2022 Annual Report

Arranounbai School

5656

Introduction

The Annual Report for 2022 is provided to the community of Arranounbai School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

At Arranounbai our vision is to develop each individual to reach their true potential. Arranounbai will prepare students for a rewarding life through delivering positive and engaging learning experiences in a supportive and innovative environment, enabling them to achieve the best outcomes for success in their life journey.

Every student in our school is known, valued and cared for and will be nurtured to develop an awareness of and take responsibility for their individual learning goals and progress.

School context

Arranounbai School, is located in Frenchs Forest and supports students with additional needs. The student population is diverse and consists of children and young people K-12 with moderate to severe intellectual disability. Students may have a secondary disability which could include sensory needs, physical, autism and/or complex behaviours. Student population varies, usually sitting between the parameters of 40 to 50 students. Students are referred to Arranounbai through a Regional Placement Panel.

The staff is committed to delivering high-quality education for all students in all areas, including academic, physical, social, behavioural and self-care. All students and children, through Personalised Learning and Support Plans (PLSPs), engage in learning that is relevant and engaging, maximising their opportunity to succeed in the current and future environments. The school achieves its outcomes for all students in collaboration with families, external providers and community members.

A comprehensive situational analysis has been conducted which led to development of the 2021-2025 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our Situational Analysis we found areas for further development include data use and student voice.

Weekly community access to the CPA Cafe

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure that every student has strong foundations in communication, essential life skills, literacy, and numeracy through establishing a culture of high expectations and quality teaching practice.

To create a learning environment that engages, challenges and inspires students to achieve their personal best.

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 Skills and Use
- Essential for Living
- Engaged Learners
- Curriculum Reform

Resources allocated to this strategic direction

SSP supplementary funding: $57,180.00
Professional learning: $9,088.22
QTSS release: $11,194.45
Socio-economic background: $3,994.85
Aboriginal background: $1,764.43
Literacy and numeracy: $2,868.28

Summary of progress

Data Skills and Use

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Employed Eds Journey throughout 2022 to support and train staff in Data Use and to upskill all staff. A complexity tool was created using precursors, access points and progressions to assist with creating a tool to support and identify complex learners progression and development of learning.

As the year progressed a system was required and developed (T4) to record SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal data that will be trialed in 2023. This will allow staff to better analyse data and to see student progress in a graph format

2. What did you do well in the initiative/strategic direction?

Essential for Living Team worked well to collaborate, support and develop the complexity tool based on student's need. Eds Journey supported Arranounbai staff well in the data journey, listening and creating a tool that will support staff and progression of student learning.

What didn't you do as well as you would have liked in the initiative/strategic direction?

The process was far slower than expected and was more difficult to create a tool that was suitable to the majority of students.

3. To what extent have changes occurred? How do you know?

All students PLSPs included a GAS (Goal Attainment Scale) to track student progress toward their SMART goals.

Staff were able to confidently use data to place students in appropriate scale levels. This had a direct impact on providing relevant information for student reports where parents were readily able to note the rate of progress.
4. Next Steps

All staff to participate in PL (Professional Learning) on using precursors when developing SMART goals for individual student PLSPs. Precursors to be used to determine individual students level of functioning to inform next steps when determining goals for literacy and numeracy. School wide data to be collated each Semester on student achievement of

their SMART goals using the GAS data.

Essential for Living

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?
A strong coordinator supported and progressed the staff and program forward during 2022. Including regular fortnightly meetings with appropriate staff attending.

2. What did you do well in the initiative/strategic direction?

Essential for Living was a focus in designated classes. Staff collaborated to program uniquely for Essential for Living classes

Incorporating Learning Intentions and success criteria into Essential For Living programs.

What didn't you do as well as you would have liked in the initiative/strategic direction?

It took longer than expected to set up the resource room for staff to access hands on and appropriate resources.
3. To what extent have changes occurred? How do you know?

Staff have demonstrated a thorough understanding and awareness of the Essential for Living program and confidently support each other to assist the learning of all students with complex needs. The discussion in each meeting was robust with staff utilising the information and knowledge they now had to promote further changes and adaptations to best suit individual learning opportunities.

4. Next Steps

Resources and programming prioritised for 2023. Essential For Living Scope and Sequence to be included in whole school planning for Curriculum areas.

Maintain consistency in the use of SMART goals for all students in Personal Learning Support Plans (PLSPs).

