forms and all staff trained to use, improving consistent data collection in T4.

T3 Choice Theory presented online at Staff Development Day (SDD) and follow up remains on hold.

T4 staff trained in Berry St model, Coach 2 Cope and specific behaviour intervention strategies

Staff PL in Trauma Informed practice

2. What did you do well in the initiative/strategic direction?

Maintaining staff professional learning

Developing and maintaining connections with Life Skills Go, to provide appropriate content for students with additional needs

What didn't you do as well as you would have liked in the initiative/strategic direction?

Follow through from initial Magic 123 whole school PL

Staff development with a focus on CESEs What Works Best

Application of Learning Intentions in a consistent manner across all classes

3. To what extent have changes occurred? How do you know?

86% of staff using Life Skills Go platform to check in on students emotions and readiness to learn through the weather report on a daily basis

Consistent PBL language demonstrated across the whole school by staff and students

4. Next steps

Incorporating Learning Intentions and success criteria into Essential For Living programs.

Maintain consistency in the use of SMART goals for all students in Personal Learning Support Plans (PLSPs).

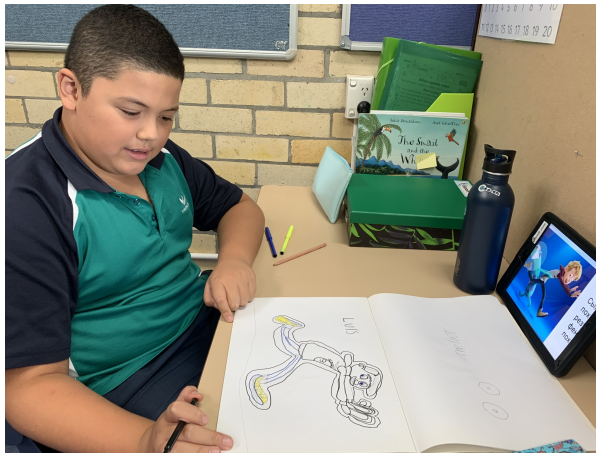
The SMART Goals using GAS will be included in each students annual PLSPs for 2022. The scale will be determined in collaboration with all stakeholders at each Semester's meeting.

Regulation strategies to be included in each students PLSP and readily accessible in all classrooms.

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
<ul style="list-style-type: none">• Staff will consistently plot Literacy and Numeracy SMART goals against the Goal Attainment Scale.• Students will know their Literacy and Numeracy goals and the success criteria steps to achieve each goal.	<p>Development of consistent plotting of Literacy and Numeracy SMART goal data against the GAS has been delayed and only a baseline of meeting or not meeting this year's goals has been collected. 38% of students have met their SMART goals in 2021.</p> <p>100% of students have access to a visual of their SMART goals for Semester 2 2021. Staff refer to these frequently throughout the day and week, incorporating this into an afternoon reflection time.</p>
100% of students have SMART goals embedded within their PLSP's	Staff PL resulted in 100% of students having SMART goals embedded within their PLSP's
An improvement in student skills to assist with regulation and increase engagement in teacher led activities.	Data collection of students commitment to learning indicates the percentage of students regularly using skills to support their regulation and increase their engagement in teacher led activities independently has almost doubled in 2021 from Semester 1 to Semester 2 , from 50% in Semester 1 to 80% in Semester 2.



Independent desk work

Strategic Direction 2: Functional Communicators

Purpose

To provide relevant and user-friendly communication systems that meet the unique requirements of our student cohort and create meaningful interactions between staff, students and community.

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.

- AAC Devices
- Collaboration for Learning
- Student Voice

Resources allocated to this strategic direction

SSP Supplementary Funding: \$74,853.00

English language proficiency: \$4,022.65

Socio-economic background: \$4,101.05

Aboriginal background: \$774.63

QTSS release: \$13,454.16

School support allocation (principal support): \$3,500.00

Summary of progress

Augmentative and Alternative Communication (AAC) Devices

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

A speech therapist was employed to provide weekly training sessions for staff in the use of eye gaze devices in Terms 1&2 2021 (overall 32.5 hours of staff sessions was provided with speech Therapist)

Online training sessions for staff were conducted in the use of AAC for students during Term 3 2021.

