

2021 Annual Report

Budawang School



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Introduction

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

At Budawang School, every student is known, valued and cared for. A culture of high expectations for our students drives quality teaching and learning programs. Through positive, engaging and relevant learning experiences, our students develop the skills they need to transition to a rewarding life in their community.

The school community is student centered, future focused and works collaboratively to embrace innovation to ensure positive growth and student improvement (attainment).

School context

Budawang School is located in Ulladulla on the South Coast approximately 3 hours from Sydney. The school provides educational programs for students from K-12 with an intellectual disability in the moderate to severe range, often with additional co-morbid disabilities. The school currently has five classes, with a total enrolment of 31 students. All students have individualised learning and support plans that are designed in consultation with parents and support agencies.

Budawang School offers opportunities for therapy support, integration and transition to post-school life. School priorities include literacy, numeracy, student wellbeing programs, independent living skills, assistive and supportive technology and communication.

Budawang has 20% of students who identify as Aboriginal.

Our areas of focus for the next four years are improvement in student outcomes through quality teaching and tracking of student progress through assessment.

Our other area for focus is a planned approach for wellbeing and growing wellbeing and professional practice.

In 2023, Budawang will relocate to new purpose built facility in the neighboring township of Milton. The school will expand to seven classes, including state of the art facilities such as a hydrotherapy pool, passive and active sensory rooms, life skills and a horticulture area.

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	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy, numeracy and social skills, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Student Assessment and Tracking
- Improved Student Outcomes through Quality Teaching practices and learning programs

Resources allocated to this strategic direction

6101: \$2,669.45

SSP supplementary funding: \$68,074.00

Location: \$1,621.18

Literacy and numeracy: \$2,383.00

SSP quality teaching support: \$7,236.90

Professional learning: \$6,207.78

Summary of progress

Student Assessment and Tracking

- Our focus for 2021 was to develop a school wide process to assess, monitor and track our student's achievement in their individual learning goals. The school introduced the Goal Attainment Scale (GAS) for all student Personalised Learning and Support Plans (PLSP's) in the areas of Numeracy, Literacy, Wellbeing and Culture. Staff were provided with Professional Learning in the areas of Goal Attainment Scales (GAS) and SMART goals. They worked collaboratively together to refine and improve processes in the school. This resulted in a consistent approach to planning, assessing, and reporting at a classroom and whole school level, with the ability to monitor and track our student progress towards achieving their goals.

Improved Student Outcomes through Quality Teaching practices and learning programs

- In 2021, the focus was to build teacher capacity in using assessment to inform quality learning programs for students. Teachers completed professional learning with Passport for Learning as a part of the CESE's Assessment for Complex Learners trial. This reinforced for teachers the significant role that assessment plays in individual programming for students with complex learning needs. The passport for learning has provided a whole school framework for assessment that can be used consistently across the school. Teachers completed individual student profiles and worked together to develop a shared understanding of its implementation. The Passport for Learning is in the initial stages of implementation, there is now a whole school framework that provides teachers with a common language and expectation related to assessment.

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">• All teachers will use Sentral to collect student information- Attendance data and PLSP's.• All Teachers undertake professional learning in writing Smart Goals. All PLSP's show evidence of goals that are Specific, Measurable, Attainable, Relevant and Timely.	<ul style="list-style-type: none">• 100% of teachers are recording and monitoring student attendance data on Sentral.• 53% of all student PLSP goals meet the criteria of being a SMART Goal and others demonstrate many aspects of a SMART goal with some minor adjustments needed.

<ul style="list-style-type: none"> • All Teachers have engaged in Professional Learning to review the Passport for Learning Assessment package and programs show evidence of implementation. • We have completed scope and sequences for Science and Technology, PDHPE, HSIE and CAPA. 	<ul style="list-style-type: none"> • 88% of Teachers have participated in the CESE's Assessment Complex Learners trial, including professional learning. Follow up activities built the capacity of Teachers to assess and plan using this tool. • 22% of Teachers have moved beyond expectations and are using this to inform their PLSP - GAS goals. • Scope and sequences for Science & Technology, PDHPE, HSIE and CAPA will be a focus for 2022.

Strategic Direction 2: Student Wellbeing

Purpose

There will be a planned approach to developing whole school wellbeing processes and practices to support high levels of wellbeing, regulation and engagement, which ensures that all our students are able to connect, succeed and thrive.

