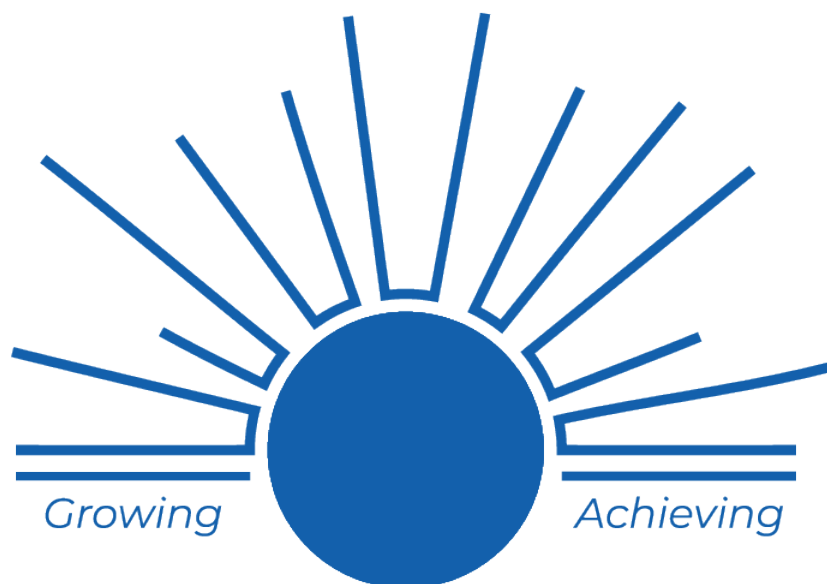


2021 Annual Report

Kalinda School



Kalinda School

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Introduction

The Annual Report for 2021 is provided to the community of Kalinda 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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School vision

Kalinda School is committed to empowering and challenging students through inclusive, innovative, stimulating and personalised learning where students achieve their full potential as valued and productive citizens within society.

School context

Kalinda School for Specific Purposes (SSP), located in Griffith, supports students with additional needs. Our school enrolls students from Kindergarten to year 12 with moderate to severe intellectual disability, and / or Autism. Students may have a secondary disability which could include sensory needs, vision or hearing impairment, physical, autism and / or complex behaviours. Students are referred to Kalinda School through a Regional Placement Panel and parents / caregivers visit the school prior to enrolment into one of our five classes. The school is well resourced with a purpose built facility. These facilities include; Sensory Space, Library, Kitchen Garden, student Kitchen, Multipurpose Room and a Hydrotherapy Pool.

The staff is committed to delivering high-quality education for all students. Of the student enrolment, 17% of students identify as Aboriginal and 65% of students require support in the form of English as an Additional Language or Dialect. We assist parents and carers in the educational planning process through Personalised Learning and Support Plans (PLSPs), along with the development of the emotional and social wellbeing of their child to make all transitions successful throughout their schooling and beyond.

In responding to the need to ensure that students improve in reading, communication and numeracy we are further developing and refining the use of additional internal data sources to guide staff, students and parents. We are committed to ensuring that parents are invited to share in the educational opportunities presented to their children.

The introduction of a wider range of assessment methods is a major focus supported by ensuring the availability and accessibility of a robust, centralised data collection system. The overall aim is to ensure that more effective level of differentiated and individualised learning is available for our students.

A review of all wellbeing programs and Positive Behaviour for Learning (PBL), which is deeply embedded in our school, is regularly undertaken with enhancements implemented as required. Staff have undertaken further professional learning in PBL to support our Tier 2 and Tier 3 students. Our school has identified the need for a whole school approach to emotion regulation and have since undertaken professional learning in 'Zones of Regulation'. This program will be implemented across the whole school.

Student goals for attendance and behaviour are set with greater parental understanding and support for the individual learning goals. Ongoing reviews of the quality, use and information in the Personalised Learning and Support Plans to ensure they align with Departmental requirements in order to inform learning and improve wellbeing are being regularly undertaken.



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

Strategic Direction 1: Student growth and attainment

Purpose

Students have strong foundations in Literacy, Communication and Numeracy where they are continually challenged to learn and improve. A school culture that promotes and values the sharing of ideas and advice in professional and highly supportive ways.