The SMART Goals using GAS will be included in each students annual PLSPs for 2023. The scale will be determined in collaboration with all stakeholders at each Semester's meeting.

Engaged Learners

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

A focus on SMART Goals was prioritised across each Personal Learning Support Plans (PLSP) during planning (T1) and presented to all parents in each semester PLSP meeting. (T1 & T3) Each goal presented had a GAS (Goal Attainment Scale) to accompany so that students, staff, parents and all stakeholders can work towards the same outcome.

2. What did you do well in the initiative/strategic direction?

Supported staff to develop SMART Goals with suitable and appropriate GAS levels for each goal.

What didn't you do as well as you would have liked in the initiative/strategic direction?

PLSP Goals clearly identified for reference by students, staff and stakeholders consistently in ALL classrooms.

Development of regulation strategies consistently across each students PLSP

3. To what extent have changes occurred? How do you know?

Staff have demonstrated confidence allocating appropriate SMART goals for students with sequential learning steps. Staff are focusing on each component of the SMART goal format and have utilised colour coding to ensure all information is included. Parents are now familiar with the SMART goal format and the GAS levels which assist them to understand where their child is making progress and how much progress is made over time.
4. Next Steps

The development and use of the complexity tool will also assist in formulating the GAS parameters for each SMART goal based on precursors and access points as set out by the DoE.

Staff training and time provided to ensure each individuals capacity to use and record data using the 'Complexity Tool'. Team meetings will have a time allocated to ensure regular analysis, discussion and celebration of the plotted data.

Curriculum Reform

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Employed an APC&I for 1 day a week in 2023.

2. What did you do well in the initiative/strategic direction?

Employed a dynamic staff member to support Arranounbai in 2023

What didn't you do as well as you would have liked in the initiative/strategic direction?

Support staff with regular professional learning as it was released by the Curriculum Reform team.

3. To what extent have changes occurred? How do you know?

All teaching staff have a knowledge and understanding of how to implement the new K-2 curriculum documents in their planning. Staff have indicated via a survey that they are confident in using these materials in their planning for 2023.

4. Next Steps

To plan and coordinate thorough support and collaboration of teachers in the new curriculums as staff implement throughout 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
Data Skills and Use - Staff will consistently plot Literacy and Numeracy SMART goals against the Goal Attainment Scale.	Staff have recorded student development in Literacy & Numeracy using GAS inconsistently across the school. A tool has been developed in 2022 to trial in 2023 to assist with recording and plotting by all staff consistently. This data will be recorded in one place for all students and analysis time prioritised for all staff to engage and discuss the data.
An uplift of 25% achieve their collaboratively determined Essential 8 goals as stated in their PLSPs within the agreed timeframe.	60% of students meet or partially met their Essential 8 goals in 2022 resulting in an uplift of approx. 25%. The smallest uplift to be achieved was in the Essentials For Living goal within all students PLSPs. As a result of this minimal uplift (under the anticipated 25%) a focus class will be created in 2023 to address this outcome and better support students with complex needs.
An improvement in student skills to assist with regulation and increase engagement in teacher led activities.	Additional SLSOs in classrooms to increase student to staff ratios, support of a dedicated behaviour analyst and specific PLSP goals related to engagement have all contributed to a decrease in student off task behaviour and an increase in engagement with teacher led activities. The introduction of EFL linked to curriculum outcomes has provided greater opportunities for direct student engagement maintaining their specific level of understanding and learning.
Curriculum reform - Students will know their Literacy and Numeracy goals and the success criteria steps to achieve each goal.	Student goals and success criteria are visible in classrooms. Approximately 10% of students are aware of and can state their goals and the steps required to achieve them. All students are informed of the literacy and numeracy goals and the learning intention related to each activity. All

Curriculum reform - Students will know their Literacy and Numeracy goals and the success criteria steps to achieve each goal.	students are presented with specific tasks and are familiar with the required outcome to achieve their goals.

Individual desk work supported through access to devices.

Strategic Direction 2: Functional Communicators

Purpose

To provide relevant and user-friendly communication systems that meet the unique requirements of our student cohort and create meaningful interactions between staff, students and community.

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.

- AAC Devices
- Collaboration for Learning
- Student Voice
- KWS (Key Word Sign) Communication

Resources allocated to this strategic direction

SSP supplementary funding: $7,220.00
QTSS release: $2,021.47
English language proficiency: $2,400.00

Summary of progress

Augmentative and Alternative Communication (AAC) Devices

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Sustained provision for staff in maintaining consistency in the use of devices in all settings

Continued support for the use of AAC across the school by all staff.

