

2021 Annual Report

Karonga School



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Introduction

The Annual Report for 2021 is provided to the community of Karonga 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

All students can learn" remains our coherent message even through the challenges that have been presented to us throughout 2021 . Families have been an integral part of the learning process: attending Zooms and Teams meetings, receiving learning packages and working shoulder-to-shoulder with the school to support the learning programs and the welfare of our school population. Through the challenges of intermittent physical attendance to school, and the ever-changing landscape of COVID-19 advice, student **welfare and well-being** has been at the forefront of our practice and the concern of our families. As we conclude the school year, with students finally in attendance, we hope that next year heralds the opportunity to engage with the wider school community more regularly, as well as the opportunity to welcome all key stakeholders on-site for the benefit of Karonga students.

School vision

At Karonga School we believe all students can learn. Our school provides quality, individualised education in a positive and supportive environment through the implementation of meaningful learning experiences which encourage resilience and independence. We are committed to developing partnerships with families and the community that supports students to become life-long learners and valued members of society.

The Situational Analysis conducted by the school in 2020 following an External Validation process, has defined our school population in a variety of ways, and in doing so has highlighted our diverse, multi-cultural population who present with complex needs. The surveys it has prompted have narrowed our field of improvement to strike at the core of our plan: assessment, tracking, collaborative practice, technology and engagement with the key stakeholders.

Karonga School has consulted with New South Wales Educational Standards Authority (NESA) and the broader whole school community to drive a four-year plan which is progressive, equitable and fully inclusive.

We have used the Schools Excellence Framework (SEF) to inform our SIP and aligned its strategic directions with the three domains of Learning, Teaching and Leading.

The surveys and data referenced and utilised to inform the SIP will continue to be added to, and embrace the position of the research embedded in the 'What Works Best' and 'What Works Best in Practice' departmental documents.

School context

Karonga School is a K-12 school for specific purposes having an enrolment of 70+ students, 2 of whom identify as of Aboriginal heritage. The school caters for students with moderate to severe intellectual disability including physical disability, challenging behaviours, autism and complex healthcare needs.

The programs have a strong focus on communication, and life-readiness. Positive Behaviour for Learning supports quality teaching practice.

The school also supports the work of the Pennant Parade Tutorial Centre with a focus on re-engagement. This program is offered to 14 students from local schools, who are in school years 5, 6, 7 and 8. They are enrolled for a 20 week intervention program, which may be extended to 30 weeks.

Karonga works in collaboration with the P & C and wider parent community to drive personalised learning programs and whole school initiatives. There is a strong focus on collegial team approaches with particular reference to student welfare and wellbeing.

Karonga has identified 'Learning, Independence & Partnership' as core values with which it identifies, and the school works in collaboration with the school community to drive authentic, realistic and progressive programs with high expectations. The school recognises the diverse multicultural community in which it is situated, with families who identify as Arabic, Chinese, Korean, and Indian representing over 75% of the families it serves.

The students are drawn from a radius of up to 20km around the school, and around 10% of the student population are in Out Of Home Care (OOHC).

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>

Strategic Direction 1: Student growth and attainment

Purpose

Assessment for Learning, Assessment as Learning, and Assessment of Learning is reliably tracked and monitored to maximise student academic, social and behavioural development.

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.

- Use of data to inform practice
- Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback

Resources allocated to this strategic direction

QTSS release: \$21,121.00
SSP quality teaching support: \$35,000.00
SSP Supplementary: \$108,000.00
School support allocation (principal support): \$10,000.00
SSP Quality Teaching Support Allocation: \$6,600.00
Socio-economic background: \$16,300.00
English language proficiency: \$3,500.00
Per capita: \$40,000.00

Summary of progress

Data skills and use

100% of teachers are committed to using SWANs to assess student communication. With the addition of literacy, numeracy, digital technology and movement, in 2022, the need for PL focusing on data analysis and evaluation is evident. Moderation activities will be supported through scheduled PL group sessions and individual support, as required.

The employment of a Speech Pathologist, combined with the introduction of a school wide literacy program in 2022 will build capacity of teachers to effectively select resources, implement teaching strategies and increase opportunities for students to communicate throughout teaching and learning activities.

Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback

PBL is used across the school with particular focus on: Visuals, exemplars, data collection and analysis. Contextualising this practice to specific students is at the core of Karonga's work. Identifying external presenters with expertise in this field should be considered going forward, to embed this practice and inspire staff. It should be focused on evidence-based practice. Some discussions around explicit teaching and scripting have been initiated, though this area has lacked momentum due to 'learning from home' interruptions.

Diverse, and engaging 'Clubs' continue to be developed and are available across the school. A summary of data collection and the analysis of the data would be useful to enhance the Clubs program.

Staff training in Safety Intervention (SI) has stalled due to Departmental considerations around the prospective Inclusive, Engaging and Respectful Schools Reform. Karonga needs to establish evidence-based whole school protocols through a departmentally-supported professional framework.

Next year, in this strategic direction, we plan to have whole school professional learning around communication (through the speech and language therapist), and Positive Behaviour for Learning through external presenters who have expertise in this field. This is because we need to engage the staff in this professional dialogue through the voice of an authentic practitioner.

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
<p>Establish SWANs Assessment Tool school-wide in Communication</p> <p>Baseline data collected in Term 2</p> <p>Annual Assessment in Term 4</p>	<p>SWANs was established as a school wide assessment tool, with the strategic roll out of Learning Pathways. 2021 saw the implementation of the Communication Pathway. Teachers were provided Professional Learning that focused on how SWANs is used to assess student readiness to learn and how to complete the assessment. This professional learning was further supported with handouts and a QRG, for teachers to refer to, in order to refresh their understanding.</p> <p>To ensure consistency of judgment, and support understanding of the new assessment tool, 83% of teachers engaged in moderation activities in Semester 1. The remaining 17% were offered individual support in Semester 2.</p> <p>The evaluation of SWANs assessment data concluded 69 students were assessed at least once in 2021, with 71% of students being assessed in both Term 2 and 4. The data demonstrated 27% of these students saw positive growth, 67% saw regression of growth and 6% of students remained the same. A higher percentage of growth had been expected. However, factors such as COVID and the lock down which resulted in many students learning from home, impacted on teachers' ability to implement strategies suggested in the Term 2 assessment.</p>
<p>Establish status of PBL school-wide to support improved student learning outcomes</p> <p>Develop continuum of procedures for encouraging positive behaviour school wide</p> <p>Review and extrapolate results from PBL School Self-Assessment survey</p>	<ul style="list-style-type: none"> • 2021 incident reporting continues to be collected in Sentral; Incident reporting is viewed by executive, and students of concern are considered at the Learning and Support Team meeting; The learning and Support Team conduct case reviews as required or as critical, with consultation from key stakeholders • Analysis of incident data and framed reflection of practice, supports review of student documentation and planning for future support. • School wide support of the 'Clubs' initiative has seen positive experiences offered to students, reflected in the data which identifies 97 % of students accessing a club throughout the year, 18 clubs of interest offered, and an average of 9 clubs presented each week. 60% of staff have run clubs in 2021. • Students are discussed, initially in meetings -where positive behaviors are highlighted, then celebrated during assemblies and welfare meetings.

Strategic Direction 2: Explicit classroom teaching

Purpose

Staff knowledge of innovative and collaborative resources, equipment and curriculum is supported through sustainable practice.

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.

- Collaboration
- Technology

Resources allocated to this strategic direction

SSP Quality Teaching Support Allocation: \$44,000.00

School support allocation (principal support): \$5,000.00

English language proficiency: \$22,852.00

: \$5,600.00

SSP Supplementary: \$27,000.00

SSP quality teaching support: \$5,000.00

6100 Operational expenses Computing costs: \$20,000.00

Summary of progress

Teaching staff will demonstrate and share their expertise within their school and with other schools; there is a school-wide, collective responsibility for student learning and success.

The school's curriculum provision supports high expectations for all student learning.

Scope and sequences

- Scope and sequences are catalogued to which staff may be directed.

Units of work

A bank of units of work are catalogued to which staff may be directed.

Outcome monitoring

- The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data.
- There is program consistency and a wide range of programs are offered to all students.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Technology program

- A collection of quality, valid and reliable data.
- A bank of catalogued QRGs is created to which staff may be directed.

Next year, in this strategic direction, we plan to build on this foundational work and have teachers work collaboratively. We also plan to share this work at a small special school network of schools to align practice and share expertise because by doing so we consolidate and share professional expertise.

