

2022 Annual Report

Halinda School



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Introduction

The Annual Report for 2022 is provided to the community of Halinda 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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Message from the principal

2022 has seen the continuation of the predicted change in student enrolments. Leadership predicted in 2019 the graduation of 57% of our high school students by 2022, with early education enrolments filling student vacancies. This has provided impetus for planned changes across curriculum, school resources and teacher development. The Early education team has embraced the new Curriculum Reform and has been accessing the English and Mathematics K-2 curriculum and the additional access points for students with additional learning needs. The school has had a planned focus on the development of functional communication skills supported by staff and parent training in Alternate Augmented Communication (AAC) speech output devices. The growth and acquisition of functional communication skills has been supported by our resident Therapy team of Speech, Occupational Therapists and Physiotherapists to enhance student capacity building.

Our new kindergarten enrolments settled well into school routines and have thrived in the newly completed active fitness playground. We were surprised and delighted with students' confidence and competence in mastering the challenges of the climbing equipment.

COVID impacts have been a catalyst for professional learning and the development of a robust, active wellbeing framework to support school / community wellbeing and engagement in learning. Our school Chaplain has been instrumental in ensuring the wellbeing of our students utilising positive behaviour support strategies both in playground and classroom programs.

My heartfelt thanks to families for the trust that they placed in the school in transitioning their young adults into post school programs. I commend the courage of our 15 graduates to step into their new roles as community members.

My sincere thanks to parents who completed our 2022 school self-evaluation survey. My congratulations to Michael Anderson on winning the gift voucher from the raffle ticket attached to his school survey. Thank you, parents and caregivers your input was highly valued, and a great morale boost for our staff.

As a result of the school / community self evaluation data analysis our 2023 improvement targets will focus on:

Increasing students' functional communication skills and wellbeing .

- Expanding our resident therapy team participation .
- Employing a Positive Behaviour Support therapist in response to parent request for behavioural interventions.
- Strengthening our partnership with NDIS funded visiting therapists and parents ensuring that we all work together on shared goals and joint programming to maximize the shared expertise across our school community.
- Exploring a range of communication supports and speech output devices to meet the needs of all students.
- Provision of ongoing professional learning for staff and parents on positive behaviour support strategies.

Your support and participation in your child's learning is an appreciated encouragement - "Always Stronger Together "

Jan Eccleston

School vision

At Halinda school our students are engaged in classrooms which create optimal conditions for learning in order to develop their full potential. High expectations for our students is a shared vision for everyone in the Halinda community. We encourage higher levels of wellbeing by providing an emotionally safe environment where parents and students have a sense of belonging, feel understood, supported and cared for. Halinda school embeds structures and processes that underpin ongoing school community consultation, professional effectiveness and continuous school improvement. ensuring students' purposeful, productive participation in community valued lifestyle options.

School context

Halinda School is located in the Western Sydney Mt Druitt area and services a diverse population within a low socio-economic context. 50% of the parent population is from non-English speaking backgrounds.

Halinda School enrolls 114 students K-12 with moderate to severe intellectual disability. All students have a secondary disability that may include physical, sensory, health impairments, autism spectrum disorder, diagnosed mental health conditions and challenging behaviours.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2021-2025.

As a result of our thorough situational analysis and in consultation with key stakeholders we have identified the following areas for improvement:

- Growth and acquisition in communication skills .
- Development of wellbeing for learning through whole school wellbeing strategies and differentiated learning continuum's.

The school will expand instructional leadership, building of staff capability in the use of evidence based practice and collaborative planning to increase student growth and attainment in key communication and social emotional skills.

Leadership and school personnel will work actively to forge partnerships with community support services, NDIS funded therapy personnel and post school services to provide ongoing support and specialist input at critical transition points for early education enrollment and years 11/12 transition to community participation options.

The school will undergo rapid changes in enrollment patterns for 2019 -2022 with 57% of our senior school graduating and vacancies being filled by early learners. This has promoted strategic planning to grow our curriculum, school resources and High Impact Professional Learning to accommodate new enrollments with complex learning needs.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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

Self-assessment and school achievement

This section of the Annual Report outlines the findings from the self-assessment using the School Excellence Framework, school achievements and the identified improvement targets. 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.

Learning: The results of this process indicated that in the School Excellence Framework domain of Learning, on the balance of evidence, the school demonstrates continued Sustaining and Growing in the elements of Learning Culture, Wellbeing, Curriculum and Reporting. The school is Working Towards Delivering in Assessment and Student Performance Measures. There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.

Future Directions

The school will:

- Strengthen the partnership with parents and therapists to enhance student learning and wellbeing, ensuring that all students are known and their individual learning and emotional/social needs are well catered for.
- Embrace the Curriculum Reform and commit to the protocols of the collaborative curriculum planning approaches to facilitate curriculum that is differentiated to meet the unique learning needs of all students and promotes learning progress.
- Collaboratively develop Progressions for students to ensure smooth transitions across K-12 with a life span view that embeds the competencies required for successful inclusion in a valued community lifestyle.
- Strengthen formative assessment to ensure students continue to improve learning outcomes across the curriculum progressions and are provided additional accommodations and learning supports where required.

Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching, on the balance of evidence, the school is Sustaining and Growing in the elements of Effective Classroom Practice, Learning and Development, Data Skills and Use and Delivering in the element of Professional Standards. All classrooms and learning environments were well managed with consistent, school-wide approaches to student wellbeing and student management. Well planned teaching is consistent across the school, with a strong presence of wellbeing and positive strategies for engagement in learning. The school identified expertise within its staff and therapists to further develop its professional learning community

Future Directions:

The school will:

Provide High Impact Professional Learning through the use of the Quality Teaching Frameworks, peer feedback and coaching to create illustrations of 'quality practice' with a focus on lesson planning that identifies learning intentions, success criteria and routine use of formative assessment and student feedback to enhance student learning.

- Strengthen our school-wide approach to effective and positive classroom management accessing support from a Positive Behaviour Support clinician employed two days per week to provide professional learning on trauma informed classrooms and the development of positive behaviour support plans for students' ranking high on daily wellbeing and engagement referrals.
- Allocate Low SES funding to employ additional SLSO where needed, support optimum wellbeing and engagement for learning.
- Join the LEED, Data and Skills Use project to enhance skills in assessment for utilising a range of data tools to facilitate school improvement processes and delivery of evidence based pedagogy to improve learning outcomes across the school community.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, on the balance of evidence the school is Sustaining and Growing in the elements of Management Practices and Processes, School Resources, Educational leadership and School Planning Implementations and Reporting. Teaching and non-teaching staff proactively seek to improve their performance. Leadership supports collaborative performance development and efforts to continuously monitor improvement. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction

Future Directions

Leadership will:

- Identify high performing teachers and support their development through the School Leadership Institute, Teacher Leader's Program to strengthen leadership capacity within the school.
- Participate in the LEED program to strengthen data skills and use that will drive innovative change and improved student learning outcomes.
- Continue to 'Build Community' and mitigate risk factors for parents, students and staff to maximise the collective potential within our community.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in the acquisition of functional communication the school will enhance teacher skills in data driven teaching practices that are responsive to the individual learning needs of every student as they move through their stages of schooling.

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.

- Data Driven Practices
- Providing Expert Professional Support to Build Teacher Capabilities
- Individualised Learning Plans
- Differentiation

Resources allocated to this strategic direction

Professional learning: \$16,645.00

QTSS release: \$21,725.00

SSP supplementary funding: \$349,729.00

Socio-economic background: \$64,985.00

SSP quality teaching support: \$58,619.00

Aboriginal background: \$8,372.00

Summary of progress

The school provided targeted professional learning to equip teachers to utilise the ROCC assessment data and establish relevant communication goals and learning plans at students' instructional level.

Students' Person-Centred Learning Plans (PCLP) included evidence of adjustments and accommodations made to address individual student needs, ensuring that all students were supported to make incremental progress in their personal learning goals.

Across 2022, 90% of parents collaborated with staff in the planning of their child's PCLP for communication skills development.

Professional support for teacher development and parent education was supported by Flexible SSP funding in providing an onsite multi-disciplinary therapy team, three days per week to support staff, and student instruction.

2022 heralded in 46% of primary students and 29% of high school students learning to engage with robust communication systems. This initiative was supported by a LAMP speech output device workshop for staff and parents and external consultancy in the classrooms for the implementation of the PODD communication system. In school teacher mentors emerged across the year and assisted in the continued uptake of the LAMP and PODD communication supports for identified students.

Socio Economic Background funding enabled the employment of additional SLSO staff to support the engagement of students with complex communication needs in class-based learning activities. SSP Quality teaching funding provided opportunities for our staff and students to work under the direction of a qualified expert music therapist who promoted activities to generalise students' communication skills across engaging music programs.

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
Access [ROCC progressions] All students will increase their pragmatic skill levels utilising their	A staff audit of students' personal learning goals for 2022 demonstrated that all students had a personal functional communication goal that related to their ability to make their needs known or make comments in learning programs and/ or daily school routines.

<p>personalised communication system within classroom programs.</p>	<p>Students were provided with communication supports and accommodations to meet their individual learning needs and were making incremental progress.</p>
<p>Expanding pathways [ROCC progressions]</p> <p>30% of student in primary grades and 33% of students in high school years 7-10 will generalise the use of their communication system across school and home settings</p>	<p>Primary school : <i>Statistics related to these performance measures</i></p> <p>Student Language Levels: Non-Verbal: 50% Emergent: 14% Verbal: 36%</p> <ul style="list-style-type: none"> • Percentage of students utilising visual supports 91% • Of this percentage 46% were learning how to utilise a robust communication system involving a speech output device. • Percentage of parents who had communication supports sent home: 43% • Percentage of parents collaborating with school regarding their child's communication goal 21% <p>High school / Transition: <i>Statistics related to these performance measures</i></p> <p>Student Language levels: Non-Verbal: 22% Emergent: 22% Verbal: 56%</p> <ul style="list-style-type: none"> • Percentage of student utilising visual supports 52% <p>Of this percentage 29% were learning how to utilise a robust communication system involving a speech output device.</p> <ul style="list-style-type: none"> • Percentage of parents who had communication supports sent home: 17% • Percentage of parents collaborating with school regarding their child's communication goal 17% <p>This performance measure was not achieved. Our 2022 school self-evaluation has sourced a 360-degree school community review of our critical student personal planning processes against the Disability Standards in Education 2005 and compliance measures with a view to identify variables beyond the COVID 19 disruptions that the school could address to strengthen staff competencies, parent participation and learning outcomes for students.</p> <p>The review resulted in the following improvement targets: The school will:</p> <ul style="list-style-type: none"> • Strengthen the partnership between teachers, therapists and parents to ensure active participation in their child's Person Centred Learning Plans. (PCLP) review and forward planning once per term. • Provide High Impact Professional Learning to increase teacher competencies in goal setting, formative assessment and program differentiation to ensure all students are gainfully included and making incremental learning gains. • Ensure the school assessment cycle provides for regular formative assessment to ensure progress is monitored and adjustments made to student learning programs when required. • Continue to fund participation of the school-based therapy team in 2023 to provide targeted support for students whose parents are unable to access capacity building therapies. • Increase opportunities for our education and therapy teams to harness the social and professional capital required for high quality collaborative relationships that will increase learning outcomes for parents and students. • Participate in the LEED program to strengthen data skills and use that will drive innovative change and improved student learning outcomes.