Provided weekly staff training by a Speech Therapist to ensure confidence in the use of AAC devices for all staff.

2. What did you do well in the initiative/strategic direction?

Having a dedicated staff member with IT expertise working alongside the Speech Therapist to troubleshoot devices and upskill staff in in the use of AAC. Having weekly training with a Speech Therapist was crucial to staff implementing AAC with students in a timely manner.

What didn't you do as well as you would have liked in the initiative/strategic direction?

There was less emphasis on low tech communication methods as technology became a focus. There could have been stronger communication with parents to work on specific AAC skills at home to consolidate student learning.

3. To what extent have changes occurred? How do you know?

The provision of a range of communication methods and an increase in staff knowledge of AAC has resulted in an increase in effective communication for students. There is an increase of students actively engaging with AAC and staff are regularly reinforcing and modelling for proficiency.

Next steps

All staff to complete an Essential For Living Communication Preference Assessment for each student to identify relevant communication systems. Implementation of parent workshops to support specific communication skill development at home.

Collaboration for Learning

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Supported the inclusion of therapists and external providers for all students. Engaged stakeholders input through team

meetings and PLSP goals.

Continued engagement of a staff member in 2022 to provide individual support, programming of devices and to work collaboratively with additional therapists, families and staff to provide appropriate communication technology to suit individual students

2. What did you do well in the initiative/strategic direction?

The continued provision of a staff member with IT expertise to provide professional support for staff and collaborate with families in the use of technology for students has provided a more timely response to student need in the school environment. This resource has also provided greater individuality to meet the needs of the diversity of students, creating greater success and development in communication for all students.

What didn't you do as well as you would have liked in the initiative/strategic direction?

Due to the quick turnaround with organisation of PLSPs it was not always possible to have therapists attend all meetings.

3. To what extent have changes occurred? How do you know?

There has been an increase in parents seeking support with the use of devices at home with students. Changing the system for communicating and organising PLSP meetings with parents resulted in an improvement in parents responding in a timely manner.

4. Next Steps

Fine tuning communication systems with parents and therapists to ensure there is a complete wrap around approach in working collaboratively. Ensuring there are clear expectations for therapists working with students within the school.

Student Voice

1. What did you do in the initiative/strategic direction? Over what time period? What changes did you make from your original plan or timeline?

Two new KWS were introduced in weekly assemblies throughout 2022. Students were involved in leadership voting differentiated to meet individual needs. Weekly Arranounbai Attitude lessons throughout 2022

2. What did you do well in the initiative/strategic direction?

Senior students who were part of the PLSP process reflected 14% of the student population.

What didn't you do as well as you would have liked in the initiative/strategic direction?

Opportunities for student voice could have been further extended and documented to demonstrate participation.

3. To what extent have changes occurred? How do you know?

At the end of 2022 students took part in a survey about their attitudes towards school and the wider community. The outcomes of this process showed that students felt they had a voice and that this was reflected in both the PSLP process and in wider group settings such as assemblies and school community projects.

4. Next steps

Consider how to widen student voice in both the school and the wider community through shared projects. Continue to use KWS as a core language within the school setting to ensure all students can communicate and express their needs. Establish further relationships with community organisations and social programs to prepare school leavers for employment.

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
70% of students to have a communication system appropriate to	All students have access to relevant AAC to assist communication. All students have a communication system that is appropriate for their

their individual capabilities, that aims to support them in developing their skills in expressing their needs, wants and opinions.	individual capabilities.
Staff to increase confidence in using AAC Devices through support and training by speech therapist and IT staff. Staff to model the correct use of AAC device to students and update communication device when required i.e. add new cells to enhance learning.	Weekly Wednesday lunch time meetings were scheduled with a dedicated speech therapist for small groups of staff to have training using AAC devices increasing their confidence and competence. All staff attended at least one session and were then able to request further individual training sessions for specific devices and student needs. IT staff made regular contact with all class groups and established effective devices ensuring they were at optimum working level. All staff had opportunities to request specific assistance for individual devices.
70% of staff to know and regularly use Key Word Sign (KWS) to support students understanding of spoken word.	All staff use at least 10 KWS to support student learning. The whole school is introduced to two new KWS each week in Assembly. 86% include KWS each day in Morning Circle.

Using eye gaze to participate in a lesson and discussion with a peer zooming in from hospital.

