2022 Annual Report

Mainsbridge School

5630

Introduction

The Annual Report for 2022 is provided to the community of Mainsbridge 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 Mainsbridge School our vision is to connect our students with their future. We deliver quality, holistic education through innovation, collaboration and a positive learning environment. Driving a culture of high expectations, we aim to equip our students with functional living skills, enabling them to become active members of their community.

School context

In 2021, Mainsbridge School relocated to a new purpose built school in Warwick Farm and remains a part of the Liverpool Network of schools. Our school caters for students from Kindergarten to Year 12 with moderate and severe intellectual disabilities, physical disabilities and complex health conditions. Students require a confirmed disability and are offered a place at Mainsbridge School following a placement panel process. We have 20 learning spaces in the new school, increasing our student enrolment to approximately 127 students. Eighty-six per cent of students access the Assisted School Transport Program (ASTP). The school population consists of 94% Language Background Other Than English (LBOTE) with the most common languages being Arabic and Vietnamese. Approximately seventy staff work at Mainsbridge on a daily basis.

The design of our new school includes flexible learning spaces and immersive environments for inclusive learning, providing our teachers with the opportunity to deliver quality, holistic education through innovation and collaboration, enriching the learning experiences of our students.

Specialty rooms and practical learning areas have been designed to support our student's development of functional living skills. The spaces are an essential link to connect our students to their future and become active members of their community.

The inclusion of an Immersion Room, supported by our school charity "Friends of Mainsbridge" has provided multi-sensory experiences for all levels of ability and learning, offering an engaging and calming space to develop key skills and encourage social interactions.

Our hydrotherapy pool will impact positively on the learning outcomes for all our students especially those with sensory impairments and students who use a wheelchair for mobility. The reduction of overall anxiety and stress will improve concentration and confidence in all areas of schooling and everyday life.

Shared spaces with Warwick Farm Public School will connect our communities and enable peer support and integration opportunities for all students across both schools. Combined professional development opportunities for staff will also support positive student outcomes. We look forward to sharing and showcasing our new buildings to our school community.

As a result of external validation, our rigorous Situational Analysis and community consultation our strategic directions for the 2021-2024 Strategic Improvement Plan are

1. Student Growth and Attainment - Developing the Whole Child and Data Informed Practice.

The acquisition of functional skill sets to connect our students with their future is paramount. Quality teaching practices drive our belief and expectations that every student, regardless of disability, will strive to maximise their individual learning potential.

2. Innovation and technology driving authentic teaching practice across new environments. - Authentic use of Technology and Effective Classroom Practice.

A new purpose built learning environment presents a significant opportunity to align teaching practice with innovative technology and design, to enhance student engagement and accessibility.

3. Building relationships and connections for wellbeing. - Building relationships across K-12 and beyond and Collaborative Practice.

Our students have a right to a sense of belonging in their community. Belonging is built on positive relationships that foster trust, shared identity and values developed between staff, parents, carers and the school neighbourhood.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

The acquisition of functional skill sets to connect our students with their future is paramount. Quality teaching practices drive our belief and expectations that every student regardless of disability will strive to maximise their individual learning potential.

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.