Strategic Direction 2: SD 2 Positive wellbeing and social emotional skills

Purpose

To maximise student learning, and each year, continually build upon competencies that lead to valued community inclusion the school will implement individualised evidenced based programs that develop students' wellbeing and social emotional regulation.

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 a positive whole school wellbeing
- Providing a multi-tiered approach to student interventions
- Differentiating wellbeing and social, emotional learning programs

Resources allocated to this strategic direction

SSP quality teaching support: \$94,072.00

School operational funding: \$4,000.00

Socio-economic background: \$82,482.00

SSP supplementary funding: \$233,403.00

English language proficiency: \$22,868.00

Professional learning: \$3,150.00

Integration funding support: \$2,000.00

Summary of progress

Feedback was sourced from school personnel, parents/caregivers and professional partners with a goal to enhance our wellbeing provisions and service delivery. The development of an accurate and insightful picture of our school community assisted the wellbeing team to develop a planned approach to school wellbeing, risk identification and mitigation across all sectors of the school community, providing essential information for ongoing culture development and planned interventions to develop an active, healthy wellbeing framework that will sustain and prosper all community members.

A consistent, coherent approach to the development and implementation of evidence based professional learning and accompanying staff, parent/community and student support initiatives have been a strong focus in 2022.

Three focussed initiatives served as change agents:

- Whole school "High Impact Professional Learning" (HIPL) for wellbeing and resilience development.
- A three-tiered system for student management.
- Differentiated Social / Emotional Learning programs.

High Impact Professional Learning was implemented cross the year with trauma Informed care online training and face to face presentations creating deeper understanding of positive trauma informed strategies for managing self and students.

Substantive professional learning to increase staff knowledge and awareness of the impacts of their work on personal vicarious trauma, compassion fatigue, burnout and the need for personal self-care and the care of colleagues was provided by external providers and rated highly by staff.

The leadership team followed up this training with a webinar and related practice workbook on Managing for Team Wellbeing, bringing clarity around the impacts of staff mental health in the work place and the DoE Work Health and Safety legislation that drives leaders' management and support of staff in schools.

In 2022 the school drafted a school Wellbeing Framework outlining its endeavours to build a culture where the community is enabled and confident to connect and engage as partners in the learning journey for their child/ students. This consultation document will be a source of reflection for the development of High Impact Professional Learning (HIPL) in 2023.

The school's Wellbeing endeavours were evaluated in our annual school self-evaluation against the Australian Wellbeing Framework on the Student wellbeing Hub and the Department of Education NSW Wellbeing Frameworks. The evaluations recognised the school performance as high.

Evaluations against the Department of Education School Excellence framework in the domain of Learning, element Wellbeing indicated that school outcomes were ranked as Sustaining and Growing.

In 2022 our **Tier:1** Universal Prevention Support Strategy, The *Positive Behaviour for Learning* (PBL) program made substantive contributions with sustainable strategies to build students' social and emotional literacy skills through explicit teaching programs and positive strategic feedback to students at morning and midday assemblies rewarding respectful behaviour, commitment to work and helping others. The *SRC Leadership Program* provided student voice and became a source of pride and confidence among senior students.

Tier 2: Targeted Interventions:

The school implemented *Daily Engagement and Behaviour Referrals* and a *School Risk Register* to track students at risk of learning failure and/or disrupting learning of others. Early intervention and the development of Positive Behaviour Support Plans aligned to legislative requirements in the department's Work Health and Safety policy, student management policies and needs based funding for additional SLSO support were key to reducing ongoing risks to student wellbeing and engagement.

Ongoing data reviewed daily was recorded over the year to track student progress. The register recorded 34% of students and provided a 360-degree picture of risks and risk mitigation factors within students' school and home environment. This data facilitated *Learning and Support Team processes* involving parents, teachers and other relevant personnel from within and/or outside the school to collaboratively develop strengths-based strategies for learning success.

Tier 3: Complex Care Case Management

In 2022 19% of students on the school Risk Register were escalated to Complex Case Management. Registration with the Department of Education (**DoE**) Child Wellbeing Unit ensured access to Learning and Engagement personnel interagency support.