Funding sources	Impact achieved this year
Socio-economic background $3,994.85	Socio-economic background equity loading is used to meet the additional learning needs of students at Arranounbai 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:** • Engaged Learners **Overview of activities partially or fully funded with this equity loading include:** • All students have access to opportunities provided for learning. **The allocation of this funding has resulted in the following impact:** Every student has had opportunities to engage in all learning activities offered. **After evaluation, the next steps to support our students will be:** We will continue to use this funding in 2023 to ensure all students engage in learning opportunities.
Aboriginal background $1,764.43	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arranounbai 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:** • Engaged Learners **Overview of activities partially or fully funded with this equity loading include:** • community consultation and engagement to support the development of cultural competency **The allocation of this funding has resulted in the following impact:** Additional resources purchased to enhance and further develop cultural understanding for all students. **After evaluation, the next steps to support our students will be:** To continue developing cultural competency for the school community through engaging with local community and AECG to incorporate a Yarning Circle or Bush Tucker garden into the school
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Arranounbai School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • KWS (Key Word Sign) Communication **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives **The allocation of this funding has resulted in the following impact:** Through extensive trials and consultation with speech therapists and staff, a functional communication board has been designed that will enhance student communication when out in the playground. **After evaluation, the next steps to support our students will be:**

| English language proficiency

$2,400.00	Staff will model with students how to use the communication board effectively when in the playground. Students will be encouraged to actively engage with the communication board through development of activities taught through Arranounbai Attitude lessons once the boards have been installed.
Professional learning

$20,589.22 | 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 Arranounbai School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
• Data Skills and Use
• Engaged Learners
• Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
• SEPLA Conference - Teacher Participation
• Development of Data Skills and Use
• Tracking through the 'Complexity Tool'

The allocation of this funding has resulted in the following impact:
All staff are now able to create a measurable learning goal for each student. Data can be collected on the GAS scale outcomes and visualised in the school dashboard.

After evaluation, the next steps to support our students will be:
Adopt the 'complexity tool' so that all teachers are able to collect data that directly relates to the learning outcomes of all students whilst measuring growth over time. |
| Literacy and numeracy

$2,868.28 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Arranounbai School from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
• Curriculum Reform

Overview of activities partially or fully funded with this initiative funding include:
• staff training and support in literacy and numeracy
• purchasing of literacy resources such as quality picture books for guided and shared instruction

The allocation of this funding has resulted in the following impact:
Staff are more familiar with the new English and Maths syllabus documents and implementing them into 2023 planning. Resources being purchased to support implementation in the classroom.

After evaluation, the next steps to support our students will be:
Continued staff development required to adapt curriculum for complex learners to enable greater student access. |
| QTSS release

$13,215.92 | The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arranounbai School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
• Essential for Living
• Engaged Learners
• Student Voice |

QTSS release $13,215.92	**Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Teaching staff were able to extend their understanding of quality teaching. **After evaluation, the next steps to support our students will be:** Embed the new curriculum within teaching in 2023.
COVID ILSP $12,587.00	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:** • employment of teachers/educators to deliver small group tuition **The allocation of this funding has resulted in the following impact:** The additional support each week for students saw improvements in communication using their AAC device. It was a welcomed opportunity for students to get 1:1 support to focus on their individual goals. The afternoon group communication time was a favourite of the week as students engaged in writing stories together and interacting with their peers. **After evaluation, the next steps to support our students will be:** Repeat the program to provide additional 1:1 teaching to better the learning outcomes of those students accessing eyegaze devices.
SSP quality teaching support $53,912.81	These funds have been used to support improved outcomes and the achievements of staff and students at Arranounbai 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:** • employment of additional staff to support the creation of high-quality teaching and learning programs **The allocation of this funding has resulted in the following impact:** Student engagement each week improved in class and with books. The additional length of time reduced transition anxiety and allowed for greater engagement in the library. 38.2% of Students stated Library was their favourite lesson of the week. Longer lessons will be allocated again in 2023. **After evaluation, the next steps to support our students will be:** Continue to run the program to ensure quality of delivery remains high and students do not experience increased anxiety.
SSP supplementary funding $262,787.41	These funds have been used to support improved outcomes and the achievements of staff and students at Arranounbai School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills and Use • Essential for Living • AAC Devices

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SSP supplementary funding $262,787.41	• Curriculum Reform • Other funded activities **Overview of activities partially or fully funded with this site specific funding include:** • employment of additional staff to support in the creation of high-quality teaching and learning programs **The allocation of this funding has resulted in the following impact:** Classes have additional staff allocated to them, resulting in reduced behavioural incidents and increased student engagement in quality learning. Additional staff have also allowed the school to bridge the shortcomings of teacher shortage issues, leading to minimal disruption to daily learning. **After evaluation, the next steps to support our students will be:** To continue with this model to ensure business as usual and minimal disruptions to students learning.