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
Stage and age-appropriate scope and sequences (S&S) are collaboratively	The unexpected COVID-related learning-from-home and restrictions have had an impact on the following progress measures.

<p>developed for creative arts, PDHPE, and technology.</p> <p>Stage and age-appropriate units of work (UOWs) are collaboratively developed for history, geography, and science.</p> <p>Learning is tracked and monitored</p>	<p><i>Scope and sequences</i></p> <p>Scope and sequences have been created for creative arts and technology. The PDHPE scope and sequences is still being finalised. There were seven scope and sequences created this year.</p> <p>Due to staff being required to work-from-home and/or keep social distancing, the ability to work collaboratively on scope and sequences has been impacted. One assistant principal created the creative arts, PDHPE, and technology scope and sequences, with teaching staff being actively encouraged to read through and provided feedback where appropriate. Teaching staff were reminded of their opportunity to analyse and provide feedback on the scope and sequences during the IPM meeting in Week 6 in Term 4.</p> <p>Teaching staff will also use the scope and sequences in 2022, providing a further opportunity for staff to analyse and provide feedback where appropriate.</p> <p><i>Units of work</i></p> <p>The initial goal for the units of work was to provide 4 units of work per term, with a total of 12 units by the end of 2021 (due to the SIP beginning at the start of Term 2, 2021).</p> <p>Due to COVID-related learning-from-home, teaching staff were able to allocate more time to these tasks, resulting in a greater number of units of work being created throughout the year. It was also noted during this time that the quality of the units of work was of a higher standard, which was shared with teaching staff during the Week 6, Term 4 IPM meeting.</p> <p>The total number of units of work created in 2021 was thirty one.</p> <p><i>Tracking and monitoring</i></p> <p>After discussion with executive staff, it was decided that tracking and monitoring did not need to continue in the current format. It was noted that assistant principals would note any chances or concerns with program material during program collections and meetings with teaching staff. The students' progress is also being monitored and tracked in the SWANS assessment format. Any additional tracking and monitoring was deemed redundant for teaching staff and not beneficial to the students.</p>
<p>Processes and practices are established to ensure technology is accessible to staff and students across Karonga & PPTC.</p>	<p><i>PPTC students</i></p> <p>In 2021, PPTC students have had access to additional technology, including Bee-Bots, new computers and laptops.</p> <p>Feedback from PPTC staff has been positive, with students becoming more engaged with the new resources.</p> <p><i>PPTC staff</i></p> <p>In 2021, PPTC staff have demonstrated more confidence when using technology for themselves and with the students. Support has been available from the technological coordinator at Karonga, however this support has been less relied on as the confidence and abilities of PPTC staff has increased.</p> <p><i>Karonga students</i></p> <p>In 2021, the majority of Karonga students have demonstrated increased interest, focus, and confidence when using different technological devices. Students have demonstrated a greater understanding of using technology for a specific purpose or goal, moving beyond solely using technology for a relaxation tool..</p>

Processes and practices are established to ensure technology is accessible to staff and students across Karonga & PPTC.

There still remains some students who show limited interest in technology. While this personal choice is respected, students are still willingly engaging appropriately with technology when working one-to-one with the teaching staff and/or the SLSO.

Karonga staff

In 2021, Karonga staff have been provided with 30 QRGs to support their own technological professional learning. When reviewing the data from the Tell Them From Me Survey, teaching staff reported feeling less than confident in their technological abilities. This is noted, with the plan in 2022 to offer tailored support to teaching staff where appropriate.

Strategic Direction 3: Whole school reflection and improvement

Purpose

The school community, and all invested stakeholders are consulted and valued as collaborators in improving student learning outcomes.

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.

- Internal Engagement
- External Engagement

Resources allocated to this strategic direction

Per capita: \$5,750.00

SSP quality teaching support: \$57,000.00

Literacy and numeracy: \$5,600.00

QTSS release: \$5,675.20

SSP Supplementary: \$74,250.00

School support allocation (principal support): \$18,148.00

Professional learning: \$7,000.00

: \$4,400.00

6100 Operational expenses: \$7,500.00

Aboriginal background: \$2,452.00

Summary of progress

Building and enhancing staff and community partnerships has proved important to deliver support within the school both to and from the key internal and external stakeholders. We are beginning to register a change in practice and expectation which should garner positive momentum.