The school learning and support team also worked collaboratively with NDIS to support applications for capacity building funding from therapists to improve students' wellbeing and inclusion in learning. The school acknowledges the ongoing support and collaborative consultation that has sustained these students and their families.

Differentiated Social Emotional Literacy plans and programs year 7-10

Differentiated Social Emotional Learning Programs in years 7 -10 have been generated from the Person-Centred goal setting processes. Every student had a wellbeing profile developed from teacher assessment and consultation with parents at their child's personal planning meeting. Learning goals were aligned with the profile and differentiated support plans and social emotional learning activities were implemented with appropriate accommodations and adjustments to foster student wellbeing, resilience and self-regulation. Ongoing monitoring through daily referrals and teacher assessment informed program adjustments and additional supports in the wellbeing domain if required. Needs based funding enhanced inclusion and wellbeing outcomes for students. Low Socio-Economic Funds provided additional SLSO to ensure students were included and supported in programs that enhanced their physical wellbeing (hydrotherapy) and active inclusion in learning programs.

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
<p>A range of evidence supports the schools assessment /validation of the element of Wellbeing at sustaining and growing</p> <p>A range of evidence supports the schools assessment /validation of the Domain: Learning, Element Curriculum, Theme; differentiation at sustaining and growing.</p>	<p>The School is Sustaining and Growing in student wellbeing and engagement practices. A school self assessment provided evidence of the school's strategic approaches in harnessing evidence based practices to build a quality learning culture that promotes and nurtures student wellbeing.</p> <p>L,W: A school wide approach to wellbeing practices is facilitated. Leadership maintains a relentless focus on and promotion of 'best practice' as identified through empirical evidence, current research and consultation with the school and wider community.</p> <p>L,W: Leaders model within the school and community high levels of social support and demonstrate positive student management</p>

<p>A range of evidence supports the schools assessment /validation of the element of Wellbeing at sustaining and growing</p> <p>A range of evidence supports the schools assessment /validation of the Domain: Learning, Element Curriculum, Theme; differentiation at sustaining and growing.</p>	<p>strategies that are aligned to legislative requirement in the department's WHS policy and student management policies.</p> <p>L,W Staff care for students. Every student has a personal wellbeing profile, learning goal and plan as a mandatory part of his/her personal learning plan. .Every student is known and has a trusted person(s) with whom they can seek advice, support and assistance.</p> <p>L,W: The school supports students through a deep understanding of their individual learning needs. Staff collaborate with parents and relevant stakeholders to develop, implement, and differentiate learning plans. Parents have opportunities to review their child's reports and progress in learning goals twice yearly or seek information about their child's wellbeing and performance at any time during the year if concerns arise.</p> <p>L,W: The welfare team implements evidence based Policy and Behaviour Strategies to support wellbeing and positive behaviour for engagement and learning. Implementing a 3-tiered approach to ensure students, staff and their families receive the appropriate support from both school personnel and experts outside the school if required</p> <p>A school self assessment provided evidence of the school's strategic approaches in the Learning, Element Curriculum, Theme, Differentiation at sustaining and growing..</p> <p>Learning : L,C: The school has well developed current policies, programs and processes to identify and address student learning needs. Thorough review of background information and student assessment precedes individual planning meetings with parents.</p> <p>Leadership :MP&P The school has streamlined flexible processes to deliver services and information and strengthen parent engagement The school conducts information days prior to goal setting meetings and provides a range of information brochures with high visual content to support parents understanding of processes and their valued role in planning the educational goals and programs for their child .</p> <p>Learning: L,C: The school provides learning continuums and proforma and processes to support teacher collaboration and goal setting with parents. Learning : C,L Teachers involve students and parents in planning to support students as they progress through their stages of learning.</p> <p>Learning :A&R Teachers utilise formative and summative assessment to report twice a year. Parents are invited to review the reports and their child's progress in a follow up meeting. Student reports contain information about individual learning achievements and areas for growth which provides a basis for discussion with parents</p> <p>Teaching: PS Teachers work beyond their classrooms to dialogue with colleagues, NDIS funded therapists and parents to enhance their work and learning outcomes for students</p>
<p>Students in Years K-6 will demonstrate incremental progress across the TEACCH wellbeing, Engagement, Learning Progression</p> <p>75% of identified students in years 7-10 will have an explicit wellbeing plan and be able to execute their self-regulation strategies across a number of familiar school settings with visual cues and prompts.</p>	<p>Students in Years K-6 demonstrated incremental progress across the TEACCH wellbeing and Engagement for Learning rubric with learning accommodations and adjustments at the extensive level. The learning supports included additional support staff to enhance student engagement, social stories, visual schedules for learning routines and social interaction, Alternate Augmented Communication devices, eye gaze technology and structured play activities. The TEACCH rubric results provided feedback to teachers on students in terms of their learning dispositions, robustness and perseverance on task, social functioning with staff and peers and wellbeing and self-regulation during instruction . The collated data was also utilised by the grade team leader to provide coaching targets for his teachers.</p> <p>Summative assessment data collated for year 7-10 in term 4 2022 demonstrated 100% of students have a Personal Wellbeing Learning goal. 3% of students executed self-regulation strategies with maximum</p>

Students in Years K-6 will demonstrate **incremental** progress across the TEACCH wellbeing, Engagement, Learning Progression

75% of identified students in years 7-10 will have an explicit wellbeing plan and be able to execute their self-regulation strategies across a number of **familiar school settings** with visual cues and prompts.

assistance in selected familiar settings. 57% of students executed self-regulation strategies relying on physical and verbal assistance in familiar settings and 40% of students executed self-regulation strategies with partial prompts in familiar settings. There was an overall improvement and progress in students' ability to execute self-regulation strategies with lower levels of support.