Arranounbai School 5656 (2022)
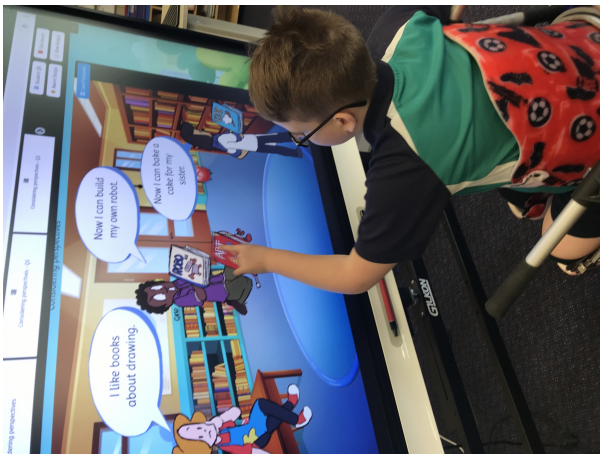
Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	26	25	26	22
Girls	12	15	14	14

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

Four students graduated from Arranounbai in 2021.

Each of them have gone onto various supported placements working with carers and accessing programs such as EdsChange and Avenue.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.87
Teacher Librarian	0.2
School Counsellor	3
School Administration and Support Staff	10.42
Other Positions	0.6

*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	840,112
Revenue	3,399,727
Appropriation	3,379,328
Sale of Goods and Services	337
Grants and contributions	15,821
Investment income	4,241
Expenses	-3,248,185
Employee related	-2,960,678
Operating expenses	-287,507
Surplus / deficit for the year	151,542
Closing Balance	991,654

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	8,159
Equity - Aboriginal	1,764
Equity - Socio-economic	3,995
Equity - Language	2,400
Equity - Disability	0
Base Total	2,510,104
Base - Per Capita	27,047
Base - Location	0
Base - Other	2,483,057
Other Total	772,951
Grand Total	3,291,214

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.

Smiling Minds meditation before a staff meeting as we trial the new Wellbeing Room.

Parent/caregiver, student, teacher satisfaction

Parent Survey TTFM 2022 Results

Less parents completed the 2022 survey than previously (results out of 10).

Written information from the school is in clear, plain language has improved from 8.4 to 9.0

I am well informed about school activities has also increased from 8.8 to 9.1

I feel welcome when I visit the school has seen a decline from 9.5 to 9.1

If there were concerns with my child's behaviour at school, the teachers would inform me immediately improved from 8.8 to 9.3

I am well informed about my child's progress in school subjects. 7.3 remains the same.

I am informed about my child's social and emotional development increased from 7.1 to 7.7

Parents Participation at School

Since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?

18% once

36% 2 or 3 times

45% more than 3 times

Since the beginning of the school year, how often have you attended meetings (e.g., parent-teacher meetings) or social functions at your school?

9% zero

18% once

64% 2 or 3 times

9% more than 3 times

Are you involved in any school committees (for instance, the P&C)?

27% yes

73% no

School Supports Learning

Each of the following areas have increased by a minimum of 6 points since the previous TTFM survey.

Teachers take account of my child's needs, abilities, and interests 9.1

Teachers help students who need extra support 9.0

School staff create opportunities for students who are learning at a slower pace. 8.9

Teachers try to understand the learning needs of students with special needs. 9.3

School staff take an active role in making sure all students are included in school activities. 8.9

Teachers help students develop positive friendships. 8.6

This valuable feedback has been analysed and is integrated into our upcoming school directions.

Functional communication has been an Arranounbai priority for the past four years. Please tell us what impact this has had on your child.

My Kid, is almost non verbal. So we need to find different ways for reach him.

His interests and method of learning and participation has been adjusted.

My child has and is developing skills in non-verbal communication through a variety of means. The methods they use outside of school are supported, enhanced and supplemented at school.

The parent - staff communication has been great especially the class dojo - which is very encouraging.

Functional communication has had a good impact on my child as his communication skills have improved. It has also helped with his behaviour to.