Internal Engagement

Seesaw

- Introduced Seesaw app to improve the communication between parents and staff and vice-versa. This 2-way process is proving useful as a dialogue, and positive as part of school culture.

PLC team meeting

- PLC team meetings reflect robust discussions where teachers work collaboratively in a transparent environment. We need to build the capacity of staff to lead whole-school overviews of work completed in Strategic Directions for SPaRO submissions

Parent workshop

- Termly parent workshops have enhanced connections between school, parents and caregivers by offering up to date knowledge and information on different programs at school. It has proved to be a friendly environment in which to engage with our families- of particular note when we coincide it with an end-of-term assembly which they planned to attend anyway. This warrants further exploration.

Liaise with ex and current families

- Liaison with ex and current families is starting to prove insightful with respect to family satisfaction, and ways in which we should consider school practices.

External Engagement

AECG

- This has been difficult to gain traction as, although a member of staff has attended meetings (mostly virtual due to lockdowns) we have been unable to invite or host Aboriginal community members on-site. Although Karonga changed its messaging around naming of the playgrounds, there are still plans to name gardens around the school with appropriate indigenous names.

ASTP drivers and TSO support

- The school has started to develop positive connections with ASTP drivers and TSO's personnel. These sessions have been offered on different topics/ themes, and we are cautiously optimistic about this impacting on student regulation on the vehicles.

PEX HUB

- A Community of Practice, comprising of nine SSPs, was established. PL was held to build capacity of supervising teachers to be effective mentors, and to share induction processes and practices. This has initiated consistency of practice across SSPs. Additionally, our Dictionary of SSP Terminology has been included on the Department website as a resource which is available to all staff.
- The PEX HUB Coordinator and two ACU academics presented at the ASEPA/SEPLA Conference to inform workshop participants, from 16 SSPs, about the work being done to support supervising teachers and pre service teachers.
- Moving forward, partnerships with UoN and UNE will see an expansion of the CoP into schools within their catchment areas.

Next year, in this strategic direction, we will

- See Saw: canvas parents as to its merits and align expectations because we need to work in partnership to celebrate progress and support learning
- PLC Team Meetings: have teachers (as opposed to Assistant Principal's) lead the IPM reflection sessions, so that we build the leadership capacity of teachers
- Parent Workshop: canvas what parents are curious about at Karonga so that we can meet family needs and share understanding
- Liaise with ex families: so that we learn from the perception of parents and constantly improve our provisions at Karonga to equip students better for leaving school
- AECG liaison: invite representatives into school, so that they can share the renaming of certain spaces and be on Karonga land to engage authentically
- ASTP staff: continue to have termly informal meetings to share expertise and share understanding, because by doing this students arrive at school in a regulated manner, and it is further supporting student regulation and safety
- PEX HUB: further outreach to a second university so that impact can be measured more broadly, because this is the testament to the success of the PEC Hub program.