Our annual school self-evaluation has identified the following targets to strengthen our service delivery in 2023:

Staff and Student capacity building: - Positive Behaviour Support Therapist

- Employment of a Positive behaviour Support Clinician 2 days per week to support staff with the development of positive Behaviour Support Plans for students who have persistent referrals from our daily wellbeing and behaviour reports.
- Presentation of current research around self-regulation in students with autism spectrum disorder and the development of positive behaviour support plans.

High Impact Professional Learning (HIPL)

- Differentiating social /emotional learning programs to meet individual, complex needs of students.
- Reviewing our policies utilising the new Behaviour strategy - Positive Behaviour Support planning, Inclusion and Respectful engagement
- Staff welfare and support

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$147,467.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Halinda 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"> • Providing Expert Professional Support to Build Teacher Capabilities • Providing a multi-tiered approach to student interventions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional SLSO staff to support the implementation of students' personal learning goals in classroom and specialist programs. <p>The allocation of this funding has resulted in the following impact: The employment of additional trained SLSO staff supported students' engagement and the acquisition of incremental improvement outcomes in their personal learning programs.</p> <p>After evaluation, the next steps to support our students will be: To acknowledge the efforts of 2022 temporary SLSO team for their positive approaches, expertise and high levels of nurture that bridged the gaps in wellbeing and learning engagement caused by the COVID 19 knockdown. To designate the Low SES flexible funding to additional learning and support officers for early learners to support 1:1 learning support during explicit teaching sessions. Increase SLSO allocation to students with physical disabilities, to facilitate access to regular, two day per week hydrotherapy sessions to enhance emotional and physical wellbeing.</p>
<p>Aboriginal background</p> <p>\$8,372.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Halinda 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"> • Individualised Learning Plans <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Building Community and Cultural Understanding enhanced parent participation in the exploration of possibilities in students' personalized Learning Pathways Regular parent information days, including siblings and extended family built a rapport of trust and confidence in families that enhanced student connection to the process. Using strengths based approaches and empowering student voice increased student participation in their personal learning and transition plan. Building bridges with students and service providers on graduation created a rapport of trust and confidence for students with Aboriginal background and their parents. Visitation of external providers to the school built interest and understanding around culture, enabling a positive transition from school to students' post school placement.</p>

<p>Aboriginal background</p> <p>\$8,372.00</p>	<p>After evaluation, the next steps to support our students will be: Continue to strengthen partnerships with Aboriginal mentors and community educators to secure participation in our Aboriginal Education programs. Continue to build community and a sense of confidence and trust to ensure students and their parents with Aboriginal background succeed in their Personal Learning Pathways.</p>
<p>English language proficiency</p> <p>\$22,868.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Halinda 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"> • Providing a multi-tiered approach to student interventions • Differentiating wellbeing and social, emotional learning programs <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 delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Ensuring an emotionally safe start to school. English Language Proficiency (ELP) funds were allocated to release a transition to school coordinator to engage with early intervention service providers and meet with parents of students in our Transition to School program. A suite of transition activities included parent education sessions and classroom visits. Opportunities to meet teachers established strong connections with parents and facilitated transparency and trust. A complexity rubric for enrolling student provided valuable information about each student and useful strategies for meal time routines, personal care needs and the social/emotional needs of the child. ELP funds also facilitated teacher release for attendance at LST meetings that strengthened partnerships and positive supports for students.</p> <p>After evaluation, the next steps to support our students will be: With our growing population of students from Non-English speaking backgrounds the ELP funding will continue to be utilised to strengthen our 'Transition to School' processes and programs in early profiling and effective provision for language and communication supports for early learners. Utilising the funds to release teachers to attend LST meetings will enable the sharing of staff, parent, and key stakeholder expertise and maximise the collective potential across the school community.</p>
<p>Professional learning</p> <p>\$19,795.00</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 Halinda 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"> • Data Driven Practices • Providing Expert Professional Support to Build Teacher Capabilities • Providing a multi-tiered approach to student interventions • Individualised Learning Plans <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging Speech Pathologists to unpack evidence-based approaches to the use of Alternate Augmented Communication supports with complex language learners.. <p>The allocation of this funding has resulted in the following impact: Well prepared teaching and therapy staff meet with parents to plan students' personal learning and support plans. Individual Student One Page</p>

