

2021 Annual Report

Mary Brooksbank School



5721

Introduction

The Annual Report for 2021 is provided to the community of Mary Brooksbank School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Mary Brooksbank School
Anthony & Cleopatra Drives
Rosemeadow, 2560
www.marybrooks-s.schools.nsw.edu.au
marybrooks-s.school@det.nsw.edu.au
4628 4555

School vision

The vision statement for Mary Brooksbank School is "To provide a quality education built on partnerships, which will lead to independence, acceptance and equality for all". At Mary Brooksbank we provide a quality education that ensures each student strives to achieve their personalised learning goals. Built on partnerships with our school community, our collaborative work leads to independence, acceptance and equality for all students.

School context

Mary Brooksbank School is a School for Specific Purposes in the Camden Network, and included in the Regional South Directorate. The school is a leader in quality education for 110 students with a primary diagnosis of moderate or severe intellectual disability, who range in age from 4 to 18 years (K-12). Students from Mary Brooksbank School come from varied backgrounds including non-English speaking background, Aboriginal heritage, low socio-economic status and children and young people who live in out of home care. The school values strong relationships with families, other agencies and the community, and is strongly focused on quality teaching, holistic learning and community partnerships.

In 2022, the school's staffing entitlement was 22.436 teaching staff and 20.962 non-teaching staff. Our executive team consists of both substantive and temporary teachers, who have been in their roles for three years or less. 30% of our staff are in their early career as teachers.

From school funds, the school employs additional non teaching staff and teaching staff to support student learning, and to reduce the administrative workload of the principal. A Community Liaison Officer is also employed from school funds to engage with and support families.

The school undertook an authentic and inclusive Situational Analysis process, in which consultation occurred with all staff, families and the wider school community. As a result of this process, the school identified areas in need of improvement and further development as:

- student outcomes in literacy, numeracy and communication
- holistic learning (through a range of therapies and the use of creative learning spaces)
- student readiness for learning (through implementation of trauma informed care practices and behaviour regulation)
- increased engagement with families and the wider community

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Excelling |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Excelling |
| 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 | Delivering |
| LEADING: Educational leadership | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

The school strives to improve student achievement and growth in literacy and numeracy, with a continued focus on improving student communication to meet the individual needs of each 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.

- Improving student outcomes
- Communication

Resources allocated to this strategic direction

Socio-economic background: \$104,073.00

Literacy and numeracy: \$4,380.00

English language proficiency: \$20,990.00

Beginning teacher support: \$8,900.00

SSP quality teaching support: \$5,500.00

6100: \$20,000.00

SSP Supplementary funding: \$147,879.00

Summary of progress

In 2021 the school had 100% of on class staff complete online training in 4 Blocks of Literacy. Literacy resource kits have been purchased and distributed to all classes for use with implementing literacy programs. Teachers on the literacy committee visited other SSPs in our area for modelled lessons on the implementation and adaptation of 4 Blocks of Literacy in their settings, where staff also collated assessment tools for trial in our school. Survey indicates 76% of staff have actively collaborated with the 4 Blocks of Literacy to include shared reading within their classroom.

Delayed initiatives in 2021 have required the majority of Numeracy initiatives to be postponed to 2023.

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 |
|---|---|
| An increased uplift of students achieving a one increment improvement in literacy skills in line with the P1 to P4 Achievement Scale, measured against their individual performance | Due to a modified reporting template for end of year reports in 2021, we were unable to report on student progress using the P1 to P4 Achievement Scale. This will be measured during 2022 using mid year and end of year school reports in Term 2 and Term 4. |
| An increased uplift of students achieving a one increment improvement in numeracy skills in line with the P1 to P4 Achievement Scale, measured against their individual performance | Delayed initiatives in 2021 have required this work to be postponed to 2023. |
| Students increase their expressive language by 15% through utilising individual communication systems. (Individual baseline data) | <p>In 2021 students continued to use a range of individual communication systems to develop their expressive language. These included Picture Exchange Communication System (PECS), LAMP, Proloquo2Go, eye gaze, Compass and picture communication symbols (PCS).</p> <p>This progress measure has been delayed, however our initial baseline data indicates that 35% of students have access to an individual communication system to develop their expressive language.</p> |

Students increase their expressive language by 15% through utilising individual communication systems.
(Individual baseline data)

Upon review the direction of this progress measure will alter in 2022.

Strategic Direction 2: Holistic learning

Purpose

Develop and enhance students' readiness for learning whilst improving attendance and students' sense of belonging.

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.