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 Practices for Personalised Learning
- Quality Teaching Practices

Resources allocated to this strategic direction

Professional learning: \$12,336.69

School support allocation (principal support): \$13,604.80

SSP Supplementation Funding: \$48,839.00

QTSS release: \$10,651.21

English language proficiency: \$8,623.87

Socio-economic background: \$43,010.97

Location: \$8,690.97

Literacy and numeracy: \$1,642.57

Aboriginal background: \$28,240.40

Summary of progress

Data Informed Practices for Personalised Learning

In 2021 Personalised Learning and Support Plans (PLSPs) were reviewed by staff and revised to add National Disability Insurance Scheme (NDIS) information as an option to be included to add value to the planning process. Additionally, to assess student learning progress, we began using the Student With Additional Needs (SWANs) assessment and plotted each student using SWANs for Literacy, Communication and Numeracy. In our search for relevant assessment practices for our students, our executive engaged in professional development using the Assessment for Complex Learners trial. The PLSPs moved to an online format, Sentral and student goals within the PLSP were made parent friendly and were co-designed via a collaborative meeting in which the parents and other key stakeholders were involved with each student having a PLSP. For some students this process was extremely beneficial as the goals shared aligned clearly with the goals developed for school however, not all students have access to NDIS and some families preferred to keep their child's NDIS details confidential regarding their goals. The school had planned for these 'parent friendly' goals to be broken down into SMART (specific, measurable, achievable, relevant and timely) goals for teaching and learning programs and aimed to have PLSP goals drive the learning in teaching and learning programs. Staff have indicated that PLSPs do not convert to online as effectively as we have hoped and further investigation into Sentral usability and compatibility will continue. Our staff need more support with SMART goals in order for them to be effective and this will be provided by the executive. The major impact was clear connections between students' PLSPs and having the goals drive learning.

In 2022, in this initiative/strategic direction, we will review our PLSP processes to strengthen these to support ongoing parent partnerships and explore alignments with NDIS. The executive staff will continue to engage in professional learning with SWANs and Assessment for Complex Learners (AfCL) and begin up-skilling all staff. Additionally there will be a continued focus on SMART goals for Kalinda staff and this work will be led by executive staff.

Quality Teaching Practices

In 2021 the improvement of the Performance and Development Plan (PDP) was a focus at Kalinda School and saw growth in the quality of teaching and learning programs across the school. There was a strong mentoring focus which focused on improving teaching and learning programs through utilising collaborative practices. Kalinda school began exploring the use of a digital platform to collaborate, compile and share teaching and learning programs to build on collaborative practices further. The School began examining how Aboriginal culture is embedded across the school's learning opportunities and how this could be improved. Local inquiries were made to support the preparation of planning for teaching Wiradjuri language, the school allocated staff to engage with Aboriginal families to support Aboriginal students further.

In 2022, in this initiative/strategic direction, Kalinda School will develop the schools PDP process further by broadening

collegiality to other Schools for Specific Purposes (SSPs) in order to strengthen processes and gain knowledge around practices that work. Kalinda School will develop the quality of teaching and learning programs further by continuing the use of staff mentoring and support in identified need and examining whole school compliance practices in relation to quality teaching practices.

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>All students have a Personalised Learning and Support Plan containing Literacy, Communication and Numeracy goals as measured using a range of assessments including SWANs and plotted against the Goal Attainment Scale (GAS).</p>	<p>We will continue to assess and monitor student goals on their Personalised Learning and Support Plans (PLSP), how these goals are assessed and monitored needs improvement and the development of a systematic approach will assist in this development. Formalising scheduled assessment practices will be further developed and continued into 2022, the results of this will then be evaluated and assessed as to the effectiveness of various assessments to inform teaching and learning at Kalinda School. We are yet to fully engage with the Goal Attainment Scale (GAS) and are in the process of rolling out professional learning for all teaching staff in Assessment for Complex Learners (AfCL).</p>
<p>All staff to participate in a range of surveys including, People Matter Survey and other school based surveys.</p> <p>Increase the positive responses in the areas of collaborative practices, professional dialogue and staff wellbeing by 10% or above.</p>	<p>The 2021 the People Matter survey results indicate that Kalinda School's strengths for staff are attachment to organisation, that there are people at work who care about them, a sense of belonging, personal accomplishment and pride in where they work. The data from the survey also suggests 75% of staff feel that their work-group works collaboratively to achieve goals and 70% of staff feel there is a good team spirit. The People Matter survey had no historical data to compare the results to.</p>



Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement so that our students develop strong positive relationships and develop skills to be capable, positive, self-disciplined valued citizens.

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.