Staff worked collaboratively with the speech Pathologist during Term 4 2021 to develop communication board prototypes to be trailed in outdoor play spaces.

2. What did you do well in the initiative/strategic direction?

Increased staff familiarity with AAC provided better support for students to access this across the day when participating in additional curriculum activities such as art/music/cooking.

Increase in staff with ability to make changes and additions to students AAC which means student agency is more apparent.

What didn't you do as well as you would have liked in the initiative/strategic direction?

Students use of devices extending outside of their classroom/cohort to be used with a wider variety of staff was limited during Semester 2

3. To what extent have changes occurred? How do you know?

Staff surveys indicated a higher percentage of students now responding appropriately to staff and expressing needs and wants

50% of students are consistently using AAC devices

Next steps

In 2022 Speech Therapist will continue to provide weekly staff training sessions in the use of AAC devices for new staff and support development of staff skills in independently programming student devices.

Continued support for the use of AAC across the school by all staff.

Sustained provision for staff in maintaining consistency in the use of devices in all settings

Collaboration for Learning

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Additional staff member engaged 4 days each week in 2021 to provide individual support, programming of devices and to work collaboratively with additional therapists, families and staff to provide appropriate communication technology to suit individual students

Therapists provided input to students PLSP's and invited to collaborative meetings in 2021

2. What did you do well in the initiative/strategic direction?

The provision of a staff member with IT expertise to provide professional support for staff and collaborate with families in the use of technology for students has provided a more timely response to student need in the school environment. This staff member has worked collaboratively with a Speech Pathologist to successfully implement a new eye gaze program for a student.

What didn't you do as well as you would have liked in the initiative/strategic direction?

Having timely input from families and therapists to provide updates for students devices to be used in the home environment.

3. To what extent have changes occurred? How do you know?

Students with previously limited confidence in the use of AAC now actively communicate using devices and initiate communication with improved accuracy.

Survey results indicated:

52.5% of students use verbal communication (This includes sounds and noises to share needs and wants)

47.5% of students interact with visual communication methods as a secondary communication tool

12.5% of our students communicate with EyeGaze whilst another 12.5% use Proloquo2go

31 staff members reported using visual communication techniques to correspond with students

25 staff members have knowledge and understanding of Proloquo2go to support the 11 students who use it daily

83% of students use communication during every classroom session and in other settings

43% of students can communicate independently with staff (without the need for verbal or physical prompts)

Next steps

Survey and support for parents in the use of devices at home and in the community.

Parent workshop to highlight the importance of the use of devices across all settings to build and maintain student capacity

Student Voice

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Key Word Sign (KWS) is included in every assembly with 2 new signs learnt each week to be practiced in classrooms. In

Term 4 2021 students and staff learnt the KWS for the National Anthem.

Students participated in weekly Arranounbai Attitude lessons throughout 2021. In Term 4 2021 the focus for these lessons moved to include activities from Life Skills Go including a daily check-in using the emotion zones to indicate whether they were ready to learn.

2. What did you do well in the initiative/strategic direction?

Students provided with a method for voting for school leadership team that was accessible for all students through use of visual supports (photos).

Having a time allocated each week for classes to check in and work on a weekly focus for Arranounbai Attitude

As a school learning new KWS to use with the National Anthem

What didn't you do as well as you would have liked in the initiative/strategic direction?

Only a small percentage of parents indicated their child was using adaptive signing as a form of communication at home.

Not all classes participated in the online Life Skills go check-in during Term 4

3. To what extent have changes occurred? How do you know?

In Semester 2 73% of students checking in daily using the Emotion Zones in Life Skills Go indicated they were ready to learn

Across the school 43% of students communicate independently, 42% communicate with support or when prompted, whilst 15% need to be fully supported when engaging with staff and peers.

