

2022 Annual Report

Caldera School

Caldera School



5573

Introduction

The Annual Report for 2022 is provided to the community of Caldera 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

Caldera School
37 Corporation Circuit
TWEED HEADS SOUTH, 2486
<https://caldera-s.schools.nsw.gov.au>
caldera-s.school@det.nsw.edu.au
07 5524 3244

School vision

At Caldera School we endeavour to provide young people with opportunities to learn and grow in a setting that is engaging and supportive of their needs. Learning pathways and post-school transitions are planned in collaboration with students and their families, so that all students have the best chance to realise their potential, whilst living healthy and productive lives.

School context

Caldera is a School for Specific Purposes, located at Tweed Heads South. The school is an alternative Department of Education facility that has been created to meet the needs of students whose challenging behaviour has prevented them from being maintained in a regular school setting. The school aims to support a student's transition through school into the wider community.

In 2008 Caldera School commenced providing teaching support to the Kamala, Child and Adolescent In-Patient Unit. Kamala is an acute mental health inpatient facility within the Richmond Mental Health Campus, co-located with the Lismore Base Hospital. The Unit provides diagnostic assessments and therapeutic programs for children and adolescents (12-17yrs) with severe and/or complex mental health needs.

Caldera programs operate within an educational model where quality academic and management programs exist in unison. All students have Personalised Learning and Support, which is designed to meet their academic, cognitive, transition, and social goals. The fragile nature of the students at Caldera requires staff to develop programs designed to promote achievements and success, whilst accounting for students' past experiences and capabilities.

A thorough Situational Analysis was completed with community engagement and input. This input was taken into consideration when formulating the 2021-2024 School Improvement Plan.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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

To provide students with access to Vocational Education and Training at Caldera School and measure the impact that has on future study and/ or employment.

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.

- To introduce engaging, relevant and achievable Vocational Education and Training courses that can be delivered at Caldera School.
- Pathways into further education, training and employment are promoted, developed and measured.

Resources allocated to this strategic direction

Socio-economic background: \$36,194.00

QTSS release: \$1,000.00

Summary of progress

Having no students enrolled in VET courses this year slowed our progress in tailoring a VET program to suit our students needs. However, this gave us the opportunity and time to run a taster course, organise student attendance tracking and data, improve parent/carer communication and course promotion within the school community, and finalise plans and approvals for the new learning centre. We have also enrolled three students in Workplace Skills and are currently finalising enrolments for Hospitality.

Next Steps: The team will continue to explore other certificate I courses or short certificate courses that can be delivered here on site that will suit the interest and ability of our cohort of 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
Certificate I Hospitality will continue to be delivered to Stage 5 students. Stage 6 students have the opportunity to access Certificate II in Skills for Work and Vocational Pathways.	Although no students were officially undertaking a certificate I in Hospitality, three students participated in the taster course to prepare them for 2023. Due to a lack of student engagement the team have put plans for a certificate II in Skills for Work and Vocational Training on hold. The team have been exploring other certificate courses targeting Stage 5 students and will look to implement a Certificate I in Workplace Skills in 2023.
The Strategic Direction team has developed a plan as to how students could access further education and training with an external provider that can cater to the student's specific learning needs.	The Strategic Direction team have been communicating with Southern Cross Distance Education and have a plan to collaboratively deliver a Certificate I in Skills for work in 2023.

Strategic Direction 2: Wellbeing

Purpose

To increase student attendance patterns.

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.

- Introduce engaging programs in order to improve student attendance rates.
- Each students attendance will be closely monitored. Each student will engage in regular attendance improvement plan meetings in order to identify barriers, set goals and implement strategies in order to improve their attendance.

Resources allocated to this strategic direction

Socio-economic background: \$35,713.00

Aboriginal background: \$9,528.00

Location: \$1,879.00

QTSS release: \$8,242.86

SSP supplementary funding: \$87,503.30

Professional learning: \$14,609.00

Student support officer (SSO): \$96,058.00

Summary of progress

The Strategic Direction team held at least three Attendance Improvement Plan (AIP) meetings with each student throughout the year. From this, the team was able to identify individual barriers to attendance and then implement universal, targeted and individualised programs to support student attendance.

External programs operated throughout the year, in Term 1 and 2 the school engaged in a boxing program called Fight 4 Youth, in Term 3 the school collaborated with The Family Centre to deliver Real Skills and in Term 4 we employed Tribes Adventure Group to deliver an adventure therapies program. Term 4 also had a number of students engage in Equine Therapy.

