

2021 Annual Report

Hunter River Community School



5687

Introduction

The Annual Report for 2021 is provided to the community of Hunter River Community 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

Dear community

2021 was another complex year, which challenged all members of the school community. Once again, a year where normalcy was exchanged for uncertainty, confusion, and at times isolation. For our school community, the year presented with times of Learning from Home, and face to face learning.

I am extremely proud of the strategies that were implemented throughout the year to support the continuous learning of students and to maintain the connection with families.

Staff again demonstrated their flexibility and capacity, switching to an online model of delivery for lessons within a short period of time. Families and friends were able to select a model of content delivery that fit with their individual context. Platforms such as Seesaw enabled staff to upload interactive lessons for all students. In addition, work packs were collated and sent home to families.

During the Learning from home period, staff maintained constant contact with families, ensuring that that vital connection between school and home was able to be maintained. During difficult times, our staff come together, and we were very proud to deliver essential food packs to some families who were in isolation and unable to access services.

I am proud of the achievements of all our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences and to maximise student engagement. Our continued success can be underpinned by key factors that promote quality teaching and learning programs that all members of the school learning community value and appreciate.

At the conclusion of 2021, we were extremely pleased that restrictions enabled us to hold our Senior Formal and Presentation Day. We had 2 wonderful year 12 leavers who obtained their Higher School Certificate Life Skills and transitioned to adult learning environments. It is always a highlight of our year to celebrate alongside students and their families as they honour their educational journey.

Our annual Presentation Day is the pinnacle of our year; a chance to recognise the achievements of every student who attends Hunter River Community School. A small percentage of families and friends were able to join us to assist with presenting duties, and it was lovely to share the occasion with them, and those who joined us on alternative platforms.

During the ceremony, it was my great pleasure to present our leaving students with their Higher School Certificate Life Skills, and to announce our 2022 Student Leadership team. We look forward to working alongside our student leaders in the upcoming 12 months.

Firstly, the staff at Hunter River Community School are dedicated, highly skilled professionals who work collaboratively to provide an inclusive environment that facilitates individual learning and celebrates student achievement. Our students are remarkable young people who demonstrate daily that having challenging, and often complex disabilities, are not a

barrier when it comes to achievement and success. Finally, Hunter River Community School enjoys tremendous support from our parent and local communities. This invaluable support enables our school to provide quality learning opportunities for every student.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process, undertaken by all members of the school learning community and provides a genuine account of the school's achievements and areas for development

School vision

Hunter River Community School is a Centre of Excellence and specialises in providing quality and adaptive education for young people with complex and additional needs, within an engaging and nurturing environment that values the cultural diversity of our community. Our core business is to provide all students with access to high quality education that is free from all forms of discrimination and disadvantage. We hold high expectations for all our students and aim to promote a culture of positivity through the provision of meaningful, relevant, caring, individualised, highly differentiated supportive learning experiences

Student wellbeing underpins core business, and we strive to provide programs and opportunities that promote wellbeing and fosters an environment of personal growth, equity and success. Our commitment to wellbeing is highlighted through our Positive Behaviour for Learning Expectations of **WE ARE SAFE, WE CARE, WE LEARN.**

School context

Hunter River Community School is an established K-12 School for Specific Purpose (SSP), catering for the complex needs of 75 students with a moderate to severe intellectual disability and associated conditions. The school was relocated to a state of the art facility in Metford at the beginning of 2014. The school proudly sits on Wonnarua traditional country and is a member of the Ka-ai Boorlang Local group of Schools.

The school serves a diverse population of students from six local government areas. There are currently 73 students attending the school, all of whom have high level support needs and complex communication disorders. The school has eleven classes with each class staffed with a full-time Specialist Teacher and a School Learning Support Officer. Students are referred for enrolment via a Regional Placement Panel, with all key stakeholders participating in a collaborative Learning Support Team meeting prior to commencing school. The school population is diverse and includes 17% of students who identify as being Aboriginal and Torres Strait Islander, 15% of students in an Out of Home Care arrangement, and 16% of students identify as EALD

All students have a Personalised Learning Plan developed in conjunction with a Multi-Disciplinary Team, including parents, health care, community agency professionals and special education consultants. This plan is an holistic overview of the student's needs and is a scaffold which informs targeted teaching and learning.

With a Family Occupation and Education Index (FOEI) of 148, the school receives equity funding to improve the learning outcomes of students from low socio-economic backgrounds.

We walk alongside our community to ensure that young people with complex disabilities are authentically engaged in authentic, inclusive learning.

As a result of ongoing school evaluation and reference to educational research our school priority areas focus on improved learning outcomes for students through, innovative student learning programs and enhancing the wellbeing of students, with particular emphasis on working with young people who have experienced trauma and who are impacted by a fluid mental health state.

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

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student learning outcomes for individual students through a process of data analysis that encompasses the highly differentiated learning needs of every student.