- Developing the whole child
- Data Informed Practice

Resources allocated to this strategic direction

Socio-economic background: $103,570.00

Summary of progress

2022 was our first full year in our new school. Mainsbridge school progressed across both initiatives in strategic direction 1 - Developing the Whole Child and Data-Informed Practice. Within initiatives, key programs were prioritised and others were moved to 2023 due to staffing. Key priorities became student communication systems, digital educational growth profiles and effective 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
Teaching - Data Skills and Use - Improvement in practice, focusing on promoting professional learning in data concepts, analysis and the use of student assessment data and related tools, currently performing at sustaining and growing.	In order to implement the Early Start Denver Model - a therapy-based social and behavioural regulation and development program authentically, planned staff training and implementation needed to occur. In view of our school context, adequate teacher cover could not be acquired to fulfill the program implementation. Therefore it was put on hold to be reviewed annually. Initial consultation about Students With Additional Needs - SWANS confirmed that Access for Complex learners - AFCL was the most appropriate data collection and recording system for our context. Therefore AFCL as systematised through Assessing Literacy and Numeracy - ALAN has been prioritised as the school's K-12 student achievement data collection tool.
Learning - Well being; a planned approach to well being and individual learning needs. Improvement of practice focusing on valid and reliable student parent and staff feedback to refine a whole school approach to well being, engagement and learning currently performing at sustaining and growing.	Year 12 continued to be the focus for the digital educational profiles to support effective handover to post-school services. The efficiency of the "My Story " document was evaluated and findings showed that the collation of repetitive information was unnecessary. With the introduction of COMPASS future digital profiles will be generated from files stored within the platform. Key information to be communicated will include communication, risk management, behaviour management and health. Within COMPASS, records will be kept for all students K-12. The key information listed above will be provided for new settings at transition points on a student-by-student basis. The Zones of Regulation program is an integrated component of AFCL and is addressed within classrooms according to the observation and assessment protocols.
Learning - Reporting - Improvement in	Transitioning to COMPASS, a comprehensive school management

practice focusing on collaboration between staff and community to identify learning priorities, based on student data, to plan for continual improvement, currently performing at excelling.	platform, has enabled a focus on delivering quality teaching experiences and less time on administration. Teachers are confidently using COMPASS for student attendance and incident reporting. 2023 will see teachers utilising the news feed section of their class homepage to drive an increase in parent and community engagement.
Learning - Student Performance Measures

Internal and External measures against syllabus standards are validated at Delivering. Participation in Assessment For Complex Learners and introduction to Students With Additional Needs assessment program. | Teachers continued their participation in the Assessment For Complex Learning (AFCL) trial and data collection for students with parental permission. We achieved high levels of participation through individual teacher contact with each family to explain the purpose and facilitate online registration. Additionally for families with backgrounds other than English multilingual staff members supported teachers and parents with the registration process. 45 students successfully registered for continuous participation in the trial and their data was recorded. In semester two, data collection was transferred from the excel file base to the online platform Alan - Assessing Literacy and Numeracy, successfully.

Future planning includes connecting Literacy and Numeracy Precursors to English and Mathematics curriculum reform for Early Stage one and Stage one. |

Strategic Direction 2: Innovation and technology driving authentic teaching practice across new environments

Purpose

A new purpose built learning environment presents a significant opportunity to align teaching practice with innovative technology and design, to enhance student engagement and accessibility.

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.

- Authentic use of technology
- Effective classroom practice

Resources allocated to this strategic direction

Socio-economic background: $63,600.00

Summary of progress

Mainsbridge school progressed across both initiatives in strategic direction 2 - Authentic use of technology and Effective classroom practice. The key priorities include STEM, Immersion room professional development, classroom programming review and School Learning Environments and Change (SLEC) initiative. In reflection on planned skill development for teachers, and the strong uptake of the Microsoft suite and the transition to online programming and platforms, some planned activities have been completed. This provides opportunities to focus on teacher practice, programming and professional learning.

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
Teaching : Professional standards - Improvement of practice currently performing at sustaining and growing.	The review of class programs was initiated, resulting in an online template developed for K-6 and 7-12, refining and streamlining documentation to be included. The initial voluntary implementation was strong and by semester 2 100% of teachers were using the online programming system. Rebecca Stephens Educational Planning and Readiness Coordinator, School Learning Environments and Change (SLEC), School Infrastructure - facilitated a whole school staff professional learning series focusing on Collaborative teaching practices and utilisation of environmental affordances. This resulted in learning mode descriptors being developed and used during collaborative lesson planning and implementation.
Learning: Curriculum - Teaching and learning programs, focusing on student assessment, currently performing at sustaining and growing.	Resulting from the K-12 program review, the need for redevelopment of personalised learning plans became evident. Term 4 was targeted to begin aligning PLP's with the new English curriculum K-2, focusing on communication systems and emergent literacy.
Learning: Assessment - whole school monitoring of student learning, focusing on identifying the learning progress of students, currently performing at sustaining and growing	Policies and procedures were developed for the hydrotherapy pool use in accordance with the Department Of Education guidelines. Individualised water safety readiness and skills capacity assessments were conducted K-12. Assessment data was used to create appropriate student groupings and to guide program development and implementation. This resulted in the swim program being delivered three days a week in semester 2. Rigorous data collection and analysis were conducted regularly to inform individualised instruction and subsequent reporting.
HIPL (High Impact Professional	Professional learning for the leadership team and teachers was facilitated