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
<p>PLC team meetings reflect robust discussions and plans for driving initiatives evident in SIP</p> <p>Establish processes and practices to engage, consult and support families and carers, through direct communication and information/support workshops.</p>	<p>There are improved and embedded practices for teachers to collaborate and connect with the Karonga School community.</p> <ul style="list-style-type: none"> • The school has connected with parents and caregivers to impact on students' learning by providing quality workshops on various topics and programs including technology, Smart goals, and the curriculum. The goal remains to improve student learning outcomes., through working together in a connected way. All students should feel known, valued and cared-for.
<p>Partnerships with external stakeholders are established through strategically planned collaborative consultation.</p> <ul style="list-style-type: none"> • Establish a working relationship with the AECG • Establish annual communication with ASTP drivers and TSO's to best support Karonga students • Establish a PEx HUB Community of Practice (CoP) with other SSPs to support PSTs 	<ul style="list-style-type: none"> • One member of staff attended the AECG Meeting each Term. • The school established and maintained connections with ASTP drivers and TSO's to support Karonga school students. We have hosted afternoon teas with quality information sessions focusing on Social stories, Behaviour management strategies, and visuals this year. This ensures that we have smooth transitions to and from school which have resulted in an improved awareness for ATSP personnel to cater to the welfare and well-being needs of the students, and for them to be proactive in escalating situations.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$16,300.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Karonga 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"> • Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Lunchtime clubs across the week. Initially 11.30-12 noon, but ultimately across the hour long break to spread the opportunities and consistently thin-out the playgrounds. <p>The allocation of this funding has resulted in: reducing student numbers on playgrounds, and ultimately 0 incidents during this time period during clubs, and significant reduction of incidents on playgrounds. The provision of Clubs at Karonga School during the break-times has had a positive result on Incident reporting, student engagement and additional small group stimulation. Students with similar interests, irrespective of age have been able to share interests and enjoy an activity or hobby, where this enjoyment may not be recognised in the home environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff at Karonga are able to see the value of clubs, and are keen to offer a range of fresh experiences in a new academic year.</p>
<p>Aboriginal background</p> <p>\$2,452.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karonga 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"> • External Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Natural flora and fauna captured in a mural • Incursion from the Education Centre about local animals, indigenous art work and a musical experience. <p>The allocation of this funding has resulted in: The visibility of the mural provides a physical resource with which to engage the students- pointing and naming the animals and plants etc. An authentic experience through the incursion, relevant to our special needs population was interesting, thoughts provoking, and enhanced communication opportunities for the student body.</p> <p>After evaluation, the next steps to support our students with this funding will be: explore this further with an excursion to a cultural site in 2022. Funding next year will support this activity in an authentic, meaningful and relevant way.</p>
<p>English language proficiency</p> <p>\$26,352.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Karonga School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$26,352.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Use the LaST meetings to review Sentral data • Trial a speech pathologist at Karonga to support communication and drive a multi-modal environment. <p>The allocation of this funding has resulted in: Data from Sentral shows positive impact from Clubs and shared-communication through input of information</p> <p>After evaluation, the next steps to support our students with this funding will be: Extending the clubs to offer further whole-school opportunities is important and staff response has been positive, particularly as they see genuine impact, and significant change.. Engaging the Speech Pathologist on a consistent basis in 2022, supports teaching programs, and offers a consultancy opportunity, ensuring that we best support emerging language learners.</p>
<p>Professional learning</p> <p>\$26,500.00</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 Karonga 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"> • Internal Engagement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • All staff to attend the Special Education Principal and Leader's Association conference to connect and network with other special education settings and attend relevant workshops to drive improved practice and impact on student learning outcomes. • The Executive are to engage with EduInfluencers to consider leadership models, reflect on their own practice and consider how best to drive change through growth mindset. • The Principal to conclude the Art of Leadership residential course to network with other school leaders and extend a skill set to impact authentic growth in the school leadership team and share the school vision. <p>The allocation of this funding has resulted in: Improved networking with other special schools, many of whom share some of the same challenges. It has prompted staff to consider some of these conversations, programs and messages into PDP goals going forward, to explore personal attributes and share the vision of a growth mindset.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage with the Special Education community through the SEPLA conference, and offer the experience of Karonga teachers to share practice and build a confident cohesive teaching team, having a shared vision, and directly consolidating and improving student learning outcomes.</p>
<p>School support allocation (principal support)</p> <p>\$33,148.00</p>	<p>School support allocation funding is provided to support the principal at Karonga 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</p>

<p>School support allocation (principal support)</p> <p>\$33,148.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Collaboration • Internal Engagement • External Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional allocation of SAO days to support administrative duties and to efficiently spread the scope of the workload with respect to word processing and office practices. <p>The allocation of this funding has resulted in: Consistent staffing in the office to streamline practices, interface with key stakeholders and make student attendance practices more efficient and transparent.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the office support, rotating the staff who are community facing, and ensuring shared practice between office personnel.</p>
<p>Literacy and numeracy</p> <p>\$5,600.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Karonga 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"> • Internal Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The engagement of a Speech and Language Therapist to act as a consultant to teaching staff as a trial. <p>The allocation of this funding has resulted in: The trial of a Speech and Language Therapist which has been a positive and exciting experience - driving a conversation about improved Literacy and Communication targets, professional learning and whole school growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: Driving a baseline assessment of Literacy in 2022, engaging the Speech and Language Therapist more consistently across the school week/ year, and offering Professional Learning for whole school understanding.</p>
<p>QTSS release</p> <p>\$26,796.20</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karonga 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"> • Use of data to inform practice • Internal Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: The foundation of a robust special education assessment tool. By strategically unfolding the range of nine areas we will build on assessment practice and see the real value it represents with data to inform reporting to</p>