<p>Professional learning</p> <p>\$19,795.00</p>	<p>Profiles outlining learning preferences, strengths, learning needs and learning environmental adjustments and accommodations provided an informative background for joint planning and stakeholder input. A deep understanding of the needs of individual students facilitated relevant, explicit learning goals at students' instructional and social/emotional learning levels. Pre- planning initiatives provided critical information to support parents in planning their child's individual goals. Parents had sufficient time to consider the process and their role as advocates for their child. 90% parental attendance at their child's personal learning plan meeting. A combination of face to face, Zoom and telephone contact was made with parents. Funding also enabled a joint parent, teacher professional learning presentation and a practical workshop for use of the Lamp and Liberator Alternate Augmented Communication systems instructional sessions. The responses from both staff and parents were rated highly and provided further impetus for learning and application of the devices as robust communication supports for identified students.</p> <p>After evaluation, the next steps to support our students will be: It is well documented parent engagement enhances learning outcomes for students. In 2023 our HIPL for our strategic Improvement Targets will include parent participation as key voices for working with our parent body to inform practices that will net positive wellbeing and communication competencies for their children..</p>
<p>QTSS release</p> <p>\$21,725.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Halinda 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • funding for additional staffing to support staff collaboration in the implementation of high-quality assessment, goal setting, implementation and assessment to inform practice changes. <p>The allocation of this funding has resulted in the following impact: Team leaders were provided with release days to mentor staff in assessment, curriculum planning and formative assessment to inform practice changes. This was a welcome support for staff who were undertaking temporary contracts for the year. The guidance provided helpful consultation and a confidence boost for temporary staff. The mentorship enabled learning that was designed at the students' instructional level. Unfortunately this program was impacted unavailability of human resources that emerged in the mid year of 2022.</p> <p>After evaluation, the next steps to support our students will be: Proactive measures will be taken to secure available temporary staff to cover this area in 2023. Mentoring for new staff and our temporary teachers is essential in a school catering for students with complex learning needs.</p>
<p>COVID ILSP</p> <p>\$96,453.00</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</p>

<p>COVID ILSP</p> <p>\$96,453.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • The school employed a teacher to work with high school students years 7-12 to restore learning continuity across literacy and numeracy curriculum. Year 9 /10 school to work training students were provided tuition from the stage 6 Life skills curriculum, contextualised to meet their learning needs and future transition placements within the community. <p>The allocation of this funding has resulted in the following impact: Students in years 7/8 demonstrated incremental progress in their individual communication/Literacy and numeracy skills with regular use of visual and verbal prompt learning supports. The year 9/10 School to Work training group were provided opportunities to generalise skills across supported work experience and community participation venues to ensure future successful transition into a valued post school life. This cohort of students demonstrated improved competence, moving from occasional application of visual and verbal prompt learning supports to minimal support. 33% of the group achieved independent performance in the targeted learning intentions. Regular positive learning interactions and trauma informed student management practices promoted observable wellbeing improvements for students who previously struggled with self-regulation, resilience and learning engagement.</p> <p>After evaluation, the next steps to support our students will be: The school recognises the benefits of individual and small group intensive instruction, not only for the development and reinforcement of skills, but the dual embedding of trauma Informed practices the ILS teacher brought to the learning ground. These positive outcomes drive leadership forward in their endeavours to ensure the complementary skills inclusion in the 2023 ILS position.</p>
<p>SSP supplementary funding</p> <p>\$583,132.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Halinda 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"> • Providing Expert Professional Support to Build Teacher Capabilities • Providing a multi-tiered approach to student interventions <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support in the creation of high-quality teaching and learning programs • Engagement of external support services including the engagement of dedicated specialists to address areas of specific student need • Employment of additional support staff to improve curriculum implementation in K-6 classes • employment of staff to improve the communication between the school and external stakeholders <p>The allocation of this funding has resulted in the following impact: Resident therapy team has supported students with complex learning needs who do not have consistent support from NDIS services. Teacher support and collaboration has been provided and strengthened by weekly 'hand-over' of session notes to teachers for follow up in classroom instruction. Principal Support facilitated parent access to NDIS registration and capacity building funding to support student learning. An additional teacher was employed to reduce kindergarten class sizes for students who have poor self-regulation, low engagement and challenging behaviours. This initiative increased students' engagement in learning and enhanced teacher resilience and optimism when working with students presenting with challenging complex needs. Additional SLSO allocation supported student engagement in explicit instruction sessions.</p> <p>After evaluation, the next steps to support our students will be: Staffing challenges have impacted teacher relief to engage in professional learning activities. Consequently this has prompted leadership to provide a</p>

SSP supplementary funding \$583,132.00	<p>Team around the School to support the capacity building of students and teachers. In 2023 it is intended to increase the employment of speech and occupational therapy services and to employ a Positive Behaviour Support therapist 2 days per week to meet the rapidly emerging needs of parents and staff in the management of complex needs students.</p>
SSP quality teaching support \$152,691.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Halinda 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"> • Providing Expert Professional Support to Build Teacher Capabilities • Developing a positive whole school wellbeing • Providing a multi-tiered approach to student interventions • Differentiating wellbeing and social, emotional learning programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of specialist staff to support the additional learning needs of students • Provision of resources to build quality teaching programs • Employment of external support services to present High Impact Professional Learning <p>The allocation of this funding has resulted in the following impact: This funding has been utilised to enhance professional practice by engaging specialist music therapy staff to engage with classroom teachers to build capacity in meeting students' personal learning goals. Professional learning in Trauma informed Care, Vicarious Trauma and Self Care strategies to address staff wellbeing needs. Resource enhancement for K-12 STEM program that has netted the development of positive social/emotional skills in students evident in the harmonious and respectful relationships between students and staff. Provision of additional support staff that has enhanced student engagement in learning activities in classroom and playground settings.</p> <p>After evaluation, the next steps to support our students will be: Recognition of the benefits of this funding for teacher support and positive outcomes from quality, well planned and differentiated programs across the school K-12 has provided impetus for reflection and planning of targeted quality programs in our 2023 QTS SIP budget allocation. Evidence of funding impact for 2023 will be captured in our Quality Teaching Framework - illustrations of practice in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	83	85	88	93
Girls	29	28	26	20