Learning) - Increasing the impact of professional learning, focusing on a whole school approach to understanding student progress, currently performing at sustaining and growing.	by a representative from Leader Healthcare which focused on technical skills for teaching in the Immersion Room using the existing program. Members of the leadership team provided follow-up sessions for teachers allowing for the consolidation of skills. Further consultation with leader healthcare has taken place and additional professional learning to develop new programs which are context-specific and appropriate to our local community is planned for 2023. Whole staff professional learning on STEM was conducted by a member of the leadership team. This focused on basic programming for a variety of robotic equipment. This resulted in appropriate applications for this technology in a special education setting. Consultation with a Digital Learning Advisor has confirmed the need for further professional learning in 2023.

Strategic Direction 3: Building relationships and connections for well being

Purpose

Our students have a right to a sense of belonging in their community. Belonging is built on positive relationships that foster trust, shared identity and values developed between staff, parents, carers and the school neighbourhood.

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.

- Building relationships across K-12 and beyond
- Collaborative Practices

Resources allocated to this strategic direction

Socio-economic background: $26,500.00

Summary of progress

Mainsbridge school progressed across both initiatives in Strategic Direction 3 - Building relationships across K-12 and beyond and Collaborative Practices. Our key priorities included the establishment of a Parent Peer Network and post-school transition and community planning teams. In collaboration with Settlement Services International (SSI), and local area coordinators from the NDIS we developed a framework for advocacy skills for parents and social connections.

The introduction of COMPASS - an online community software platform was highly successful with a focus on student attendance and parent communication database. 100% of teachers mark the roll in COMPASS, record parent communication and contribute to a whole school communication calendar. The COMPASS parent portal will be launched in Term 1 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Learning - learning culture, transitions and continuity of learning. Improvement of practice focusing on collection and analysis of information to inform students' successful transitions within flexible environments and community contexts currently performing at sustaining and growing.	Transition planning continued successfully, reestablishing direct contact with service providers within our local community. Parent community tours were provided to visit a variety of service providers which supported parent knowledge of available options and gave them person-to-person contact. As part of preparing students for post-school placement, higher functioning students were able to participate in work placement including open employment hospitality and in supported workplace production. 100% of Year 12 students were placed in job training, community participation and TAFE.
Learning - Well being; a planned approach to well being and individual learning needs. Improvement of practice focusing on valid and reliable student parent and staff feedback to refine a whole school approach to well being, engagement and learning currently performing at sustaining and growing.	Community engagement was initiated by providing tours of the new facilities to the neighbouring staff at Warwick Farm Early Education and Care Centre and Warwick Farm Public School. Collaborative team meetings resulted in the creation of a collaborative communication system for the use of shared facilities. Success was evident in combined school events and special end of year celebrations.
Leading - Educational leadership, instructional leadership. Improvement of practice focusing on developing effective instructional leadership in curriculum areas of communication K-12, literacy and numeracy K-2	Three Instructional Leadership positions were established through the school budget for 2022. The main focus of the planned positions was to support student communication and develop a differentiated approach to curriculum reform. This initiative will be further strengthened in 2023 as the available staffing was preferentially directed to the new curriculum and the extensive differentiated planning required for it to be delivered in an SSP.

(curriculum reform) in flexible learning contexts to facilitate whole school improvement, currently performing at sustaining and growing.	
Unexplained absenteeism to decrease by 2%. Review and update staff procedures to follow up on unexplained student absenteeism.	Teachers monitor student attendance in the newly acquired platform - COMPASS. All teachers have attended professional learning on data input and monitoring. Regular meetings with the Home School Liaison Officer have insured teachers are aware of their duties in regard to student attendance and required procedures. Parents continue to receive information via newsletters on the importance of their children attending school every day.
School Assessment Tool - Key Dimension: Communicate - Improvement of practice, focusing on multiple two way communication tools, currently performing at building.	The school successfully transitioned to COMPASS in term 3 2022. COMPASS is a comprehensive school management platform that digitises learning and assessment, parent engagement and teacher administration. In 2023 parent transition to the new platform will be prioritised and supported with parent packages and workshops.