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 informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice
- Individualised Learning: a commitment to quality teaching, planning, assessment and delivery that is underpinned by an explicit understanding of individualised learning

Resources allocated to this strategic direction

Socio-economic background: \$38,049.00

Aboriginal background: \$13,525.00

English language proficiency: \$4,715.00

Professional learning: \$1,960.00

Summary of progress

Our focus in 2021 was building staff capacity in understanding the complexity of individualised learning through a lens of assessment, planning, internal evidence based learning and quality teaching.

This involved extensive Professional Learning for staff to build capacity in using student assessment platforms, targeting school developed targets, and collaborative planning.

As a result teachers used assessment data to explicitly underpin teaching and learning. 100% of students have a current SWAN or P-scale assessment. Assessments have been reviewed by the executive team and information presented to the staff. Workshop conducted on effective monitoring goals and advancements through programming and planning.

Next year our focus will be to further enhance staff capacity and build teaching and learning programs that reflect individual student assessment levels. This will ensure that students are accessing a curriculum that is tailored to meet individual learning needs, and facilitate students meeting specifically targeted outcomes.

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
100% of students will be assessed using the relevant assessment tools to establish a baseline.	All students have been assessed using the appropriate Assessment tool. Some students have been Assessed using both SWAN and P-Scale assessment tools to measure student gains.
• 100% of students will have a communication goal Based on individual SWAN/P-scale results.	All students have a communication goal set for 2022.
• 100% of teachers will undergo Professional Development on incorporating SWAN/P-scale into classroom programs.	100% of teachers participated in a workshop and brainstorming session at the end of term 4 to incorporate SWAN/P-scale into classroom programs.
• All teachers will be attached to a Collaborative Programming group known as a POD with an executive	Collaborative POD's have been established for all teachers.

mentor.

Strategic Direction 2: Are you ready? A holistic wellbeing program

Purpose

To maximise student learning and engagement through the implementation of a diverse platform of programs that focus on wellbeing and self-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.

- Caring for Students: there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- A planned approach to wellbeing: A whole school commitment to implementing a multidimensional wellbeing program which targets providing individual students with strategies to ensure they are in a place to learn
- Community Partnership: A holistic approach to working with families and friends to support wellbeing across environments

Resources allocated to this strategic direction

Professional learning: \$1,409.00

Socio-economic background: \$74,853.00

Summary of progress

Wellbeing has been addressed in the school holistically through Smiling Minds program and individually through the Seasons for Growth Program.

Individualised classroom strategies were used to assist the student with self-regulation and self-settling strategies prior to learning. Parents and carers were kept informed of wellbeing strategies used at the school through newsletters and social media due to the COVID Pandemic.

Our focus for 2021 was on providing a holistic, strategic, whole school approach to wellbeing to support all members of our school community. This involved the introduction of a suite of wellbeing programs, designed to meet the complex needs of the school community.

As a result staff have developed an awareness of how the complexity of trauma impacts on students. Staff have used the internal data to drive the development of plans that reflect individual student needs. Coaching and Mentoring supported the enhancement of capacity of all levels of staff to work with complex young people. Student learning outcomes were monitored using assessment data that reflected student current level of learning. Collated internal data was analysed for progress on achievement.

Next year our focus will be to further enhance staff's capacity to support young people living with complex mental health levels, as well as providing a platform to build supported, holistic student support. This will enhance the opportunity for students to authentically access an individualised curriculum and meet targeted outcomes.

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">• In 2020, 1095 incidents with self-regulation as a focus were recorded. In 2021, there will be a decrease of 2% of recorded self regulation incidents .• 100% of students at the school will have a Risk Management Plan.	<p>There was decrease of more than 2% of recorded self regulation incidents.</p> <p>100% of students have a risk management plan.</p>
100% of staff will engage in face to face school based Professional Learning that focuses on the Berry Street Model -	100% of teachers were introduced to the Berry Street Model and a variety of programs were set into motion beginning in term 1. Teachers have indicated that 'Brain Break' and 'Tree Talk' activities have been extremely successful

positive interaction	with student self regulation and class participation.
100% of teaching staff will engage in high impact collaborative discussion on "what do I need to be in a place to learn?"	In Term 1, all teaching staff engaged in Professional development on "what do I need to be in place to learn?" . A mentoring system was also put into place to ensure that 100% of teachers had a strong understanding of the Plans, where to access them, the information needed to complete the plan and how the plan will assist the students with their learning and self-regulation.
Establishment of a School based Medical Support Officer to work alongside students and staff to explicitly support medical needs of students.	The school medical officer has been appointed and the program has been running successfully. The position continues to be fine-tuned with each medical response.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$124,114.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hunter River Community 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"> • Data informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice • Caring for Students: there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • engage with external providers to support student engagement and retention • employment of additional staff to support communication program implementation. <p>The allocation of this funding has resulted in: Students developing core skills to effectively communicate, using their professionalized communication systems, within school, at home and into the community. Staff capacity and confidence has continued to develop, resulting in high quality teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, this essential intervention will continue. Providing all students with a voice is Hunter River Community School's core business.</p>
<p>Aboriginal background</p> <p>\$13,525.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hunter River Community 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"> • Data informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice <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 deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Students developing core skills in successfully using personalised communication skills and developing functional literacy skills</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to assess students individual learning needs, and work with external agencies and the Learning Support Team to provide student focused interventions.</p>

