

2022 Annual Report

Karonga School



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Introduction

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

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

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School vision

At Karonga School the educators and school community believe that all students can learn. The school provides quality, individualised education in a positive and supportive environment through the implementation of meaningful learning experiences which encourage resilience and independence. The school is committed to developing partnerships with families and the community that supports students to become life-long learners and valued members of society.

The Situational Analysis conducted by the school in 2020 following an External Validation process, had defined the school population in a variety of ways, and in doing so highlighted the diverse, multi-cultural population who present with complex needs. The surveys that this process prompted narrowed the field of improvement to strike at the core of the school plan: assessment, tracking, collaborative practice, technology and engagement with the key stakeholders.

Karonga School consulted with New South Wales Educational Standards Authority (NESA) and the broader whole school community to drive a four-year plan which aspires to be progressive, equitable and fully inclusive.

The Schools Excellence Framework (SEF) was used to inform the SIP and align the strategic directions with the three domains of Learning, Teaching and Leading.

The surveys and data referenced and utilised to inform the SIP continue to be supplemented, and they embrace the position of the research embedded in the 'What Works Best' and 'What Works Best in Practice' departmental documents.

School context

Karonga School is a K-12 school for specific purposes having an enrolment of 70+ students, 4 of whom identify as of Aboriginal heritage. The school caters for students with moderate to severe intellectual disability including physical disability, challenging behaviours, autism, sensory impairment and complex healthcare needs.

The programs have a strong focus on communication, and life-readiness. Positive Behaviour for Learning supports quality teaching practice.

The school also supports the work of the Pennant Parade Tutorial Centre with a focus on re-engagement. This program is offered to 14 students from local schools, who are in school years 5, 6, 7 and 8. They are enrolled for a 20 week intervention program, which may be extended to 30 weeks.

Karonga works in collaboration with the P & C and wider parent community to drive personalised learning programs and whole school initiatives. There is a strong focus on collegial team approaches with particular reference to student welfare and wellbeing.

Karonga has identified 'Learning, Independence & Partnership' as core values with which it identifies, and the school works in collaboration with the school community to drive authentic, realistic and progressive programs with high expectations. The school recognises the diverse multicultural community in which it is situated, with families who identify as Arabic, Chinese, Korean, and Indian representing over 75% of the families it serves.

The students are drawn from a radius of up to 20km around the school, and around 10% of the student population are in Out Of Home Care (OOHC).

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>

Strategic Direction 1: Student growth and attainment

Purpose

Assessment for Learning, Assessment as Learning, and Assessment of Learning is reliably tracked and monitored to maximise student academic, social and behavioural development.

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.

- Use of data to inform practice
- Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback

Resources allocated to this strategic direction

SSP quality teaching support: \$96,712.47

Literacy and numeracy: \$5,624.56

COVID ILSP: \$25,960.00

Socio-economic background: \$13,325.10

English language proficiency: \$29,084.47

Per capita: \$46,581.96

Professional learning: \$10,000.00

SSP supplementary funding: \$10,000.00

Summary of progress

Use of data to inform practice

During 2022, under the *use of data to inform practice* the school looked at three areas including:

- SWANS Assessment building on the areas established in 2021 and 2022 - with the addition of Literacy, Numeracy, Digital Literacy and Movement Assessments.
- 4Blocks Literacy: Staff PL and resourcing for the program implementation.
- The Impact of a Speech Pathologist and the impact on communication for the school

We had success in the following areas including:

SWANS Assessments were conducted by teachers without additional support, and the RFF teachers completed the Digital Literacy and Movement Assessments increasing the total number of assessments available per student to 5. Time in Professional Learning was scheduled for buddy teachers to get together for the Assessments to be moderated.

The school implemented the 4blocks literacy led by a school funded (2022) Curriculum Instructor. 4Blocks Professional development provided staff the overview and framework for the program to be implemented. Teachers were then equipped with the resources and planned sessions with the Curriculum and Instruction (C&I) teacher in class to support the delivery of the program. Weekly sessions were held on a Thursday Morning before school for teachers to discuss implementation and class needs/ adjustments.

Communication was explored across the school environment and the speech pathologist built an understanding of students' communication needs to develop a class communication resource and assisted the school executive to develop a Karonga communication board, produced professionally, which is permanently accessible in playground spaces and key transition points around the school.