- Creative learning
- Readiness for learning

Resources allocated to this strategic direction

Socio-economic background: \$11,360.00

SSP quality teaching support: \$16,280.00

SSP Supplementary funding: \$191,012.00

6101: \$119,470.00

Summary of progress

Throughout 2021, the data indicates a significant increase in students demonstrating self-regulation skills. The documented behaviour incident reports decreased by 40% from 2020 to 2021. However, with students learning from home for a total of thirteen weeks in 2021 due to lockdown procedures, the data is not authentic to the current situation.

In 2021 Mary Brooksbank School had an annual increase in attendance for all students of 1.1%. This increase is due to a range of factors including the attendance indicators through the pandemic and with the availability of learning from home. The activities outlined in the initiatives included, successfully implementing Garden To Table program, art therapy, TACPAC and construction of the TACPAC room, sensory garden and immersion room which will be completed early 2022. These initiatives are believed to increase student engagement, enthusiasm and motivation for school attendance. The creative learning committee also identified and investigated quality music programs and secured delivery for 2022, continued the delivery of art and hydro therapy and begun investigations for a sustainable mini farm/ agricultural program.

Resources were created and professional development delivered to all staff relating to trauma informed practice. Observation suggests the resources are not being used consistently or effectively in all classrooms. Further professional development is needed for all staff, particularly new staff. A more structured approach to ensure all classroom staff are consistently and effectively using the resources created will promote supporting and teaching students' self-regulation.

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 |
|---|--|
| An increased proportion of students attending 90% of the time by 2% (baseline data) | Throughout 2021 Initiative 1, Creative Learning Spaces, was utilised to increase students engagement with the curriculum and their own learning, by creating our school spaces as a place students and families want to be. The learning spaces and therapies continued to be accessed and constructed to further encourage attendance. Attendance of all students increased by 1.1% however this data is skewed by the learning from home attendance monitoring and therefore will be further considered in 2022. |
| Increase in the proportion of students demonstrating self regulation skills by 5% | Throughout 2021, the data indicates a significant increase in students demonstrating self-regulation skills. The documented behaviour incident reports decreased by 40% from 2020 to 2021. However, with students learning from home for a total of thirteen weeks in 2021 the data is not authentic. |

Strategic Direction 3: Connectedness

Purpose

Connecting with the wider school community to develop partnerships for student learning and achievement. These partnerships will lead to improved student transitions and connectedness.

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.

- Communities
- Partnerships

Resources allocated to this strategic direction

SSP Supplementary funding: \$42,333.00

Socio-economic background: \$19,300.00

English language proficiency: \$11,320.00

Location: \$324.00

Per capita: \$8,520.00

Summary of progress

Throughout the year Strategic Direction 3 has focused on providing multicultural events each term to increase family engagement and recognition of the diverse backgrounds of our student enrolment. These were successful and received high participation rates and positive feedback from students and their families.

A variety of social media platforms were investigated and surveys were conducted with parents and carers. As a result, our school has implemented a new school wide social media platform using Seesaw to promote parent engagement and communication. This platform has been particularly successful during the learning from home periods where we were able to reach a greater percentage of our families online. Training was conducted with staff however parent information sessions were postponed until 2022 and form part of our 2022 initiatives and goals.

Transitions across the school took place to support students starting kindergarten and moving from junior to middle school as well as middle to senior school. This was based on teacher surveys and feedback about the best support strategies for individual students using additional SLSO staff and social stories.

The Community Liaison Officer held events throughout the year to support new families and carers to our school. A large disability expo was also held in collaboration with local schools for specific purpose to provide extensive information and support services through the participation of local disability support networks. This was a highly successful event for parents and carers.

The school production and whole school performances were delayed and will commence in 2022.

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 |
|--|---|
| Increase in the percentage of students transitioning successfully to the next step in their education or post school program (based on the number of students in 2021) | Transition plans were put into place for students across the junior and middle school areas. This included surveys for teachers prior to planning. A total of 17 students from junior school were transitioned into middle school while a further 2 students were transitioned from middle school to senior school. Five SLSOs were utilised to support the needs of the transitions as well as teacher release days to write social stories for particular students. As a result, a higher number of students were successfully transitioned across the school. Through 2022 our committee aims to collect and consolidate further data to measure the success of student transitions across the school. |

An increased measure of school community (parent and student) satisfaction through strategic planning

