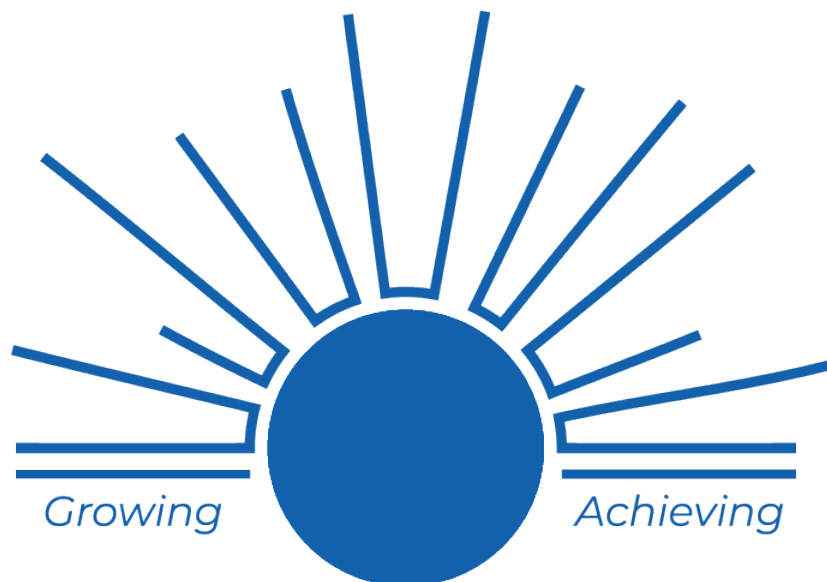


2022 Annual Report

Kalinda School



Kalinda School

5699

Introduction

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

Kalinda School

Merrigal St

Griffith, 2680

<https://kalinda-s.schools.nsw.gov.au>

kalinda-s.school@det.nsw.edu.au

6962 3271

School vision

Kalinda School is committed to empowering and challenging students through inclusive, innovative, stimulating and personalised learning where students achieve their full potential as valued and productive citizens within society.

School context

Kalinda School for Specific Purposes (SSP), located in Griffith, supports students with additional needs. Our school supports students from Kindergarten to Year 12 with moderate to severe intellectual disability, and/or Autism. Students may have a secondary disability which could include sensory needs, vision or hearing impairment, physical impairments, complex mental health needs and behaviours. Students are referred to Kalinda School through a Regional Placement Panel. The school is well resourced with a purpose built facility. These facilities include; a heavy work space, low stimulus sensory space, library, outdoor kitchen and learning space, yarning circle, student kitchen, newly built inclusive playground and a hydrotherapy pool.

The staff is committed to delivering high-quality education for all students. Of the student enrolment, 29% of students identify as Aboriginal and more than 80% of students require significant communication and/or language support. The school assists parents and carers in the educational planning process through Personalised Learning and Support Plans (PLSPs), along with the development of the emotional and social wellbeing of their child to support successful transitions throughout their schooling and beyond.

The school focuses on developing communication, literacy, numeracy and life skills we are further developing and refining the use of additional internal data sources to guide staff, students and parents. We are committed to ensuring that student families are invited to share in the educational opportunities presented to their children.

The introduction of a wider range of assessment methods is a major focus supported by ensuring the availability and accessibility of a robust, centralised data collection system. The overall aim is to ensure that more effective level of differentiated and individualised learning is available for our students.

A review of all wellbeing programs including Positive Behaviour for Learning (PBL), which is deeply embedded in our school, is regularly undertaken with enhancements implemented as required. Staff have undertaken further professional learning in PBL to support our Tier 2 and Tier 3 students. The school has a whole school approach to regulation and uses Zones of Regulation to support student and staff learning in this area. This program has been implemented across the whole school.

Personalised Learning and Support Plan (PLSP) goals are set with family contributions and external stakeholder input for the individual learning goals. Ongoing reviews of the quality, use and information in the PLSPs ensure they inform learning and improve wellbeing.

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

Purpose

Students have strong foundations in Literacy, Communication and Numeracy where they are continually challenged to learn and improve. A school culture that promotes and values the sharing of ideas and advice in professional and highly supportive ways.

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 Informed Practices for Personalised Learning
- Quality Teaching Practices

Resources allocated to this strategic direction

SSP quality teaching support: \$45,401.90

Professional learning: \$9,000.00

Aboriginal background: \$14,000.00

English language proficiency: \$4,222.18

SSP supplementary funding: \$65,000.00

AP Curriculum & Instruction: \$30,114.20

Summary of progress

Data Informed Practices for Personalised Learning

In 2022 the school continued to take part in the Assessment for Complex Learners (AfCL) trial. The staff were supported by professional learning targeted to the AfCL tools ensuring the data was collected with integrity. Staff assessed all students with the tool twice in 2022 and executive staff began to analyse the data provided. As a result student progress could be measured and recorded. Continued implementation and analysis of this tool will provide evidence to determine whether or not this is an effective tool that can be continued to be used to assess student progress that is specific to the complexities of the students.