Funding sources	Impact achieved this year
Refugee Student Support $3,632.51	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support **The allocation of this funding has resulted in the following impact:** 16 students and their families supported by a refugee Support officer throughout 2022. Strong relationships were formed and an increase in family participation in the school's Parent Peer Network was noted. **After evaluation, the next steps to support our students will be:** To continue to employ a refugee support officer in 2023.
Socio-economic background $193,670.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Mainsbridge School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Developing the whole child • Authentic use of technology • Effective classroom practice • Building relationships across K-12 and beyond • Collaborative Practices • Data Informed Practice **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through the School Learning Environment and Change program to support student learning. • employment of additional staff to support communication programs such as the Picture Exchange Communication System and K-12 implementation. • staff release to increase community engagement resulting in a Parent Network group with links to Settlement Services International. **The allocation of this funding has resulted in the following impact:** Parents and carers of 11 Year 12 students were linked with appropriate external services so that adjustments could be made to transition plans. 70 staff engaged in Professional Learning, targeted to school priorities such as Collaborative Teaching Practice in Innovative Learning Environments. A suite of Professional Learning implemented through School Learning Environments and Change (SLEC) All new permanent and long-term temporary staff trained in Picture exchange Communication Systems (PECS), enabling all students in 20 classes access to trained facilitators in communication. A PECS leader identified and liaised with Pyramid Australia to develop in-class professional learning from experts in PECS. 10 staff developing class programs in cloud-based platforms and attending workshop for collaboration and support. Review of current PLP template with a strong focus on individual communication needs. **After evaluation, the next steps to support our students will be:** To create structures to support teachers and leaders to continue to drive initiatives focused on student communication, student assessment, student transitions and staff professional learning throughout the School

Socio-economic background $193,670.00	Improvement Plan.
Aboriginal background $727.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mainsbridge 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • purchasing of school literacy resources embedding local language **The allocation of this funding has resulted in the following impact:** Additional classroom resources to support Aboriginal Education. **After evaluation, the next steps to support our students will be:** Continue to purchase additional learning resources.
English language proficiency $41,678.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Mainsbridge School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional bilingual staff to support communication • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** 23 Students engaged in intensive English as an Additional Language or Dialect programs throughout 2022. Strengths and areas of support were identified through Personal Learning Plans. Professional learning from the EAL/D teacher to whole staff with a focus on Trauma Informed Practice. **After evaluation, the next steps to support our students will be:** Continue to engage an EAL/D teacher with special education experience three days a week for 2023, with a focus on transferring this practice across all classrooms and Key Learning Areas.
QTSS release $27,466.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mainsbridge School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • 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 **The allocation of this funding has resulted in the following impact:**

QTSS release $27,466.00	Executive staff were released from class to lead school initiatives that focused on building teacher capacity and, in turn, student access to a differentiated curriculum. **After evaluation, the next steps to support our students will be:** Continue to plan for executive release in 2023 to implement and monitor school improvement initiatives.
COVID ILSP $94,378.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • development of resources and planning for the PECS porgram. • employing staff to supervise and monitor progress of student engagement in the Picture Exchange Communication System. **The allocation of this funding has resulted in the following impact:** The 2022 Year 1 students being supported in the area of English - Communication - PECS program The 2022 Year 12 students being supported in the development of communication profiles for post-school transitions. Both groups saw an increase in student engagement and there was a significant increase in teacher confidence. **After evaluation, the next steps to support our students will be:** Continue a communication focus on Year 12 and Year 2 students in 2023.
SSP supplementary funding $525,575.00	These funds have been used to support improved outcomes and the achievements of staff and students at Mainsbridge School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this site specific funding include:** • 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 additional staff to support quality teaching and learning programs for students with complex learning needs. **The allocation of this funding has resulted in the following impact:** High quality teaching and learning for all students - individual support for students with complex health and behaviour. High impact on positive staff wellbeing. **After evaluation, the next steps to support our students will be:** Continue to use these funds to support complex learners throughout 21 classes.
Professional learning $35,543.00	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 Mainsbridge School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