Through 2021, the Connectedness committee made a committed attempt to increase the involvement of families in their children's learning by implementing several events for families to connect with cultural backgrounds and the school community. Utilising technology platforms, we increased our ability to effectively communicate with parents and families from low socio-economic backgrounds by utilising smart phone applications as opposed to websites and computer based platforms. This was successful as all families indicated through anecdotal feedback from surveys that access to online platforms was most practical and accessible through smart phones rather than computer devices. This has resulted in over 95% of our families connecting with teachers and weekly information, which is an increase from 50% connection in the previous year. Through 2022 our committee aims to collect and consolidate further data to measure more effectively the satisfaction of our strategic planning.

| Funding sources | Impact achieved this year |
|--|--|
| <p>Socio-economic background</p> <p>\$134,733.00</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mary Brooksbank 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"> • Improving student outcomes • Creative learning • Communities • Partnerships • Communication • Readiness for learning <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 the maintenance of technology hardware and software • replace outdated identified classroom technology • staff release to increase community engagement through the school website and Seesaw, review and trial numeracy assessment tools, investigate and plan for a range of learning spaces, investigate transition needs of students within the school and to post school options, plan and co-ordinate the end of year whole school performance • purchase resources for the numeracy program, the Picture Exchange Communication System (PECS), the garden program, the end of year whole school performance • investigate ways to better engage with families who do not have English as their first language <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - a plan and budget to regularly maintain and replace technology, and to maintain the school website - improved access for students to resources to support learning in numeracy; and using the Picture Exchange Communication System (PECS) - improved student wellbeing through implementation of the Zones of Regulation - a garden / farm animals action plan - evidence to inform transition plans for students, to begin planning for improved communication with families from non English speaking backgrounds <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to maintain and replace technology and maintain the school website to ensure students have access to the most relevant software and hardware, and that families engage more with the school online through the website (and other platforms) as the school moves away from predominantly paper based communication - deliver professional learning to staff and implement the new whole school numeracy program into every classroom - continue to implement the Zones of Regulation with other trauma informed practices in each classroom - implement the plan for the improved garden space, farm animals and outdoor learning spaces - investigate and trial methods of communication with families from non English speaking backgrounds |
| <p>Aboriginal background</p> <p>\$17,923.00</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mary Brooksbank 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>Aboriginal background</p> <p>\$17,923.00</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 equity loading include:</p> <ul style="list-style-type: none"> • staff professional learning • purchase of art resources specific to teaching Indigenous art activities • planning for and undertaking Indigenous celebrations and events • collaboration to develop a school Reconciliation Plan <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved staff understanding of implementing Aboriginal history and perspectives across the curriculum - improved student access to relevant and meaningful resources that support the teaching of Indigenous art - increased awareness of cultural and celebratory days of Indigenous people - staff awareness and understanding of the purpose of and need for a Reconciliation Plan <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - implementation of Aboriginal history and perspectives across the curriculum <ul style="list-style-type: none"> - recognition of cultural and celebratory days for Aboriginal and Torres strait Islander people embedded into the school calendar - development of an AECG endorsed Reconciliation Plan - support for Indigenous students to better meet their Personalised Learning and Support Plan goals - improve the physical appearance of the school with Aboriginal art work |
| <p>English language proficiency</p> <p>\$32,310.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mary Brooksbank 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"> • Improving student outcomes • Communities • Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • teacher release to investigate a range of literacy assessment tool suitable to special education • trial identified literacy assessments • completion of the Jane Farrall Consulting online training module of 4 Blocks of Literacy by all staff • purchase of resources to support the 4 Blocks of Literacy program • funding programs and initiatives organised by the Community Liaison Officer including the Disability Expo • non teaching staff release to identify language and cultural backgrounds of student enrolment, and organise one cultural event per term based on this <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased ability of the whole staff to deliver 4 Blocks of Literacy to every student - improved access to, and engagement in a relevant literacy program for students in a school for specific purposes, supported with upgraded resources - a relevant and meaningful assessment tool for literacy for special education - raised awareness of services and resources available to families in the Camden / Macarthur / Campbelltown areas for children with a disability - increased engagement with school for families, especially those whose |