The school has been more active on social media and developed a school newsletter that was released once a term.

Next Steps: The team will continue to implement, Individualised, Targeted and Universal strategies to support student attendance. One of which will be to employ the services of an Occupational Therapist and implement a whole school program called Resilience In Our Teens (RIOT) based on minimising the impact of anxiety.

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
A range of Targeted programs are in place in order to increase student engagement. Attendance Improvement Plan (AIP) meetings are occurring for all students. Increase in student attendance patterns.	AIP meetings were happening consistently throughout the year with all students engaging well in the process. There were a number of external programs operating throughout the year with most of them being universal, however the school engaged in an equine therapy program in Term 4, targeting specific students. Engagement in the programs was positive throughout the year. Student attendance increased for some of our students throughout the year.
Systems and Structures in place for regular Attendance Improvement Plan (AIP) meetings to occur, the analysis of the AIP data, and individual attendance improvement strategies set as goals.	The team streamlined the AIP process, working with staff and students to investigate the best way to complete AIP's on a regular basis. It was decided to have one consistent staff member conduct the AIP meetings attempting to reach students in week 5 and 6 every term.

Strategic Direction 3: Effective Classroom Practice

Purpose

To ensure that students have the opportunity to access a diverse range of resources and programs that encourage them to engage with their learning and work towards meeting syllabus outcomes.

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.

- Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels.

Resources allocated to this strategic direction

SSP supplementary funding: \$4,528.00

Literacy and numeracy: \$1,399.43

QTSS release: \$11,328.00

Summary of progress

Last year our team focused heavily on the provision of highly engaging academic resources. We have vastly improved student transition into their academic programs at Caldera and fostered ongoing engagement across all subjects in three main ways. Firstly, we have built a visually appealing and very user-friendly Subject selection catalogue. This is enabling students to take ownership of their academic programs by easily identifying topics of interest. Secondly, we have built an Introduction package of highly engaging units of work that are ready to go for staff and students in case a student has difficulty working with staff to identify topics of interest for themselves. Thirdly, we improved or culled existing resources and purchased new highly engaging resources. This has resulted in the successful engagement of more students in History through new and improved resources including highly engaging conversations and hands-on History activities. We have also been able to engage students in some very exciting Virtual reality lessons.

Next Steps: The Team will continue to source and create new engaging resources for the students, continue to develop the Stile Introduction package and maintain the resource catalogue.

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
• The percentage of students engaging with targeted Key Learning Areas (KLAs) is increasing.	After implementation of the Resource Catalogue there was an increase in percentage of students engaged across the five main Key Learning Areas (English, Mathematics, History, Geography and PDHPE). With History and Science seeing the most significant increases of 18% and 24% respectively.
• Staff are satisfied with the range of resources accessible that will help them engage students with their learning.	All staff have engaged with the new student Introduction Package of learning resources and the Resource Catalogue. All staff have reported both programs as being highly effective in engaging students in learning activities as well as being quick and easy to use.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$71,907.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caldera 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"> • To introduce engaging, relevant and achievable Vocational Education and Training courses that can be delivered at Caldera School. • Introduce engaging programs in order to improve student attendance rates. <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 program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • operate a range of engaging extracurricular programs have operated throughout the year. Students engaged in activities such as Fight 4 Youth (2 terms), Tribes Adventure Therapy and Equine Therapy. • a teacher was released from class to operate the Certificate I in Hospitality taster course and we were also able to employ a Woodwork teacher one day a week. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to use the funding for extracurricular programs, support the delivery of a Certificate I in Hospitality and the Woodwork program.
<p>Aboriginal background</p> <p>\$9,528.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caldera 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"> • Introduce engaging programs in order to improve student attendance rates. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an Aboriginal Artist being employed to deliver art lessons within the school and to mentor our Aboriginal students with 100% of Aboriginal students engaging in the program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to fund the mentoring and art program.
<p>Location</p> <p>\$1,879.00</p>	<p>The location funding allocation is provided to Caldera 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"> • Introduce engaging programs in order to improve student attendance rates. <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$1,879.00</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • financial support was provided to students to assist in covering the cost of the extracurricular activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue funding extracurricular activities and excursions for students.
<p>Professional learning</p> <p>\$14,609.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Caldera 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"> • Each students attendance will be closely monitored. Each student will engage in regular attendance improvement plan meetings in order to identify barriers, set goals and implement strategies in order to improve their attendance. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff engaged in Professional Learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • staff have been provided with the opportunity to engage in a range of professional learning activities related to their PDPs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue funding staff professional learning. In addition the school has signed the whole school up to a Resilience program called 'Resilience In Our Teens'.
<p>Literacy and numeracy</p> <p>\$1,399.43</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Caldera 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"> • Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the employment of teacher one day a week for the year. This teacher engaged 29% of students in individualised literacy lessons based upon student need against the Learning Progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue employing a teacher one day per week to support individual students.
<p>QTSS release</p> <p>\$20,570.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caldera 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"> • To introduce engaging, relevant and achievable Vocational Education and Training courses that can be delivered at Caldera School.

