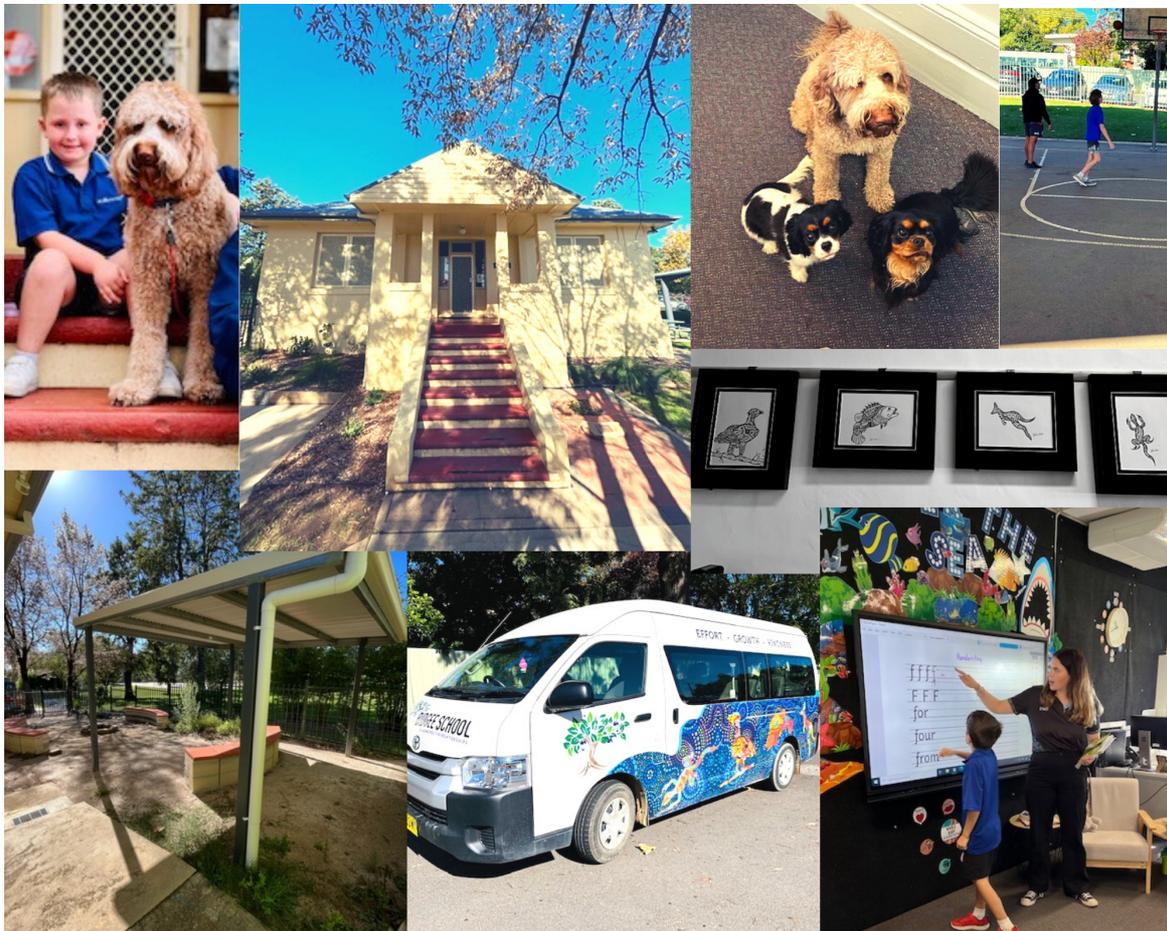


2021 Annual Report

The Bidgee School



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Introduction

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

The Bidgee School
21 Mitchelmore St
Wagga Wagga, 2650
www.thebidgee-s.schools.nsw.edu.au
Thebidgee-s.school@det.nsw.edu.au
6925 4403

School vision

At The Bidgee School we infuse the science of trauma and its impacts into daily practice, program design, policy creation and implementation into the culture of the school, to develop successful, life long learners.

School context

The Bidgee School is a School for Specific Purpose focusing on providing specialist intervention for young people impacted by trauma and mental health conditions. The Bidgee School provides intensive support that focuses on educational, emotional and social outcomes.

The Bidgee School provides supports to students ranging from Kindergarten to Year 12. The Bidgee School operates with eight classes and ongoing students' numbers. Students have the opportunity to complete Preliminary and Higher School Certificate Studies via Distance Education, or participate in an alternate vocational pathway program within a supported school setting.

Through our consultation process with parents and carers, students, staff and aboriginal community, our high level areas for improvement were identified as supporting vulnerable families within our school community and improving student outcomes in Literacy and Numeracy.

The Bidgee School program draws on current research, up to date teaching practice, trauma-informed approaches, brain-based neurobiology, mindfulness and coaching to reduce internal stress and build psychological resilience.

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

Strategic Direction 1: Student growth and attainment

Purpose

A whole school commitment to utilising quality assessment data to monitor and inform differentiated learning for all students to effectively support student progress.

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.