There were challenges that prevented progress in the following areas:

With critical staffing levels a constant challenge, and the effect COVID -19 continues to have, opportunities for additional staff, or just regular staff- impacted the momentum of success.

More time for staff to moderate the Assessments would strengthen consistency, although having the data is the first step to the process.

The C&I timetable ended when we hit critical staffing levels and we needed teachers in classes as a priority. Ongoing teacher support was not possible, but it would enhance the experience for the teachers delivering the program.

Due to the external pressures of a paraprofessional working between school and private practice, the Speech Pathologist was forced to cease the relationship with the school at the end of semester 1.

There was impact for the school and individual students, highlighted by:

All students had 5 SWANS assessments completed and teachers have used the data from the assessments to support student reporting.

Teachers have been implementing the 4 Blocks program and with continued support from the C&I this will strengthen the program delivered to the students.

The communication boards around the school can be accessed daily by staff and students as a tool for communication.

In 2023, the school plans to continue the progress by:

- Developing the SWANS assessments in other subject areas to include additional KLA's, creating a bigger bank of student data and having the data visible and tracked in the staff room, on a data wall.
- C&I to support the roll-out of the New K-2 English Syllabus and tie 4Blocks into the scope and sequence and lesson planning.
- Build sustainable practice around communication at Karonga, engaging a new Speech pathologist who will identify communication opportunities and assess class group needs.

Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback

During 2022, under *Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback* the school looked at three areas including:

- PBL self-assessment was conducted term 1
- Review of the PBL reward system throughout semester 1
- Review of the Learning and Support Team in term 2.
- Safety Interventions (SI) to support the *inclusive, engaging and respectful schools' policy* rollout, staff training during term 4.

The School's Self-assessment was conducted and supported the school plan to implement supports for students including explicit teaching scripts and a uniform approach to support behaviour management. Planned PLC team meetings were scheduled for teams to work on projects.

Three areas were addressed to support the review of the reward system for students.

- At Welfare meetings, PBL - Kind, Safe, learn students were highlighted by staff for students with whom they work outside the classroom. Points written into the agenda as an expectation for staff to identify students. Class welfare meetings were planned twice a term, so classes had an opportunity to review their students plans specific to their class or cohort needs.
- Assemblies and Assembly awards focused on the weekly PBL indicators of Kind, Safe, Learners. Weekly awards were collated in the office and award-data was used to inform the principal awards at the end of each term.
- Student achievements of Kind, Safe and Learn, were publicised in the school newsletter. Students identified in the welfare meeting and Award recipients were listed in fortnightly newsletters.

SI instructor training was conducted to allow for the whole school professional learning of SI foundation training to take place. Having two instructors onsite allowed flexibility when the course was/ is offered, ongoing support and assists in keeping the cost of Professional Learning down.

With critical staffing levels a constant challenge, and the effect COVID -19 continues to have, opportunities for additional staff, or just regular staff- impacted the momentum of success. The development of scripting and explicit teaching of PBL frameworks to support students was not executed and with-out time for the team to identify the areas of need from data develop the scripting, progress was limited. The SD1 team need the opportunity to review behaviour data to support future planning and development.

The roll out of the new *Inclusive, engaging and respectful schools' policy*, meant that the teaching instructors and the school were waiting for the departments approval to proceed with the training package roll out.

Under the 'Use of data to inform practice' the availability of data from the SWANS assessments for Numeracy, Literacy, Digital Literacy and Movement allowed teachers to report on student progress with greater confidence. With the increased domains added to the Assessment list the opportunity to graph and track student progress is becoming more evident.

Moving into 2023, we are set to track progress of students from assessments on a data wall and have scripts developed and implemented across the school to address areas of needs identified and supported from incident reporting.