Definitely improved my chid's AAC skills communication in general.

Student Survey

An accessible survey was created using various media forms to support as many student learning styles as possible to collect reliable data and ensure all students had their voice heard.

I enjoy coming to Arranounbai School?

67.6% yes

20.6% sometimes

11.8% no

I enjoy learning new things at school?

55.9% yes

35.3% sometimes

8.8% no

I get lots of help from my teachers?

67.6% yes

26.5% sometimes

5.9% no

I know the goals I am working towards?

32.4% yes

47.1% sometimes

20.6% no

I find my work is

32.4% good for me

44.1% ok sometimes

23.5% too hard

My favourite lessons are

English 11.8%

Music 61.8%

Food Tech 52.9%

Maths 41.2%

SoSAFE 14.7%

Library 38.2%

STEM 26.5%

Arranounbai Attitude 20.6%

Sport 47.1%

Art 58.8%

Deskwork 29.4%

Other 32.4%

Staff Survey TTFM 2022 Results

A total of 25 staff completed the 2022 TTFM survey which is more than previously completed.

School leaders have helped me establish challenging and visible learning goals for students improved from 7.7 to 8.1

School leaders have helped me create new learning opportunities for students increased from 8.1 to 8.4

School leaders have provided me with useful feedback about my teaching declined slightly from 7.7 to 7.6

School leaders have helped me improve my teaching increased from 7.1 to 8.3

School leaders have provided guidance for monitoring student progress declined from 8.1 to 7.9

I work with school leaders to create a safe and orderly school environment improved from 8.5 to 9.2

School leaders have taken time to observe my teaching improved from 7.3 to 7.4

School leaders have supported me during stressful times increased from 8.6 to 8.8

*An area that has seen significant improvement is that of **staff collaboration**.*

I talk with other teachers about strategies that increase student engagement increased from 8.1 to 9.1

Other teachers have shared their learning goals for students with me improved from 7.3 to 8.0

I discuss my assessment strategies with other teachers increased from 7.1 to 7.7

I discuss learning problems of particular students with other teachers improved from 8.6 to 9.3

With a focus on Overcoming Obstacles to Learning we have seen an overall improvement for staff.

I strive to understand the learning needs of students with special learning needs increased from 9.1 to 9.7

I talk with other teachers about strategies that increase student engagement improved from 8.1 to 9.1

School leaders have helped me improve my teaching from 7.1 to 8.3

I am effective in working with students who have behavioural problems slightly declined from 8.6 to 8.4

I discuss learning problems of particular students with other teachers improved from 8.6 to 9.3

I help students to overcome personal barriers to using interactive technology improved from 7.5 to 8.7

I discuss with students ways of seeking help that will increase learning increased from 7.5 to 8.4

Do the school exec team encourage the school to continue improving? Why? How?

Yes they are always encouraging us to learn more and expand our knowledge by doing more professional learning.

Yes. Regular staff meetings, open door policy to principal and exec staff. Open to suggestions.

yes, all staff are included in meetings

Yes, continual PL and collaborations with Speech and Behaviour therapists help staff to develop new skills and strategies. The exec team regularly review school wide procedures to ensure they are effective and ask for input from teaching and support staff. Exec team work closely with teaching staff to improve teaching and learning.

There are many opportunities for staff to express not only their concerns but also their ideas, aspirations, considerations and dreams for improvement. Staff are continually encouraged to think 'outside the box' and consider another perspective. There are may times a seemingly 'obscure' strategy has been trialled to support a particular student's needs. Documents including reports, PLSPs, meeting notes, programs are frequently reviewed and revised to provide updated and ongoing relevant information in the most appropriate manner. New Programs are also trialled with consistency to ensure effective feedback is possible to determine continued use and implementation.

Yes they definitely do encourage school improvement. Professional learning opportunities are encouraged and supported. New programs to ensure our students are engaged learners are sought out and evaluated.The whole school staff are then trained & supported to implement the programs. This has proven successful with the implementation of the SoSafe program and other more targeted programs. Outdoor equipment for students is updated and added to in order to ensure there are opportunities outside the classroom to extend students in their physical capabilities and their social interactions. IT equipment and its use is well supported, with resources dedicated to purchasing updated equipment for both students and staff and a staff member available to support staff.

Professional allied health providers in behaviour, speech and OT provide advice, training and support to our staff to deepen their knowledge of the differing needs of individual students and how best to support them to learn.

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.

Arranounbai School 5656 (2022)