- Knowing our students and where to next

Resources allocated to this strategic direction

SSP: \$10,677.80

Socio-economic background: \$95,586.86

Aboriginal background: \$12,836.70

Literacy and numeracy: \$2,221.19

Professional learning: \$5,291.33

Summary of progress

Our focus for 2021 was to implement a consistent and collaborative assessment approach to further target student learning needs and improve the number of students achieving syllabus outcomes in both Literacy and Numeracy. Teachers participated in professional learning to develop their knowledge and use of valid teacher judgement. Teachers used student data to inform and improve their teaching and learning programs by embedding quality teaching practices. Targeted interventionist support was provided to identified students. All staff were supported with professional mentoring and regular professional development opportunities.

Next year this initiative will work with staff to further develop and provide staff with programming support, feedback which reflects the data analysis.

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 the number of students demonstrating progress against syllabus outcomes in Literacy.	Internal measures indicate there has been an increase in the number of students demonstrating progress against syllabus outcomes in Literacy.
Increase the number of students demonstrating progress against syllabus outcomes in Numeracy.	Internal measures indicate there has been and increase in the number of students demonstrating progress against syllabus outcomes in Numeracy.

Strategic Direction 2: SD 2: Effective Teaching Practices

Purpose

A whole school approach ensuring effective evidence - based teaching methods are implemented, optimising learning progress for all 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.

- High Expectations

Resources allocated to this strategic direction

SSP: \$119,694.00

Professional learning: \$5,291.33

QTSS release: \$11,211.80

Summary of progress

Throughout 2021 The Bidgee School staff engaged in whole school professional learning in order to improve and develop their professional practice. Teachers used a collaborative approach to develop and deliver high quality educational experiences. Staff reflected on whole school practices, which lead to refined and improved whole school approaches. Teachers analysed data and used this to inform their teaching practices ensuring the learning needs of each individual student were met.

In 2022 we will continue to develop our High Expectations across the school through High Impact Professional Learning which will target literacy and numeracy programs through the collection of data to determine future learning goals for all students.

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 expected growth in Literacy.	Internal assessment measures demonstrate there has been student learning growth across some areas of literacy as demonstrated by work samples and data collection.
Increase expected growth in Numeracy.	Internal assessment measures demonstrate there has been student learning growth across some areas of numeracy as demonstrated by work samples and data collection.

Purpose

To ensure that all students are able to connect, succeed, thrive and learn there will be a planned approach to developing/refining whole school wellbeing processes that support high levels of wellbeing and engagement.

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.

- Wellbeing

Resources allocated to this strategic direction

SSP: \$106,693.20

Professional learning: \$5,291.65

Location: \$1,803.00

School support allocation (principal support): \$14,430.99

Summary of progress

In 2021 The Bidgee School implemented the role of a Community Liaison Officer (CLO) and Aboriginal Educational Officer (AEO) to further support staff, students and their families to 'Connect, Succeed and Thrive'. Throughout the year many students developed positive relationships with both the CLO and AEO, this enabled students to reach out for support and develop personal skills to navigate themselves through challenging times. Students engaged in authentic cultural and therapeutic experiences coordinated by the AEO and CLO, these opportunities allowed the students to further develop a sense of self-worth and pride.

Moving forward into 2022 The Bidgee School hopes to continue developing relationships with students, parents, carers and the community.

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
Decrease the percentage of students attending less than 80%	Overall in 2021 there was an increase in student attendance since 2020. The schools overall attendance increased by 10.5% from 64% in 2020 to 74.5% in 2021. There was a 4% decrease in the percentage of students attending less than 80%.
Wellbeing data indicated an increase in student sense of belonging and success at school.	Increased number of students reporting positive wellbeing that includes advocacy at school, sense of belonging and expectations of success .

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$95,586.86</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at The Bidgee 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intervention to support identified students with additional learning needs <p>The allocation of this funding has resulted in: Employment of staff to improve the communication between the school and external stakeholders. Engagement of an occupational therapist and speech therapist in collaboration with the classroom teacher to model how to best address areas of specific student need.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue to engage with an OT with an increase from 1 day to 2 days to further support the development of gross and fine motor skills, supporting student development and growth.</p>
<p>Aboriginal background</p> <p>\$12,836.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at The Bidgee 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"> • Knowing our students and where to next <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 • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue to engage with an AEO to ensure we continue to develop positive relationships with families and deliver personalised support to Aboriginal students.</p>
<p>Location</p> <p>\$1,803.00</p>	<p>The location funding allocation is provided to The Bidgee 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</p>