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 planned approach for Wellbeing (Systems and Processes)
- Growing Wellbeing Professional Practice

Resources allocated to this strategic direction

QTSS release: \$14,575.00

SSP quality teaching support: \$27,719.60

SSP supplementary funding: \$118,352.48

Socio-economic background: \$37,688.00

Aboriginal background: \$7,887.00

Professional learning: \$800.00

Summary of progress

A planned approach for Wellbeing (Systems and Processes)

The planned approach to wellbeing is a collection of whole school systems and processes to support the complex wellbeing needs of the students. A Learning and Wellbeing Instructional Leader has been employed to coordinate the wellbeing programs which includes the employment of SLSOs, an Occupational Therapist and a Speech Pathologist. A school wide data collection system is now in place and is being consistently used by all staff. The multidisciplinary team analyses data regularly to target support to students where needed. This has resulted in measurable improvements in student wellbeing.

Growing Wellbeing Professional Practice

Our focus for 2021 was to build teacher capacity to ensure quality practice in planning for and managing student's wellbeing needs. Staff have participated in professional development on sensory processing needs and Trauma Informed Practice. The implementation of these new strategies will remain a focus in 2022. The PLSP template has been adjusted to ensure all students have a wellbeing goal and that Aboriginal students have access to an individualised cultural goal. The impact has been the prioritisation of wellbeing in individual student planning and an increase in parent input into their child's goals. There has been an improvement in teacher understanding and practice around planning for student wellbeing needs.

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">• The themes of a "Planned Approach to Wellbeing" and "Behaviour" within the Wellbeing element of the School Excellence Framework are assessed at Sustaining and Growing.• All staff engage with EBS (current) to collect student wellbeing data.• All Teachers will engage with Sentral to store student support plans.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element A Planned Approach to Wellbeing.• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element Behaviour.• 82% of staff are currently using EBS to collect student wellbeing data.• Student support plans have been reviewed and trialed. They will be finalised and stored in SENTRAL in 2022.

<ul style="list-style-type: none"> • All staff refer to and engage with school identified practices to support student sensory profiles/diets. • 100% of students will have a Wellbeing goal as part of their PLSP. • 100% of Aboriginal students will be offered a cultural goal to be included in their PLSP. 	<ul style="list-style-type: none"> • All staff have participated in Professional Development in planning for sensory needs. Improvements in teacher practice will continue to be a focus for 2022. • 100% of student's have an individual wellbeing goal in their PLSP. • 100% of Aboriginal Students have been offered a cultural goal as part of their PLSP. • 80% of Aboriginal students have a cultural Goal included in their PLSP.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$37,688.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Budawang 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"> • A planned approach for Wellbeing (Systems and Processes) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement personalised learning and support plans to support identified students with additional needs. • employment of additional staff to support targeted wellbeing program implementation. <p>The allocation of this funding has resulted in:</p> <p>Increased student well being, with a focus on student regulation. Resulting in:</p> <ul style="list-style-type: none"> • Reduction in negative behaviours • Increased opportunities for students to be in the zone for learning. • Increase in student engagement in learning activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Redirect the use of funds to Learning and Wellbeing Instructional Leader to ensure support will impact an increased number of students across the school.</p>
<p>Aboriginal background</p> <p>\$7,887.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Budawang 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"> • A planned approach for Wellbeing (Systems and Processes) <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. • employment of specialist additional staff (SLSO) to support Aboriginal students. <p>The allocation of this funding has resulted in:</p> <p>Increased student well being, with a focus on student regulation. Resulting in:</p> <ul style="list-style-type: none"> • Reduction in negative behaviours. • Increased opportunities for students to be in the zone for learning. • Increase in student engagement in learning activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Redirect the use of funds to Learning and Wellbeing Instructional Leader to ensure support will impact an increased number of students across the school.</p>
<p>Location</p> <p>\$1,621.18</p>	<p>The location funding allocation is provided to Budawang School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$1,621.18</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Assessment and Tracking • Improved Student Outcomes through Quality Teaching practices and learning programs <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Contribute towards teacher release for Teacher/parent meetings and data collection and analysis. <p>The allocation of this funding has resulted in: Students GAS goal data was collected and analysed regularly by teachers, informing adjustments and reporting back to parents.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide release time to teachers to meet with parents around planning appropriate goals.</p>
<p>Professional learning</p> <p>\$7,007.78</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 Budawang 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"> • Student Assessment and Tracking • Improved Student Outcomes through Quality Teaching practices and learning programs • Growing Wellbeing Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning around the new GAS, SMART goals and the revision of the PLSP template. • Professional Learning to new staff on Sensory Processing Disorder. • Professional Learning on Trauma Informed Practice modules 1 and 2. <p>However due to COVID restrictions training in Berry Street - Trauma Informed Practice has been delayed until 2022.</p> <ul style="list-style-type: none"> • All staff attended the SEPLA Conference virtually. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Plans to provide PL around the new GAS and PLSP template on Sentral were delayed due to the impact of COVID. • Increased staff awareness, knowledge and skills to assess and support student needs in relation to sensory and trauma. • Improved methods to record and collate student improvement data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • Continue staff training in the Trauma Informed Practice modules with some staff to attend Berry Street - Trauma Informed Practice. • The whole school will attend the SEPLA - Conference in Sydney- focus on special education programs. • Training for staff around using Sentral
<p>Literacy and numeracy</p> <p>\$2,383.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Budawang 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"> • Student Assessment and Tracking <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy</p> <p>\$2,383.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in meetings with parents to develop and review students PLSP's. • Teacher release for teachers to organise, record, monitor and analyse student GAS goals in numeracy, literacy and wellbeing. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Successful trial of the new GAS goals as a part of our PLSP's. • The ability to now successfully track and monitor students improvement in numeracy and literacy across the school. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funds will be used to continue our work and growth in this area.</p>
<p>QTSS release</p> <p>\$14,575.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Budawang 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"> • A planned approach for Wellbeing (Systems and Processes) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs. • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in:</p> <p>Instructional Leader has coordinated the Wellbeing resources in the school to target support to students resulting in:</p> <ul style="list-style-type: none"> • Improved student behaviour • Increased student engagement • Increased teacher capacity to support student wellbeing and learning needs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the use of these funds to support the release of the Assistant Principal (AP) to build capacity in staff and improve systems and processes.</p>
<p>COVID ILSP</p> <p>\$35,658.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of a teacher to teach each class during the ILSP time, allowing the classroom teacher to deliver the the small 1:1 group tuition. • Providing targeted, explicit instruction for individual students in Personalised Literacy and Numeracy Goal Attainment Scale (GAS Goals). • Development of resources and planning of small 1:1 group tuition. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • The majority of the students in the program achieving significant progress towards achieving their personal learning goals. • 44% of students achieving their literacy goal, 83% achieving their numeracy goal and 50% achieving their well-being goal as captured in the Gain Attainment Scale individualised outcome measure.