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>Improved Student Outcomes</p> <p>Percentage of students achieving improved outcomes across all assessed SWANs domains is moving towards the school identified target of greater than 90%.</p>	<ul style="list-style-type: none"> Analysis of internal school data shared the evidence that 40% of students achieved improved outcomes across all assessed SWANs domains indicating progress towards the school identified target. Karonga staff completed assessments in 5 of the 9 domains as per the plan which has afforded us an improved overall capture of student growth. Consistent teacher judgement through peer moderation and assessments was limited due to staff recruitment and staff absences. Without peer review, staff could not qualify or quantify student improvement. Staff also noted significant impact on learning pace due to on-going covid-related attendance issues.
<p>Wellbeing</p> <p>Percentage of students given the opportunity to connect, succeed and thrive through quality well being initiatives that meet their cognitive, emotional, social, physical and spiritual needs is moving towards the school identified target.</p>	<ul style="list-style-type: none"> Analysis of internal school data revealed that 100% of students, given the opportunity to connect, succeed and thrive through quality well-being initiatives identified that cognitive, emotional, social, physical and spiritual progress was evident, and enabled the movement towards the school identified improvement target/s.

Strategic Direction 2: Explicit classroom teaching

Purpose

Staff knowledge of innovative and collaborative resources, equipment and curriculum is supported through sustainable practice.

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.

- Collaboration
- Technology

Resources allocated to this strategic direction

QTSS release: \$20,570.86

SSP supplementary funding: \$427,979.02

Summary of progress

Collaboration

The initiative was to collaboratively develop Scope and Sequences in the Key Learning Areas of Languages and Work Experience, and Units of Work in the Key Learning Areas of Creative Arts, PDHPE and Technology for whole-school implementation over Term 1 to Term 3. Casual teachers were not needed to develop these plans due to staff being able to work from home collaboratively due to the impact of Covid-19. On returning to on-site learning, there was an inability to engage casual teachers to relieve staff to work on collaboratively or solely create whole-school resources. The development of whole school scope and sequences and units of work has ensured that teaching programs can be consistent across all classes, and comply with the department's policy, policy standards, and registration requirements. Through collaborative practice, teachers have been able to share their knowledge and resources to create units of work that include suitable differentiation and effective learning adjustments. As a result, students access learning experiences that appropriately reflect both stage and age-appropriate outcomes on the same basis as students in mainstream settings.

In 2023, in this initiative, we will further develop whole school units of work in the Key Learning Areas of English and Mathematics.

Technology

The initiative was to increase opportunities for all students to engage with a range of technologies across the school by the end of 2022. All students participated in weekly technology lessons with an RFF classroom teacher, and were able to appropriately access a variety of materials. A group of five teaching and non-teaching staff at Karonga have taken part in continual professional learning about the Immersive Classroom, and all other Karonga teachers have been given multiple opportunities to experience the immersive classroom to gain a basic understanding of the educational opportunities it can provide. An inability to engage casual teachers to relieve staff has meant that staff have been unable to further develop resources for the immersive classroom that specifically cater to the needs of the students at Karonga. By employing a classroom teacher to explicitly provide students with technology-based learning experiences, all students at Karonga have been able to engage with a variety of devices and materials on a regular basis.

In 2023, we need to further up-skill all staff members so that they are able to successfully embed technology into their teaching programs, and enhance learning experiences for students across all Key Learning Areas.

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
Differentiation Percentage of programs differentiated	• All teachers have been engaged in Professional Learning where 'access points' have been further explored to ensure there is personalization and authenticity in program setting. These have been shared with families

<p>to reflect both stage and age-appropriate outcomes with adjustments, to ensure students' learning is on the same basis as students in mainstream settings is moving towards the school identified target of 100%.</p>	<p>through tailored Personalised Learning Program meetings where individualized reporting ensures that student learning is on the same basis as students in mainstream settings. Karonga School identifies that 100% of programs are differentiated, thus meeting this target.</p>
<p>Technology</p> <p>Percentage of students who are utilising technology to improve access to the curriculum is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Analysis of internal school data shows 100% of students are utilising technology to improve access to the curriculum indicating that the school identified target has been met. This significant measure has been impacted by an investment in hardware and software resources- specifically the Immersive Classroom, eye-gaze, iPad technology and a suite of appropriate robots. By identifying a technology RFF role, all students have reported growth and inclusion.