<p>QTSS release</p> <p>\$20,570.86</p>	<ul style="list-style-type: none"> • Introduce engaging programs in order to improve student attendance rates. • Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • opportunities for students to participate in engaging activities both on and off site. It also allowed for release of staff to monitor student attendance and create engaging resources for students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue to provide engaging activities for students. The funding will also be used to allow time off class for teachers to maintain and implement current practices.
<p>COVID ILSP</p> <p>\$18,093.00</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 2022.</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"> • providing targeted, explicit instruction for individual students in literacy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an additional teacher was employed one day a week for the year. This teacher engaged 29% of students in individualised literacy lessons based upon student need against the Learning Progressions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue employing an additional teacher one day per week.
<p>SSP supplementary funding</p> <p>\$210,399.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Caldera 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"> • Introduce engaging programs in order to improve student attendance rates. • Each students attendance will be closely monitored. Each student will engage in regular attendance improvement plan meetings in order to identify barriers, set goals and implement strategies in order to improve their attendance. • Ensure students have access to a broad range of resources and learning opportunities that cater to their interests and ability levels. • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • additional staffing to improve curriculum implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • assisted in funding an extra classroom teacher. This allowed for more specialised support in regard to explicit teaching, curriculum delivery and wellbeing support for the students in the school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue employing an additional teacher to be used in the same

SSP supplementary funding \$210,399.30	way.
Student support officer (SSO) \$96,058.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Caldera 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"> • Each students attendance will be closely monitored. Each student will engage in regular attendance improvement plan meetings in order to identify barriers, set goals and implement strategies in order to improve their attendance. <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a Student Support Officer. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the Student Support Officer (SSO) had a significant impact on the well-being and welfare needs of our students. The SSO engaged in a range of Professional Learning targeted at Supporting student wellbeing needs, she organised all of the extracurricular activities based around wellbeing. She became a mentor for the majority of the students in the school, encouraging and supporting them to access health, mental health, NDIS, external activities, Learner Driver testing and support, birth certificates and employment. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to continue funding the SSO to perform the same or similar duties, in addition to assisting the school to implement evidence based programs based on Social Emotional Learning and Resilience.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	17	18	15	17
Girls	9	8	9	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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.68
Teacher Librarian	0.2
School Counsellor	0.1
School Administration and Support Staff	9.02
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	707,351
Revenue	2,429,987
Appropriation	2,425,236
Sale of Goods and Services	1,362
Grants and contributions	1,627
Investment income	1,762
Expenses	-2,564,381
Employee related	-2,170,669
Operating expenses	-393,712
Surplus / deficit for the year	-134,394
Closing Balance	572,958

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	81,435
Equity - Aboriginal	9,528
Equity - Socio-economic	71,907
Equity - Language	0
Equity - Disability	0
Base Total	1,790,361
Base - Per Capita	20,285
Base - Location	1,879
Base - Other	1,768,197
Other Total	409,313
Grand Total	2,281,108

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

Parent/caregiver, student, teacher satisfaction

Through conversation with parent carers, students and staff the following summaries were made.

Parent/carers - The general consensus is that the school is great school for their children, it is a very understanding and nurturing environment that is a better fit than previous settings. Additional comments include; the school offers a great range of extracurricular opportunities and is very supportive in getting students into the workplace; the school is supportive in assisting their child back in to the mainstream setting. Some other points of concern is that the school due to it's size can be socially isolating; one parent would like their child challenged more academically.

Students - The general consensus is that the teachers are nice and good to work with and students have voice. Other comments include; a safe environment where there is no bullying, good fun things to engage in, they have fun most of the time, there are good opportunities for them.

Staff - The general consensus is that it's a very supportive school, promotes and provides many opportunities to professional learning, appreciate the philosophy and the way we manage students, executive staff are approachable and responsive, there are many positive experiences we are providing for our students. Other comments include, it's a healthy environment to work in, the school runs well, the systems allow staff to build positive relationships with students, parents and carers and it's a very rewarding place to work.

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.