<p>COVID ILSP</p> <p>\$35,658.00</p>	<ul style="list-style-type: none"> • The majority of students improving engagement levels in their learning impacting upon whole class benefits with student regulation. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • To continue the implementation of literacy and numeracy 1:1 small group tuition using data sources to identify specific students needs. • Continue frequent analysis of students progress of GAS goals related to both literacy and numeracy to inform teaching strategies. • Identify students to receive ILSP support based on need and also addressing equity, providing ILSP to students who have not received ILSP in the 2021 school year.
<p>SSP supplementary funding</p> <p>\$209,554.48</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Budawang 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"> • Student Assessment and Tracking • Improved Student Outcomes through Quality Teaching practices and learning programs • A planned approach for Wellbeing (Systems and Processes) • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • engagement of Instructional Leader to support student growth and attainment outcomes • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. • employment of external support services including the engagement of dedicated specialists to address areas of specific student need • employment of staff to improve the communication between the school and external stakeholders <p>The allocation of this funding has resulted in: Increased student well being, with a focus on student regulation. Resulting in:</p> <ul style="list-style-type: none"> • Reduction in negative behaviours. • Increased opportunities for students to be in the zone for learning. • Increase in student engagement in learning activities. <p>Instructional Leader has coordinated the Learning and Wellbeing resources in the school to target support to students resulting in:</p> <ul style="list-style-type: none"> • Improved student behaviour. • Increased student engagement • Increased teacher capacity to support student wellbeing and learning needs. • Monitoring of student progress across the school though the collation of GAS goals. • Increased staff capacity through mentoring. <p>After evaluation, the next steps to support our students with this funding will be: The funds next year will relatively continue to employ the same additional staff to continue to support and students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	21	24	27	25
Girls	13	8	6	6

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)	3.72
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*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	202,421
Revenue	1,981,117
Appropriation	1,967,829
Sale of Goods and Services	959
Grants and contributions	12,097
Investment income	233
Expenses	-1,920,678
Employee related	-1,793,319
Operating expenses	-127,359
Surplus / deficit for the year	60,439
Closing Balance	262,860

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	45,575
Equity - Aboriginal	7,887
Equity - Socio-economic	37,688
Equity - Language	0
Equity - Disability	0
Base Total	1,344,444
Base - Per Capita	16,492
Base - Location	1,813
Base - Other	1,326,139
Other Total	270,477
Grand Total	1,660,496

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 small proportion of the school community engaged in our survey, providing important feedback around elements of our School Improvement Planning and implementation.

More than half of parents felt their child's wellbeing and learning are positively supported at school, with a significant proportion responding in favour of each aspect (new GAS goal format, Literacy, Numeracy and Wellbeing goals, Optional Cultural goal) of the new Personalised Learning Support Plans (PLSP's).

Further, parents indicated communication diaries and Class Dojo were the most preferred method of communication, with email and phone calls less preferred but also useful. Least preferred as a communication mechanism were the school app and Facebook.

More than half of parents rated the school's communication systems overall as good to very good.

This feedback will inform future school operational decisions.

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.