| | |
|--|---|
| <p>English language proficiency</p> <p>\$32,310.00</p> | <p>cultural background was the focus of celebrations</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - further 4 Blocks of Literacy training by members of the school Literacy team - ongoing implementation of the different modules of 4 Blocks in each classroom, and use of a relevant assessment tool - continuation of celebrations and festivals representing the language and cultural background of families |
| <p>Location</p> <p>\$324.00</p> | <p>The location funding allocation is provided to Mary Brooksbank 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"> • Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • funding programs and initiatives organised by the Community Liaison Officer including the Disability Expo <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - raised awareness of services and resources available to families in the Camden / Macarthur / Campbelltown areas for children with a disability <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - organise a Disability Expo on a regular basis and invite families from the Camden / Macarthur / Campbelltown areas |
| <p>Literacy and numeracy</p> <p>\$4,380.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mary Brooksbank 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"> • Improving student outcomes • Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchase resources for the Picture Exchange Communication System (PECS) • teaching and non teaching staff release to investigate a range of numeracy assessment tools suitable to special education and SSPs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved access for students to resources to support their engagement with the Picture Exchange Communication System (PECS) - a relevant and meaningful assessment tool for numeracy for special education selected for use across the school <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - ongoing implementation of the Picture Exchange Communication System (PECS) with identified students - implementation of the selected numeracy program and assessment across the school |
| <p>QTSS release</p> <p>\$36,326.00</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mary Brooksbank School.</p> <p>Funds have been targeted to provide additional support to students</p> |

| | |
|--|---|
| <p>QTSS release</p> <p>\$36,326.00</p> | <p>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"> • staffing release to undertake initiatives and activities aligning to the Strategic Improvement Plan • classroom teacher peer observations <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - initiatives within the three strategic directions of the Strategic Improvement Plan were undertaken to ensure completion of all planned activities by end 2021 - classroom teacher observation undertaken in line with the Performance and Development Policy to include planning, observation and feedback by a peer <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continuation of release to allow initiatives and activities to be undertaken in line with the Strategic Improvement Plan - peer observations will be undertaken in 2022 in line with the Performance and Development Policy |
| <p>COVID ILSP</p> <p>\$49,817.00</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"> • school staff trained in play based therapy and socialisation, incorporating literacy and numeracy skills • school staff providing targeted, explicit instruction for student groups in literacy/numeracy, incorporated into play based therapy • creation of resources to support the implementation of the program <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - improved ability of students to engage with others when playing with activities and games that incorporate literacy and numeracy <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - assessment of the program to improve the outcomes for students by refining the activities to better incorporate literacy and numeracy |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 66 | 64 | 82 | 85 |
| Girls | 18 | 18 | 20 | 23 |

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 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 14.84 |
| Teacher Librarian | 0.6 |
| School Counsellor | 1 |
| School Administration and Support Staff | 20.96 |

*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 | 861,567 |
| Revenue | 5,673,480 |
| Appropriation | 5,583,316 |
| Sale of Goods and Services | 223 |
| Grants and contributions | 89,493 |
| Investment income | 448 |
| Expenses | -5,472,491 |
| Employee related | -4,790,306 |
| Operating expenses | -682,186 |
| Surplus / deficit for the year | 200,988 |
| Closing Balance | 1,062,555 |

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 | 186,399 |
| Equity - Aboriginal | 17,923 |
| Equity - Socio-economic | 135,499 |
| Equity - Language | 32,977 |
| Equity - Disability | 0 |
| Base Total | 4,467,406 |
| Base - Per Capita | 56,073 |
| Base - Location | 324 |
| Base - Other | 4,411,010 |
| Other Total | 834,010 |
| Grand Total | 5,487,816 |

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

A little less than one quarter of our families responded to the Parent/Caregiver Satisfaction Survey. They were asked 14 questions seeking their opinions on a broad range of topics about school. The response options were 'rarely', 'sometimes', 'usually', 'always' and 'not sure'. 'Always' was the response most often chosen for each of the questions.

Participants responded less favourably to the following questions:

- Teachers at this school provide my child with useful feedback about his or her school work
- I can talk to my teachers about my concern
- My child is making good progress at this school

Participants responded most favourably to the following questions:

- Teachers at this school motivate my children to learn
- My child feels safe at this school

Students from each area of the school were surveyed about the activities they most liked and disliked at school. In Junior School, most students liked the playground, the slippery slide in the middle school playground, the sensory room and swimming. In Middle School, most students liked music, art therapy, swimming and cooking/using the kitchen. In Senior School, most students liked the sensory room, the playground/basketball court, cooking/using the kitchen and the slippery slide in the middle school playground. Most students surveyed did not indicate an activity they disliked at school. However, of those that did, students least preferred activities or areas of the school were the school hall, doing sport, using the sensory swing, riding bikes and doing deskwork.

School staff, including teaching and non-teaching completed a survey seeking responses across a number of areas regarding professional learning, communication, meetings, school culture, responsibilities, our students and community and resources.

The questions with most 'strongly agree' responses were:

- I enjoy learning new things
- I know how to obtain information from a meeting that I have missed
- I am familiar with the Department's Code of Conduct

The questions with the least favourable responses were:

- Staff meetings provide training that helps me perform my role in supporting teaching and learning
- I understand the process for communicating with parents with confidentiality

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.