<p>Location</p> <p>\$1,803.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement • employment of CLO to support student wellbeing and develop relationships with families and the community <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: increased attendance, engagement and well being of all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue with the role of AEO and CLO to further develop relationships with families and the community.</p>
<p>Professional learning</p> <p>\$15,874.31</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 The Bidgee 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"> • Knowing our students and where to next • High Expectations • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teachers engaged in professional learning opportunities to further develop their capacity to analyse and use data to inform teaching and learning programs. • Teachers further developed their knowledge and understanding regarding the Literacy and Numeracy progressions <p>The allocation of this funding has resulted in: Overview of activities partially or fully funded with this initiative funding include: engaging an instructional leader to unpack evidence based approaches to teaching writing and explore modelled, interactive, guided and independent writing. Engaging staff in professional development to further develop valid teacher judgement and the use of data to inform teaching and learning programs. The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be personalised and targeted professional learning in the form of mentoring and co-teaching and teacher observations.</p>
<p>School support allocation (principal support)</p> <p>\$14,430.99</p>	<p>School support allocation funding is provided to support the principal at The Bidgee 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"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Implementation of therapeutic dog program

<p>School support allocation (principal support)</p> <p>\$14,430.99</p>	<ul style="list-style-type: none"> • Implementation of therapeutic space for counsellor and specialist staff use. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: an improved therapeutic program and space for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be continuing to provide a comprehensive therapeutic support dog program and regular utilisation of the therapeutic space with specialised staff.</p>
<p>Literacy and numeracy</p> <p>\$2,221.19</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at The Bidgee 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"> • Knowing our students and where to next <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to engage with the instructional leader and interventionist to continue intensive small group intervention programs.</p>
<p>QTSS release</p> <p>\$11,211.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at The Bidgee 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"> • High Expectations <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 <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to employ an instructional leader to support teachers in delivering high quality literacy or numeracy programs.</p>

<p>COVID ILSP</p> <p>\$36,384.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - creating text and quantifying numbers. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>SSP</p> <p>\$237,065.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at The Bidgee 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"> • Knowing our students and where to next • High Expectations • Wellbeing <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for identified students who were working below expected stage. • employment of interventionist and instructional leader to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in: Enhanced student participation, engagement and learning. This support had a significant impact</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue building student engagement through team teaching and mentoring opportunities provided by our instructional leader.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	30	32	26	36
Girls	11	14	16	16

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)	3
Classroom Teacher(s)	5.77
Teacher Librarian	0.2
School Administration and Support Staff	10.42
Other Positions	0.2

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

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	784,121
Revenue	2,771,782
Appropriation	2,764,995
Sale of Goods and Services	777
Grants and contributions	5,887
Investment income	122
Expenses	-2,669,471
Employee related	-2,299,247
Operating expenses	-370,224
Surplus / deficit for the year	102,311
Closing Balance	886,432

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

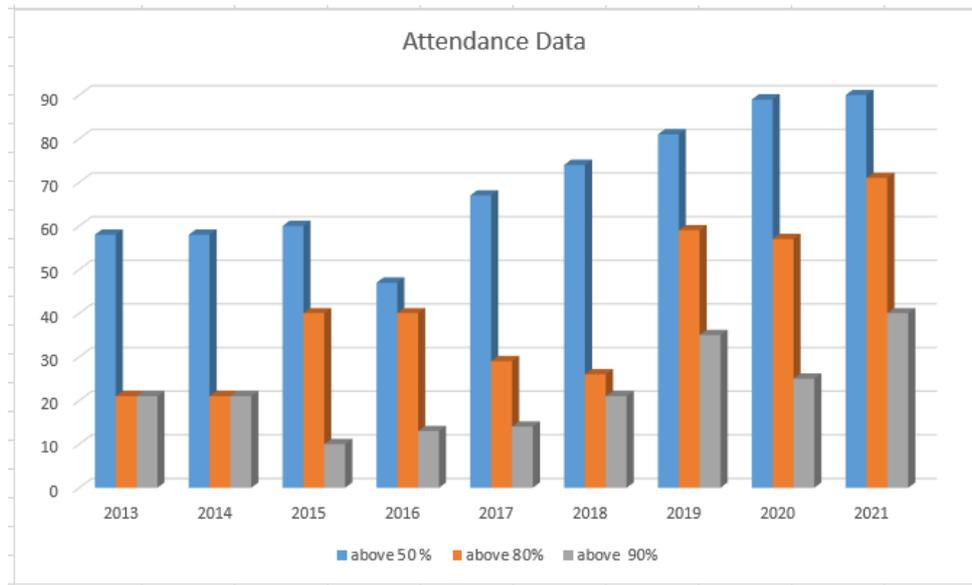
The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	108,424
Equity - Aboriginal	12,837
Equity - Socio-economic	95,587
Equity - Language	0
Equity - Disability	0
Base Total	2,197,926
Base - Per Capita	23,089
Base - Location	1,803
Base - Other	2,173,034
Other Total	309,207
Grand Total	2,615,556

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

With the implementation of the Aboriginal Educational Officer (AEO) and the Community Liaison Officer (CLO) The Bidgee School received positive verbal feedback from parents and caregivers regarding individual students needs. These roles allowed parents, caregivers, students and teachers to have direct communication about specific student needs and formed a stronger bond between the school community and the home. The implementation of these roles improved student attendance, access to outside agencies, cultural awareness, appropriate communication and ongoing support for families. The below data demonstrated attendance data.



This graph demonstrates the increase in attendance, with a particular focus on 2021 for students attending at and above 80%

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.