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.

Post school destinations

In 2022 the school graduated 15 students .

One student entered a School to work training program funded by NDIS

Fourteen students entered NDIS funded Community Participation Programs

Year 12 students attaining HSC or equivalent vocational education qualification

All students graduating in 2022 obtained a **Life skills Higher School Certificate**.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	16
Teacher Librarian	0.6
School Administration and Support Staff	21.96

*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.

All teaching and non-teaching staff completed their mandatory training and successfully completed their Professional Development Program in 2022..

High Impact Professional learning was provided on School Development Days and at staff meetings to support the developmental our two Strategic Improvements targets.

All teachers were accredited at the proficient and maintenance level. One staff member successfully completed her Highly Accomplished Teacher accreditation.

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	2,105,979
Revenue	6,679,256
Appropriation	6,647,193
Sale of Goods and Services	4,847
Grants and contributions	22,820
Investment income	4,397
Expenses	-5,790,489
Employee related	-5,092,801
Operating expenses	-697,688
Surplus / deficit for the year	888,768
Closing Balance	2,994,747

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	187,041
Equity - Aboriginal	20,944
Equity - Socio-economic	144,505
Equity - Language	21,592
Equity - Disability	0
Base Total	4,782,619
Base - Per Capita	64,236
Base - Location	0
Base - Other	4,718,383
Other Total	849,026
Grand Total	5,818,687

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

During 2022 the school sought feedback from parents, staff and school partners in regard to school programs, student welfare and the provision of professional learning across the school community.

Parent levels of Satisfaction Parents ranked high their levels of satisfaction for all domains of the end of year survey. Comments verified the Likert scaling in the following: ***Wellbeing and knowing your child is cared for* : Strongly agree -88%** *Parent comment:* "Teachers are very inclusive of all the children and disabilities. The teachers always go above and beyond for every child, no matter if they're the teacher or not, and all teachers are very supportive of each other and the students

Curriculum provisions: Strongly agree- 75% *Parent comment:* Halinda School is achieving great success through the programs that they have in place for the children. Keep up the great work. Staff listen to students deeply, their interests, what they don't like, respecting their choices and keep encouraging students to study even if they don't want to. Halinda is AMAZING. There isn't anything I would change. Thank you for supporting my child and my family through this journey.

Staff satisfaction with professional learning

A force field analysis scaffold utilising De Bono's thinking skills provided rich feedback on our strategic improvement target NO 1. A shared belief that "all students should have a voice" has facilitated a focus on professional training from expert therapists in the use of Alternate Augmentative Communication devices and movement towards robust communication systems for all students.

External mentors and staff/parent workshops were highly rated. Our 'in-school' mentors and informal peer support were positively recognised in the feedback. Opportunities to lead a range of communication supports increased confidence and skills in teachers. Our professional learning presented by external providers rated highly with participant rankings 85% "excellent" for the presentation on "Mental Health in the Workplace." Staff feedback noted an appreciation of deeper understanding of vicarious trauma, its impacts on work-life balance and increased knowledge of practical strategies for personal self-care and continued support of work colleagues in our school context.

Feedback from our professional partners

Our professional partners including resident therapists, have been very supportive of students and staff and there has been a noted positive rapport in their feedback. Our resident therapists have also noted in feedback shared goals for closer collaboration with both teachers and parents.

Our take-away for 2023 Planning

The multiple requests for closer connections and sharing of goals and instructional programs with parents, therapists and teachers to provide information that would assist their work has been noted as a systems planning issue in our 2023 organisation. Planning creatively and flexibly to circumvent teacher shortages for relief from face-to-face teaching and multiple competing demands on therapists' and parents' time will be a commitment in the school High Impact Professional Learning Plan 2023.

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.

Aboriginal Education - School statement

Halinda School recognises and promotes the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country through the outworking of the Aboriginal Education Policy within the school. This is actioned through professional learning programs, official school ceremonies, teaching and learning programs, professional connection with local Aboriginal community educators and strong collaborative partnership with students and families with Aboriginal background. The development of Personal Learning Pathways that are steeped in high expectations, culturally appropriate pedagogy and goals that are relevant to students' current and future learning pathways are an annual priority. Halinda students and staff look forward to and appreciate working with our community Aboriginal mentors annually to deliver Aboriginal culture and history programs including creative arts programs leading to our community open days including our multicultural celebrations and NAIDOC day activities. Staff have participated in the Aboriginal mandatory professional learning to assist with the implementation of learning programs and leading of teaching and learning for all students, including students with Aboriginal background.