<p>QTSS release</p> <p>\$26,796.20</p>	<p>parents, and guiding teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To increase the impact of the SWANs assessment from one field to five- of nine- in 2022, aligning reports to speak to PLP documents and reporting to parents.</p>
<p>COVID ILSP</p> <p>\$32,450.00</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 targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Increased staffing strategically supporting student engagement and communication (literacy) needs. The impact has been far reaching and flexible to respond to the dynamic evolving situation that has been COVID-19, with its far-reaching toll on teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To have a teacher off class in 2022 to focus on Literacy (and potentially Numeracy) among our diverse cohort driving best practice, and evidence-based learning.</p>
<p>6100 Operational expenses Computing costs</p> <p>\$20,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Karonga 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"> • Technology <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • To establish an Immersive Classroom at Karonga, which offers our students a portal to the opportunities in the wider (sometimes international) community. • To ensure that the Pennant Parade Tutorial Centre has the resourcing and skills to drive appropriate technology programs <p>The allocation of this funding has resulted in: Improved resourcing at Pennant Parade Tutorial Centre; the establishment of the Immersive Classroom NB Awaiting final external (European) technology support.</p> <p>After evaluation, the next steps to support our students with this funding will be: To have professional training of a group of Karonga and PPTC staff in this impressive resource. They are then to develop QRG's to support professional learning school-wide, and ultimately to write and develop Karonga resources for use by all.</p>
<p>6100 Operational expenses</p> <p>\$7,500.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Karonga School</p> <p>Funds have been targeted to provide additional support to students</p>

<p>6100 Operational expenses</p> <p>\$7,500.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • External Engagement <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • App with which to engage with the parent community • Aboriginal mural; renaming of spaces around the school in consultation with the school community. <p>The allocation of this funding has resulted in:</p> <p>an improved engagement with the school community through a relevant, functional app. Feedback has been positive and appreciative. The mural has added value to a previously blank space at the school and provided opportunity with which to engage the students; renaming of school spaces during COVID lockdowns has proved engaging and authentic. It has established further cultural influences.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Further exploration of our school environment to support student learning, providing stimulating spaces with which to engage students remains an important goal.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	44	53	57	60
Girls	29	27	23	22

All students are supported to attend school through the Assisted School Travel Program, or through parents bringing them on to the premises. No students are in the community disengaged from their learning. Poor school attendance is generally as a result of health concerns or hospitalisation.

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

Three 2021 school leavers all trialed 'post-school' options during Terms 3 and 4 and exited the schooling system in order to fully transition to their placements of choice before the end of the academic year. Support through the Transition teacher and Transition officer supported this strategy and is in draft form to be shared as a workshop at the 2022 SEPLA conference should interest in it prove high.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.3
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	17.82
Other Positions	0.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

92% of teachers, who responded to the People Matter survey in 2021, identified as 'My job gives me a feeling of personal accomplishment'.

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	646,050
Revenue	5,296,116
Appropriation	5,040,782
Sale of Goods and Services	470
Grants and contributions	254,367
Investment income	496
Expenses	-4,904,258
Employee related	-4,151,920
Operating expenses	-752,338
Surplus / deficit for the year	391,858
Closing Balance	1,037,908

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	45,188
Equity - Aboriginal	2,453
Equity - Socio-economic	16,383
Equity - Language	26,353
Equity - Disability	0
Base Total	3,940,899
Base - Per Capita	46,178
Base - Location	0
Base - Other	3,894,722
Other Total	1,000,188
Grand Total	4,986,276

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

Using the Tell Them From Me survey has been problematic for Karonga to gain insight into parent or caregiver satisfaction. Some of the reason for this may be because of cultural expectations and familiarisation with this reflective tool, and some around the pandemic impact on school-based learning. Karonga did, however, glean from the respondents in the 2021 survey that Parental Involvement increased 0.9 standard deviation points and was above the NSW Government Norm, and that 'Collaboration' (in the school context) had also risen by 0.4 from the 2020 survey and Karonga was 0.2 points above the NSW Government Norm. Students were unable to be canvassed due to severe communication barriers.

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.