- A culture of student support

Resources allocated to this strategic direction

SSP Supplementation Funding: \$161,560.00

Socio-economic background: \$3,000.00

Summary of progress

A culture of student support

In 2021 a focus on student support for long term success was explored with a significant focus on inclusion opportunities. In order to enable inclusion opportunities additional staff were employed to support the engagement in inclusive practices. An increase in inclusion based opportunities has seen an improvement in attendance, specifically with Kalinda School's Aboriginal students. In 2021 staff were supported with specialised needs based training and procedures enabling a broader range of skills across the staff. Staff shortages related to isolating for illness became more regular and the ongoing impact of the disruption of routine for our students meant an increase in necessary support on the return to school after lengthy learning from home experiences. It also meant that often professional learning was postponed or cancelled. Success was seen with the implementation of in-school support services (occupational therapist, behaviour specialist and speech pathologist) focusing on building the capacity and knowledge of staff to support students with regulation. Early transition opportunities and experiences for post school options were identified and relationships began with local businesses and providers resulting in a student successfully gaining their learners permit to drive. Procedures for the collection of Positive Behaviour for Learning (PBL) data was streamlined and made digital and procedures for collaborative practice in the development of learning materials based on the PBL data was reviewed, highlighting the need for scheduled opportunities for recording and planning. Attendance data was collated and displayed regularly enabling executive staff to analyse trends and anomalies specific to Kalinda School's setting. Executive staff engaged in evidence based trauma informed professional learning with the intention of the core elements and strategies for success to be implemented school wide.

In 2022, Kalinda School will continue to support students and staff by utilising additional funds towards human resources to enable further opportunities for inclusion and support the complex needs of students. Inclusive practices will be investigated further and opportunities and relationships within the local community will be fostered. The school will examine current attendance procedures and policies leading to clear school based procedures while continuing to engage in regular contact with families. Engaging with behaviour and occupational therapists to support the regulation of Kalinda School students will be an ongoing focus for the school. The school will revise its' current practices and devise a plan for how to develop this strategy further. Executive staff will begin to plan the sharing of professional knowledge in relation to trauma informed practice.

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
Students who attend less than 90% of time at school to have individual attendance goals within their Personalised Learning and Support Plans.	With the help of changed procedures regarding the inputting of partial absences due to therapy based leave we are moving towards getting a more accurate reading of actual partial absences. School based procedures are being further developed and implemented whereby teachers are checking their students attendance data regularly and using this information to target support for their students Personalised Learning and Support

<p>Decrease the percentage of partial absences by 10% or above from baseline.</p>	<p>Plans (PLSP).</p>
<p>80% or more of staff consistently and accurately enter student incident reports in Sentral.</p> <p>A reduction in the number of students who are receiving Tier 2 and Tier 3 interventions from the baseline.</p>	<p>Percentage rates for the input of data have fluctuated throughout the year. Maintaining consistency with this is important. and the executive are working closely with staff to troubleshoot the various issues with being able to get the volume of data required into the system with adding significant workload in order for the data to be reliable and effective.</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$46,010.97</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kalinda 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"> • Quality Teaching Practices • A culture of student support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement instructional leadership to support identified students with additional, complex needs and build the capacity of staff in relation to collectively identified areas of development. • Professional development of staff through Positive Behaviour for Learning and Zones of Regulation to support student regulation and ultimately student learning. • Providing equitable access to expert resources (School Learning Support Officer - Aboriginal Students) and opportunities to build on cultural knowledge and identity. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Increased support for teachers in their classrooms by Assistant Principals. * Explicit feedback provided in relation to teaching and learning programs and observations and targeted professional development for teachers. * An improvement in quality of documented accountability and response to feedback in program reviews. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To continue to engage the Assistant Principals' to mentor staff to build their capacity to plan, develop and implement quality teaching and learning programs to support student personalised goals. * To continue to develop the instructional leader role in order to further improve the teaching and learning within our classrooms.
<p>Aboriginal background</p> <p>\$28,240.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kalinda 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"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing equitable access to expert resources (School Learning Support Officer - Aboriginal Students) and opportunities to build on cultural knowledge and identity and community engagement. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Aboriginal families engaging in the PLSP process and the school community in general. Dialogue became more authentic, as a result of building relationships through open communication. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Engaging support focused on upskilling staff knowledge about Wiradjuri language and how to teach this to all students. * Continue to employ a School Learning and Support Officer - Aboriginal