Student success has been due to the high levels of partnership between the school and parents coupled with outstanding support for NDIS registration, planning support, and consultation with graduate students and their families. obtain supportive community placements.

It has been a pleasure to welcome back at Halinda school one of our graduate students with Aboriginal background. He works as a volunteer one day a week, supporting with admin. activities as well as working 3 days per week at Sunnyfield Enterprises in their workshop and participation in an active NDIS funded recreational programs on the weekend. Supported access to a working with children's check for approval to conduct his volunteer activities on site was facilitated by our Principal Support team member.

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.

Anti-Racism - School statement

Leadership plays a critical role in modelling and advocating for cultural diversity and equity, ensuring:

- * The community respects diversity and the views and contributions of others.
- * Every student has access to high-quality public education
- * School/community members are committed to treating people fairly

Halinda School Leadership has a responsibility to model behaviours that:

- * Build relationships based on transparency, honesty and mutual respect
- * Support all school community members
- * Respects others' expertise, experience and points of view
- * Listens with an open mind

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.

Multicultural and anti-racism education - School Statement

Our Antiracism Policy fosters:

- Culturally inclusive and safe classrooms that enable students from all cultural backgrounds and communities to identify as Australian, within our democratic multicultural society and enhance harmony within our school.
- Inclusive practices to connect and consult across all aspects of the school community.
- Ongoing professional learning and forums for reflection and dialogue around school culture and climate in terms of staff harmony and equity for all community members.
- Transparent election of a school Anti-Racism Contact Officer (ARCO) who provides a point of reference for those who seek information or assistance in terms of school cultural diversity and fair treatment, complaints support and monitoring.

The principal acknowledges her responsibility for ensuring the anti-racism policy is implemented within the school and complaints regarding racism are dealt with in accordance to the Complaints Handling Policy. The implementation of multicultural education at Halinda school is grounded in a robust culture of mutual respect and acceptance, and a vision of a united community that values the individual gifts and wisdom that each community member brings to our shared learning ground. A robust multicultural policy has supported initiatives within the school community that comprises a significant population of language backgrounds other than English. The school fosters an understanding of the many cultures that make up Halinda community. Classroom and whole school initiatives focus on experiential learning activities involving the artefacts, food and dances of the varied cultures represented within our community. The highlight of our Multicultural program being our Multicultural day concert and luncheon.

Student diversity and harmony have also been forged through our **Positive Behaviour for Learning program** (PBL), where social inclusion and social skills for interaction are taught explicitly on a daily basis. Our staff profile reflects the high level of community diversity. Staff have contributed significantly to the cohesiveness of our community by sharing their cultural wisdom and supporting parents as interpreters.

Other School Programs (optional)

Student Leadership

The School Representative Council (SRC) developed a strong persona within the school community across 2022 through motivated leadership within the Positive Behaviour for Learning team (PBL). The marketing of the whole school program was accompanied by effective explicit teaching of social/emotional skills visible in school assemblies and in classrooms. Dedicated time for SRC leadership development and identified roles within the school have been effective initiatives for student empowerment and the emergence of personal competencies. Students have enjoyed leading assemblies, planning fund raisers, running student 'fun-day' activities, and supporting younger students in classroom programs. The PBL program and the SRC activities have been a significant part of our school wellbeing program and we have seen growth in our senior students' enhanced respect and responsibility when working with staff and peers. COVID 19 impacts restricted continuity with leadership training and active interschool participation. With the opening up of schools in term 4 our school leaders participated in intensive learning activities that equipped them well to lead the year 12 Graduation ceremony, providing a creative music, song and dance program for parents. The collaborative efforts of our transition staff, music therapist and drumming teacher produced an outstanding graduation dinner and ceremony. A night to be remembered by the whole community.

Key word signing

Key Word Signing is a well-used strategy for students developing emergent communication skills. This effective communication strategy has been extended to provide students with a voice for active participation in the school choir. Signing has become one of the school's 'special interests' programs and a very talented group of key word signers have been trained for school and community performances. Choir organizers have mentored several student choir leaders who are delighted to lead the group at school and community performances. In 2022 the signing choir was sustained through zoom meetings across school classrooms, sister schools and the homes of students to ensure sustained positive contact and enjoyment traversed lock down restrictions.

School Sports

Participation in the Department of Education 'Sporting Schools' program has continued to expand sports and students' active participation across the high school sector. The program provided qualified sports coaches who work with our staff instructing students in a broad range of loco-motor and games skills including tennis, volleyball, cricket, golf, rugby league, soccer, judo, gymnastics, and athletics. In 2022 senior students were tracked on the K-10 Physical Literacy Continuum. In the domain of Loco-motor skills student groups improved their ability to perform games skills, whilst a number of students demonstrated their ability to refine and combine skills in dance performances and team sports competitions. In the domain of Motivation and Behavioural Skills students demonstrated motivation to sustain participation and a small percentage of students developed an understanding of the value of daily exercise for their health and wellbeing. In the domain of Personal and Social Attributes safe play became more evident and a significant number of students demonstrated positive cooperation, mutual team support and recognition of the achievements of peers during combined school competitions and organized sports days.