Over 74% of staff have a working knowledge of Proloquo2go and Key Word Sign.

Next steps

All students to check in daily using Life Skills Go

Survey parent interest in KWS workshop at school

Students and staff to learn Acknowledgement of Country in KWS

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
Baseline of student communication established	Through survey results a base line of 83% of students was established as using communication within each classroom session and /or other settings.
Staff to increase confidence in using AAC Devices through support and training by speech therapist and IT staff.	A high percentage of staff attendance at workshops provided by Speech Pathologist in the use of AAC devices. Workshops were recorded to provide ongoing access to training for all staff resulting in an increase in staff ability to program student devices independently.
50% of staff to know and regularly use Key Word Sign (KWS) to support students understanding of spoken word.	All staff and students have opportunity to learn new KWS each week during Assembly. Staff are encouraged to incorporate the weekly KWS into their following weeks morning circle. The weekly KWS is included in the Newsletter for families.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$4,101.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Arranounbai 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"> • AAC Devices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • <p>The allocation of this funding has resulted in: Increased student access to appropriate communication programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To maintain access and build student capacity in use of communication across multiple settings</p>
<p>Aboriginal background</p> <p>\$774.63</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arranounbai 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"> • Collaboration for Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in: Purchase of resources to support student access to culturally appropriate literacy activities</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued provision of culturally appropriate resources to support lesson content and upskilling staff in supporting Aboriginal students</p>
<p>English language proficiency</p> <p>\$4,022.65</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Arranounbai 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"> • AAC Devices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Small group intensive language/communication based learning sessions</p>

<p>English language proficiency</p> <p>\$4,022.65</p>	<p>After evaluation, the next steps to support our students with this funding will be: Maintaining and increasing access for more students to participate in small group intensive sessions</p>
<p>Literacy and numeracy</p> <p>\$2,868.28</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Arranounbai 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"> • Essential for Living <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Increased resources for literacy and numeracy programs across the school</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensuring all staff have ongoing access to appropriate literacy and numeracy resources</p>
<p>QTSS release</p> <p>\$13,454.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arranounbai 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"> • Collaboration for Learning <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 <p>The allocation of this funding has resulted in: Staff planning and preparation in developing student PLSPs in Semester 1</p> <p>After evaluation, the next steps to support our students with this funding will be: Each Semester staff to be released for planning time to develop student PLSPs</p>
<p>COVID ILSP</p> <p>\$15,733.00</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"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were significantly impacted by extended absences from school

COVID ILSP

\$15,733.00

The allocation of this funding has resulted in:

The provision of individual and intensive small group sessions in use of communication devices

After evaluation, the next steps to support our students with this funding will be:

To continue and maintain program to support student use of communication devices



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	29	26	25	26
Girls	11	12	15	14

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.



Arranounbai risk takers

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.88
Teacher Librarian	0.2
School Counsellor	3
School Administration and Support Staff	10.42
Other Positions	0.6

*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.

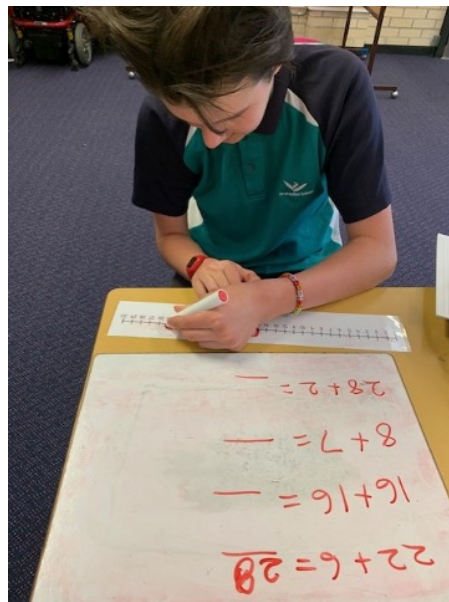
Teacher qualifications

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.