<p>Aboriginal background</p> <p>\$28,240.40</p>	<p>students</p>
<p>English language proficiency</p> <p>\$8,623.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kalinda 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"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement instructional leadership to support identified students with additional, complex needs such as EAL/D backgrounds and build the capacity of staff in relation to collectively identified areas of development. <p>The allocation of this funding has resulted in:</p> <p>*EAL/D students are more confident and prepared to take risks with their language use, as noted in their use of varying communication devices, teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To capitalise on teacher confidence and their capacity to design lessons that reflect the needs of EAL/D learners and utilise a variety of communication devices. * To transfer this practice across all key learning areas (KLAs). * Provide ongoing professional learning in order to identify language and cultural demands across the curriculum and focus on the development of student vocabulary. * Personalise and target professional development to each teacher in the form of mentoring, co-teaching and co-planning in relation to strategies regarding the effective use of communication strategies. * To continue to employ specialised staff communication staff.
<p>Location</p> <p>\$8,690.97</p>	<p>The location funding allocation is provided to Kalinda 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"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Additional staffing to implement instructional leadership to support identified students with additional, complex needs. • Identify areas for upgrade in technology resources to increase student engagement and communication. • Additional staffing and subsidies to support access to curriculum/life skills related excursions/incursions/opportunities, community engagement and transition to work and other post school options. <p>The allocation of this funding has resulted in:</p> <p>* Increased opportunities and choices for students post school whilst providing familiarity and essential life skills necessary for the students' journey towards independence and making choices.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To work more collaboratively with other SSP schools to draw on our knowledge and expertise to support one another, increasing collaboration and overcoming isolation. * Drawing on our local community to provide more meaningful and authentic inclusive opportunities for people with a disability post school.

<p>Location</p> <p>\$8,690.97</p>	<p>* Continue to employ additional staff to support student access to curriculum and learning that is specific to their personalised needs.</p>
<p>Professional learning</p> <p>\$12,336.69</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 Kalinda 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 Practices for Personalised Learning • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher - Literacy and Numeracy Strategy Advisor (LANSA) to unpack evidence-based approaches to teaching reading. • Additional staffing to implement instructional leadership to support identified students with additional, complex needs and build the capacity of staff in relation to collectively identified areas of development. <p>The allocation of this funding has resulted in:</p> <p>* An increased capacity of all teachers to embed effective practices in the explicit teaching of reading and communication.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* Personalised and targeted professional learning in the form of mentoring and co-teaching and opportunities to observe and learn from others in the education community.</p> <p>* Continue to employ additional staffing to implement instructional leadership to support identified students.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Kalinda School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staffing to implement instructional leadership to reduce the workload of the Principal by building the capacity of staff in relation to collectively identified areas of development. • Allocating teachers and support staff to Assistant Principal supervisors and allocating time for Assistant Principals to be off class to contribute to the ongoing organisation and development of learning in relation to the School Plan. <p>The allocation of this funding has resulted in:</p> <p>* Extreme behaviours and classroom/playground disruptions have reduced due to early intervention. Principal has had more time to complete tasks due to being able to delegate various tasks to Assistant Principals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>* Continue working on the Assistant Principal support model and role statement.</p> <p>* Continue to employ additional staff to implement instructional leadership to reduce the workload of the Principal.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kalinda School from</p>

<p>\$1,642.57</p>	<p>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"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher - Literacy and Numeracy Strategy Advisor (LANSA) to unpack evidence-based approaches to teaching reading. • Purchase of resources to support the quality teaching of literacy, numeracy and communication in our context. • Additional staffing to implement instructional leadership to support identified students with additional, complex needs and build the capacity of staff in relation to collectively identified areas of development and allowing staff additional release form face to face teaching to support their learning and implement new ideas and strategies. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * A deeper knowledge of the components of reading for staff. Staff can differentiate a variety of strategies to teach reading to suit even our most complex students and most competent students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * The school will no longer receive these funds from the beginning of 2022 .
<p>QTSS release</p> <p>\$10,651.21</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kalinda 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"> • Quality Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to engage in professional learning aligned with the Strategic Improvement Plan and develop the capacity of staff. • Additional staffing to allow Assistant Principals' time to implement instructional leadership to build the capacity of staff in relation to collectively identified areas of development and allowing staff additional release form face to face teaching to support their learning and implement new ideas and strategies. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Improved staff confidence and teaching practice. * Teaching and learning programs and observations show teachers are differentiating and personalising the learning to the needs of the students within their classrooms. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To learn more about Instructional Rounds and how this concept could be utilised and beneficial in our setting. * Continue to provide staffing release to engage in professional learning aligned with the Strategic Improvement Plan. * Continue to employ additional staff to allow Assistant Principals' time to implement instructional leadership to build the capacity of staff in relation to collectively identified areas of development and allowing staff additional release form face to face teaching to support their learning and implement new ideas and strategies.
<p>COVID ILSP</p> <p>\$21,633.29</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</p>