Strategic Direction 3: Whole school reflection and improvement

Purpose

The school community, and all invested stakeholders are consulted and valued as collaborators in improving student learning outcomes.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Internal Engagement
- External Engagement

Resources allocated to this strategic direction

SSP Supplementary: \$11,225.00

Per capita: \$750.00

Professional learning: \$18,424.72

Aboriginal background: \$1,839.74

Summary of progress

Internal Engagement

- During 2022, we continued to build strong relationships with parents (ex and current families) and staff members.
- We captured parents perceptions in running termly workshops on advertised themes, and we made use of the seesaw app on a weekly basis in order to engage with families and carers.
- We canvassed staff perceptions in engaging with external networks at workshops held at the annual Special Education Conference.
- Due to significant staff and presenter shortages we were unable to offer a range of workshops and professional learning sessions.
- Improved engagement with families and the wider school community is recorded via surveys.

In 2023, we will source presenters for themed workshops for parents and carers, supporting professional learning for staff members to achieve this initiative.

External Engagement

- This year we continued to provide information sessions for Assisted School Travel staff. This was delivered in a social setting for collaborative dialogues.
- We established partnerships with new Universities with respect to PEX Hub
- We strengthened connections with the local AECG., engaging via emails.
- The strategies and information sessions we devised were enablers in the engagement process; strengthening partnerships with Universities afforded us new pre-service teacher placements from which the school benefited.
- Due to critical staff absences, there was a lapse of staff attending AECG meetings. PEX Hub has additionally presented with challenges in administration where key personnel are unable to meet this commitment. Withdrawal from the PEX Hub program is identified as imminent.
- The survey indicates that families feel connected with the class teachers to have clear communication and to see their child's progress in class. Having the weekly interaction encourages the collaborative approach for the students between home and school.

In 2023, in this initiative, we will continue to build on engagement practices.

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
Community Engagement Teachers lead PLC team discussions leading to progress measures within	100% of families who responded to a survey around the use of the SeeSaw platform were supportive of its use and felt it positively impacted their relationship with Karonga School.

their strategic direction. Further develop processes and practices to engage, consult and support families and carers through direct communication and information/ support workshops.

Partnerships with external stakeholders are further developed through strategically planned collaborative consultation

- Consultation with AECG
- Continue annual support workshops with ASTP drivers and TSO's
- Review and revise PEX HUB status in engagement with Universities

- Two different staff members attended monthly AECG meetings via zoom.
- Termly afternoon themed workshops were well attended by Drivers and TSO's ranging in number from 3 to 12 personnel.
- The PEX HUB conference was a significant event facilitated by Karonga staff. Ninety Nine SSP's were approached to attend the conference with an attendance of 48 -reflecting 30 SSP schools.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$13,325.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Karonga 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"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support [name] program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: improved capacity of teachers to support learning through undertaking professional development in the 4 Blocks program.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the literacy and numeracy mentor (newly appointed APCI) to support our trajectory towards achieving targets and supporting out students with the 4 Blocks Program.</p>
<p>Aboriginal background</p> <p>\$1,839.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karonga 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"> • External Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: a practical/ functional sharing of Aboriginal resources through the learning centre at Field of Mars, where students could engage first-hand with quality materials and artefacts to support learning.</p> <p>After evaluation, the next steps to support our students will be: to utilise the APCI (Assistant Principal Curriculum Instructor) position to develop and deliver differentiated and personalised story-time support to be more inclusive for our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$29,084.47</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Karonga 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"> • Use of data to inform practice <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 intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$29,084.47</p>	<p>The allocation of this funding has resulted in the following impact: provision of intensive support for students identified in beginning and emerging phase of language and communication acquisition through the engagement of additional staffing</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of emerging language learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Professional learning</p> <p>\$28,424.72</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 Karonga 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"> • Internal Engagement • External Engagement • Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results., and improved focus of communication throughout the school.</p> <p>After evaluation, the next steps to support our students will be: to continue to implement personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$5,624.56</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Karonga School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: improved staff capacity in teaching literacy and numeracy updated reading resources that meet the needs of students increased staff efficacy through teacher release to engage staff in 4 Blocks and SWANs</p> <p>After evaluation, the next steps to support our students will be: to ensure teacher release to present home reading workshops for parents to increase participation in the home reading program.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Karonga</p>