Hard at work

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	933,080
Revenue	3,174,718
Appropriation	3,150,643
Sale of Goods and Services	102
Grants and contributions	23,505
Investment income	469
Expenses	-3,216,204
Employee related	-2,889,920
Operating expenses	-326,284
Surplus / deficit for the year	-41,485
Closing Balance	891,595

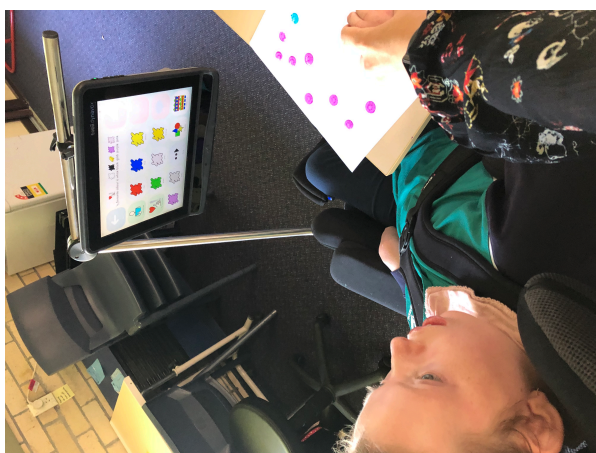
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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	8,899
Equity - Aboriginal	775
Equity - Socio-economic	4,101
Equity - Language	4,023
Equity - Disability	0
Base Total	2,399,844
Base - Per Capita	26,387
Base - Location	0
Base - Other	2,373,457
Other Total	738,692
Grand Total	3,147,434

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.



Colour selection using eye gaze device

Parent/caregiver, student, teacher satisfaction

Arranounbai Learning from Home parent survey results

A Google Forms document was sent out to parents in July 2021 with a 32.5% response rate from the Arranounbai school community, regarding learning from home feedback.

30.8% of students engaged with zoom Morning Circles 5 times a week at 9:30am.

38.5% engaged in the whole school learning 5 times a week at 11:30am.

46.2% of students engaged daily at 2:30pm for Storytime.

46.2% found that the additional activities and work pack provided were just right, while 15.4% found it was too much.

Some of the positive experiences families shared about learning from home were: the provision of a small amount of structure in the day, interaction between classmates and staff, seeing everyone each day and getting things done at our own pace.

Suggestions made to assist in providing better support during the challenge of learning at home were: more musical activities, having things in advanced prepared followed by comments about being grateful for the flexibility and caring approach of staff, that they felt supported by the school staff and you are all doing a wonderful job!

Parent Feedback - RUOK? Day

On 9th September 2021 Arranounbai was learning from home due to the COVID pandemic. As a school we thought this was the perfect opportunity to touch base with every Arranounbai family to demonstrate that they continued to be seen, cared for and valued.

100% of families were contacted on the 9th September.

12.5% of families were left a message.

87.5% of families took the time to chat with the staff that had made contact.

Families shared how they were travelling, that they had recently booked in their vaccination, that their children were enjoying connecting through zoom each day, some students were finding it difficult with the dramatic change in routines and they hoped they would adapt well when school returned.

Families found that the greatest challenge about lockdown was balancing work and managing behaviours at home. Learning from home generally was difficult as was accessing zooms daily.

Staff Feedback 2021 focused on LST (Learning Support Team)

Staff were asked to respond to an LST survey with a 24 returning surveys from a possible 32.

87.5% were confident they knew what the LST team do while only 4.2% had a rough idea.

66.7% of staff knew how to make an LST referral and 29.2% didn't.

33.3% have used the LST while 8.3% believed it was not needed.

37.5% wanted additional information regarding LST and 45.8% didn't.

Additional information, suggestions and feedback included; assistance with professional learning about interpretation of reports, longer time slots, summary feedback sheets provided to all staff in communication meetings, SLSOs (School Learning Support Officers) to be included in applicable meetings, changes already made to the LST format have assisted in using LST for student support and that the LST team plays a very important role at Arranounbai.



Meeting the local community workers.

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 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.

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.