<p>COVID ILSP</p> <p>\$21,633.29</p>	<p>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 communication teacher to plan, develop and deliver small group tuition. <p>The allocation of this funding has resulted in:</p> <p>* The majority of the students in the program achieving significant progress towards their personal communication goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To review the school learning and support processes to ensure there is a consistent and equitable approach to designating support. * Continue to provide additional in-class support for students and mentoring for staff will also be a priority in order to build capacity. Data will be collected in a more systematic way to show growth/progress. * Continue to employ a communication teacher to plan, develop and deliver small group tuition.
<p>SSP Supplementation Funding</p> <p>\$210,399.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kalinda 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"> • Quality Teaching Practices • A culture of student support <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Employment of external providers / therapists (Occupational Therapist, Speech Pathologist and Behaviour Therapist) to support students with various sensory, regulation, speech and behaviour needs. • Additional staffing to implement instructional leadership to support identified students with additional, complex needs and build the capacity of staff in relation to collectively identified areas of development. <p>The allocation of this funding has resulted in:</p> <p>* Enhanced student participation, engagement and learning. a larger 'toolbox' of strategies and resources to draw on to support student regulation and the continued flow of learning whilst complex and disruptive behaviours were supported by Assistant Principals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To support student engagement, communication, regulation and behaviour through the employment of additional expert therapists and practitioners and to enhance home/school communication and complex (Tier 2 and 3) case management. * Continue to employ additional staff to implement instructional leadership to support identified students with additional, complex needs and build the capacity of staff in relation to collectively identified areas of development..



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	27	26	22	20
Girls	7	5	7	10

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.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	3.68
Teacher Librarian	0.2
School Administration and Support Staff	7.21

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	206,544
Revenue	2,029,781
Appropriation	1,951,919
Sale of Goods and Services	252
Grants and contributions	77,481
Investment income	128
Expenses	-2,218,475
Employee related	-1,840,792
Operating expenses	-377,683
Surplus / deficit for the year	-188,694
Closing Balance	17,850

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.

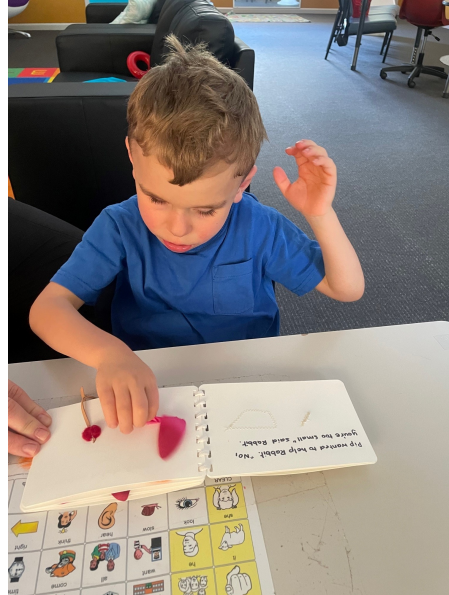


Financial summary - Equity loadings

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	82,875
Equity - Aboriginal	28,240
Equity - Socio-economic	46,011
Equity - Language	8,624
Equity - Disability	0
Base Total	1,533,747
Base - Per Capita	16,492
Base - Location	8,691
Base - Other	1,508,564
Other Total	275,327
Grand Total	1,891,948

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Parent/caregiver, student, teacher satisfaction

In 2021 our staff took part in the People Matter Survey. The five questions that scored the most favourable scores include, I feel a strong personal attachment to my organisation, there are people at work who care about me, my job gives me a feeling of personal accomplishment, I am proud to tell others I work for my organisation and I feel that I belong in my organisation. Other areas that scored well were around tools and technology, personal backgrounds not being a barrier to participation and flexible working. Areas for improvement include recruitment, role clarity and performance management.

Data from our Positive Behaviour for Learning (PBL) surveys show the majority of our parents and students are aware of our school expectations - Respectful, Responsible, Inclusive. During the phone surveys for parents they were asked about their knowledge around our PBL systems. It was evident from the results we needed to share more information about this and have begun implementing dedicated sections of our newsletter to PBL. The students enjoy some of the rewards systems and like to see out PBL rocket fill up with raffle tickets. .



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.