<p>English language proficiency</p> <p>\$4,715.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hunter River Community 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 informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice <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 <p>The allocation of this funding has resulted in: Students developing core skills in successfully using personalised communication skills and developing functional literacy skills</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to assess students individual learning needs, and work with external agencies and the Learning Support Team to provide student focused interventions</p>
<p>Location</p> <p>\$1,975.00</p>	<p>The location funding allocation is provided to Hunter River Community School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • Salaries to an additional SLSO Health to support the learning needs of students who live in regional areas <p>The allocation of this funding has resulted in: This funding band went toward the salary of an additional SLSO Health to support the complex learning needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students to build capacity and develop core skills.</p>
<p>Professional learning</p> <p>\$24,415.00</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 Hunter River Community 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 informed learning: School emphasis on using internal student assessment data to identify student progress and underpin effective teaching, learning and reflective practice • Caring for Students: there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Trained staff will support staff to develop an understanding of and develop skills in, working with students with complex self-regulation skills

Professional learning \$24,415.00	<p>The allocation of this funding has resulted in: Staff have been trained as PART trainers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Due to restrictions from Covid, the planned training days for staff have been postponed until Term 2, Day 1, 2022.</p>
Literacy and numeracy \$2,700.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Hunter River Community 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Students individual literacy and numeracy priorities have been explicitly supported, resulting in improved student outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to assess, monitor and plot student progress using SWANS Assessment goals and P Scales assessment matrix</p>
QTSS release \$18,948.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hunter River Community 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"> • Other funded activities <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 • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: The results from this funding has included building staff capacity to effectively differentiated curriculum and effectively meet the learning needs of young people living with complex disabilities.</p> <p>After evaluation, the next steps to support our students with this funding will be: School leadership team will continue to meet the professional learning needs of staff. Continue to support staff to effectively meet the diverse and complex learning needs of students at Hunter River Community School.</p>
COVID ILSP \$59,984.00	<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>COVID ILSP</p> <p>\$59,984.00</p>	<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 - Focusing on individual student learning priorities. • providing intensive small group tuition for identified students who were Learning from Home <p>The allocation of this funding has resulted in:</p> <p>Targeted interventions to meet the learning needs of students, which has facilitated an improvement in student outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support the development of core literacy and numeracy skills, with an explicit focus on meeting the individual learning priorities of students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	47	45	52	56
Girls	19	19	18	17

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.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2021, there were two young men who received their Higher School Certificate - Life Skills

One student, will sadly receive his ROSA posthumously

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.28
Teacher Librarian	0.4
School Administration and Support Staff	13.82
Other Positions	0.74

*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.

Student Learning Support Officers - Health:

Hunter River Community School staff is enriched by the highly skilled Student Learning Support Officers - Health, that work alongside teachers to support the complex learning needs of students. These exceptional support staff work tirelessly to support the holistic needs of students, going above and beyond their role description. Their contribution to our school is invaluable.

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	307,120
Revenue	3,900,252
Appropriation	3,854,399
Sale of Goods and Services	1,500
Grants and contributions	43,926
Investment income	417
Other revenue	10
Expenses	-3,920,142
Employee related	-3,636,906
Operating expenses	-283,235
Surplus / deficit for the year	-19,890
Closing Balance	287,230

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	142,057
Equity - Aboriginal	13,525
Equity - Socio-economic	123,817
Equity - Language	4,715
Equity - Disability	0
Base Total	2,976,923
Base - Per Capita	36,282
Base - Location	1,975
Base - Other	2,938,666
Other Total	444,120
Grand Total	3,563,101

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

Through Tell Them From Me surveys, internal school surveys, student communication books and Learning Support Team forums, families, friends and carers indicated that they were extremely happy with the school systems, staff and programs. Feedback showed that any issues that arose were reviewed quickly and thoroughly, with positive outcomes.

Student satisfaction is measured through engagement. Each morning, students use symbol based documents to communicate what they like about school. They are able to use this system to express their feelings. Student satisfaction with attending school is consistently high.

Staff were provided with several opportunities to participate in internal and external surveys. Results indicated that overall, staff experienced job satisfaction, felt they made a meaningful contribution through their work, and felt supported by the senior leadership team.

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.