Professional learning $35,543.00	**including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Professional learning and development of staff by attending and networking at annual SEPLA conference. **The allocation of this funding has resulted in the following impact:** All staff participating in professional learning that targeted professional development goals and cross-networking opportunities to share and discuss current special education issues and curriculum. All staff were surveyed in regard to the effectiveness of attending SEPLA in reaching their professional development goals. 75% of staff want to attend in 2023 with 55% stating it was outstanding and valuable to their development. **After evaluation, the next steps to support our students will be:** Plan for all staff to attend the SEPLA conference annually.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	75	74	83	89
Girls	32	30	33	38

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
Deputy Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	19.09
Teacher Librarian	0.6
School Counsellor	0.6
School Administration and Support Staff	25.66

*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	1,004,968
Revenue	6,960,327
Appropriation	6,933,464
Sale of Goods and Services	6,507
Grants and contributions	17,632
Investment income	2,724
Expenses	-6,858,971
Employee related	-6,131,800
Operating expenses	-727,172
Surplus / deficit for the year	104,508
Gain / Loss on Disposal	3,152
Closing Balance	1,109,476

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	3,633
Equity Total	252,416
Equity - Aboriginal	736
Equity - Socio-economic	210,002
Equity - Language	41,678
Equity - Disability	0
Base Total	5,449,812
Base - Per Capita	67,617
Base - Location	0
Base - Other	5,382,195
Other Total	870,039
Grand Total	6,575,899

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

Teacher Satisfaction Survey

Teachers in all roles across the school participated in a series of professional development supported by the School Learning Environments and Change (SLEC) forming a Professional Learning Community (PLC) specifically targeting teacher development in collaborative teaching practices within flexible learning spaces. Teachers undertook a range of professional learning focused on understanding and utilising the affordances of flexibly designed learning environments as well as modes of collaborative practices within them.

Teachers were specifically surveyed about their collaborative teaching practices within the context of a flexible learning space in relation to their attitudes and experiences as well as environments utilised and collaborative modes engaged in. An 86% majority of teachers indicated they were excited by their collaborative practices and keen to do more in the following year. Environments such as learning commons and adjoining learning spaces were most favored for collaborative teaching and learning, with specialty areas such as the immersion room, vegetable gardens, and kitchen being utilised more frequently by high school groups as aligned to their life skills curriculum. 60% of teachers indicated that the processes of collaborative teaching and learning were fun and motivating and yielded positive student engagement. It is notable that 13% experienced some anxiety and were yet unsure about the process, these respondents sighted issues of concern such as the management of students presenting with complex behaviour and health issues within some environments and groupings.

When questioned about the benefits of collaborative teaching and planning, 78% indicated improved teacher relationships with 94% having more opportunities to learn from one another. In addition, 63% indicated an increased willingness to share classroom and instructional responsibilities. Benefits for students were also noted with 73% of respondents indicating improved learning outcomes for students with disabilities and 52% having increased time to work on a one-to-one basis with students as well as 57% having more opportunities to differentiate learning for specific students within the sessions. Opportunities for students with complex learning needs to expand their social network within the collaborative context were reported by 58% of teachers.

Overwhelmingly the benefits of collaborative practice and flexible learning environments were confirmed and further work with the SLEC project is planned for 2023.

Parent Satisfaction Survey

Parents were surveyed in relation to home-school communication and parent engagement. Parents were asked to rate the school's current communication diary, 91% of respondents rated the system as excellent, very good, or good. When asked about a preference for a mode of communication 50% indicated the current communication diaries, while cumulatively 49% indicated they prefer a phone app or phone-based communication system for daily communication. 93% of respondents use the current phone app platform for newsletters and notices, 76% indicating a move to a digitally-based 2-way communication platform would be preferred. Face to Face meetings for the purposes of student goal-setting and progress discussions were, by 73% of respondents, stated to be very helpful for understanding their child's progress in school.

When asked about their willingness to engage with the school through volunteering 30% of respondents indicated an interest in supporting sports programs and 46% in making resources for classrooms and similarly volunteering in classes. This feedback will be well-supported by the transition to COMPASS for our parent community, increasing parent participation and engagement even further.

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.