<p>\$20,570.86</p>	<p>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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. teachers implement learning intentions, success criteria and have a strong focus on formative assessment. Teachers embedded evidence-based, high impact teaching strategies within their classroom practice. teachers differentiating lessons according to students' needs</p> <p>After evaluation, the next steps to support our students will be: to employ a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$25,960.00</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"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employment of teachers/educators to deliver small group tuition • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in the following impact: improved teacher capacity to embed evidence-based literacy and numeracy programs and data driven practices through the employment of interventionist. the majority of the students in the program achieving significant progress towards their personal learning goals. school learning and support processes revised and regular monitoring of students will be undertaken as they transition back into classrooms.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$47,331.96</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Karonga 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"> • Use of data to inform practice • Internal Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Per capita \$47,331.96</p>	<ul style="list-style-type: none"> • Professional learning around the use and implementation of 4 blocks • APCI employed and active in classrooms to support implementation of 4 blocks and management of data generated <p>The allocation of this funding has resulted in the following impact: employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the specific learning needs of identified students</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>SSP quality teaching support \$96,712.47</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Karonga 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"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the creation of high-quality teaching and learning programs • release time for staff to support teacher mentoring • employment of staff to improve the communication between the school and external stakeholders • employment of external support services • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: an improvement in authentic classroom engagement leading to an increase in positive learning engagement.</p> <p>After evaluation, the next steps to support our students will be: to engage a speech therapist to further support the development of communication skills, particularly in support of self-regulation.</p>
<p>SSP supplementary funding \$437,979.02</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Karonga 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"> • Collaboration • Technology • Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in professional learning. / release time for staff to supervise excursions • employment of additional staff to support in the creation of high-quality teaching and learning programs • release time for staff to support teacher mentoring • employment of staff to improve the communication between the school and external stakeholders • additional staffing to improve curriculum implementation • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • executive release to ensure all students benefit from high quality teaching

<p>SSP supplementary funding</p> <p>\$437,979.02</p>	<p>and learning practices that best meet the full range of their individual needs.</p> <p>The allocation of this funding has resulted in the following impact: executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. engagement of dedicated specialists to address areas of specific student need.</p> <p>After evaluation, the next steps to support our students will be: to continue building student engagement through team teaching and mentoring opportunities provided by our Learning Support Teacher and Occupational Therapist/ Behaviour Specialist. to support student engagement, communication, regulation and behaviour through the employment of additional School Learning Support Officers; to enhance home/school communication, complex case management and improved monitoring.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	53	57	60	61
Girls	27	23	22	26

All students who attend Karonga school are assisted to school by parents or by using the Assisted School Travel Program. Students are not able to independently travel to or from school. Absence from school therefore, is not only with parental knowledge, but students will be in the care of families or carers for specific- often health-related reasons.

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

The 5 students exiting Karonga School in Y12, all did so to access community programs

Year 12 students undertaking vocational or trade training

All students transitioning from Karonga School in Year 12, do so to access community participation programs. They are supported during their final year with transition meetings personalised to their needs, with an on-site expo to share information about different service providers, and with digital sharing of resources. On-site work experience is personalised for all students, with off-site work experience where possible or appropriate (Covid dependent).

Once parents have identified a service provider/s for their son or daughter, visits can be facilitated by school staff to provide information and feedback to families. This tailored opportunity is appreciated by parents as a 'test' situation for their decision-making.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	13.24
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	17.82
Other Positions	0.2

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	631,311
Revenue	5,763,748
Appropriation	5,541,177
Grants and contributions	216,182
Investment income	6,389
Expenses	-4,898,969
Employee related	-4,292,461
Operating expenses	-606,508
Surplus / deficit for the year	864,779
Closing Balance	1,496,089

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	44,249
Equity - Aboriginal	1,840
Equity - Socio-economic	13,325
Equity - Language	29,084
Equity - Disability	0
Base Total	4,078,116
Base - Per Capita	47,332
Base - Location	0
Base - Other	4,030,785
Other Total	1,018,800
Grand Total	5,141,166

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

The Tell Them From Me Survey failed to capture the threshold number of responses to make the data statistically significant. Parents reported that there was a disconnect between the questions asked and their appropriateness to a special needs setting. Although Karonga generated 2 personalised 'questions' / response opportunities, families became disengaged with the preceding mainstream-orientated survey and failed to complete the feedback.

Students are unable to provide feedback around their 'satisfaction' with the school, due to limited or developing communication skills. The majority of students are determined/ considered to be non-verbal.

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.