Students With Additional Needs (SWANs) was also used to assess student progress biannually. Analysis regarding the effectiveness of the assessment for all students is ongoing. Taking into consideration that this tool may be used in the future for a specified group of students (high support needs) only rather than a one size fits all. Both assessments have provided the school with data that can be used to show progress over time, something the school has not had that suits students with significant special needs previously. In some instances staff turn over prevented timely implementation of the tool for some classes resulting in skewed data of progress. In 2023 the school will continue to collate the assessment data biannually and begin to analyse the data deeper to evaluate the effectiveness of the tools. The results will inform if the AfCL and SWANs tools become a part of the whole school assessment schedule. The school will continue to investigate further NSW Department of Education assessment tools that may be applicable and effective for students with complex learning needs.

In 2022 the school has continued to co-develop student Personalised Learning and Support Plans (PLSPs) with parents via Sentral. Executive staff have delivered professional learning to teachers addressing quality goal development and teachers were surveyed and asked to provide feedback in relation to current PLSP process. Feedback was also gained from some parents in response to this process. Executive staff analysed the survey results and triangulated this with parent feedback to draft a new PLSP document for 2023.

In 2023 further feedback will be sought from the school's parents in response to the reviewed PLSP process. Executive staff will continue to develop programming support and parent information in response to the effective formation and implementation of student PLSPs.

Quality teaching practices

In 2022 the school began to collaborate more widely with SSPs across NSW. This collaboration with the support from the Director Educational Leadership and Assets Management Unit (AMU) led to the successful reopening on the school's hydrotherapy pool. The reopening of the hydrotherapy pool has proven to be extremely beneficial with every student accessing it each week. The hydrotherapy pool is used as a tool to support regulation, teach water safety and provide hydrotherapy to the students. Ultimately resulting in improved student health and wellbeing and ability to access the curriculum.

In 2023 the school will continue to collaborate with SSPs across NSW to broaden knowledge on school wide processes and innovation in a complex and unique setting like Kalinda School.

In 2022 Kalinda School began preparing for the implementation of the new K-2 English and Mathematics syllabus. Professional learning was conducted to familiarise staff with the changes and time was provided for staff to learn about the new documents and utilise the online resources provided by the NSW Department of Education. Although additional time was allocated in Term 4 of 2022 this was not always able to occur due to staff shortages. Despite these barriers staff have a basic knowledge and the support to begin using the new syllabus documents in 2023.

In 2023 the school will continue to schedule additional release from face to face time to support staff with their planning for the new syllabus implementation and build on their knowledge in this area. Staff will continue to be supported by executive staff through ongoing professional learning and mentoring.

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>Increase the percentage of students, from 2021 results, who achieve their personalised goals in the areas of Literacy, Communication and Numeracy as outlined in their PLSP as measured using a range of assessments including SWANs and plotted against the Goal Attainment Scales (GAS).</p>	<p>The 2021-2022 SWANs progress data indicates 85% of students Literacy skills grew. The data for Numeracy indicates 86% of students demonstrated growth in Numeracy and in Communication 53% of students demonstrated growth or consistency in ability.</p>
<p>All staff to participate in a range of surveys including, People Matter Survey and other school based surveys.</p> <p>Increase the positive responses in the areas of collaborative practices, professional dialogue and staff wellbeing by 10% or above on 2021 survey results.</p>	<p>In 2022 79% of staff took part in the People Matter Survey. The 2022 People Matter Survey results indicate an overall increase of 17% in teamwork and collaboration including 79 % of staff feeling that they can speak up and share a different view to others, this is an increase of 4%. Although there were positive results with an increase in staff general wellbeing of 24%, 53% of staff had an unfavourable response to feeling burned out by their work.</p>



Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to whole school wellbeing processes that support high levels of wellbeing and engagement so that our students develop strong positive relationships and develop skills to be capable, positive, self-disciplined valued citizens.

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.

- A culture of student support

Resources allocated to this strategic direction

QTSS release: \$12,066.71

SSP supplementary funding: \$145,399.30

Socio-economic background: \$51,276.14

Professional learning: \$3,915.59

Aboriginal background: \$14,921.20

Location: \$8,889.56

Per capita: \$16,904.27

Summary of progress

A culture of student support

2022 saw Kalinda School branch out further with inclusion opportunities for the students. Students participated alongside their mainstream peers at cross country events, athletics carnivals and many cultural and creative arts events. Relationships with the NSW Department of Education's Learning and Wellbeing Team for this area were strengthened due to discussion and collaboration about best practice for transitioning students with disability.

In 2023 the school aims to have all students, whose families choose it, to be registered with their relevant affiliation to be able to participate authentically in athletics and swimming events in categories specific to their individual abilities. The school will continue to work with mainstream schools to provide opportunities for our students and their peers to learn together. The school will continue to strengthen the transition to school and post school processes by collaborating with external providers and NSW Department of Education teams to achieve more success in this area.

In 2022 Kalinda School continues to focus on regulation. All teaching and learning programs reflected this with evidence of teaching the Zones of Regulation evident across all teaching and learning programs. A shift in mindset across the school is developing where staff are approaching behaviours through the lens of regulation and supporting students accordingly. The school continued to seek the regular advice and support from a Behaviour Specialist and Occupational Therapist. The therapists visits proved highly successful providing staff with the opportunity to problem solve strategies and receive feedback on teaching strategies to support their students. This support has seen a reduction in highly unregulated states for the students as all staff are more competent in supporting regulation sooner due to being able to detect the rise earlier.

As a result of staff shortages our Positive Behaviour for Learning (PBL) Team and ability to implement interventions was reduced. Although less time was spent in this space it was encouraging to see that the PBL strategies were strong as many of the processes continued without the driving force. In 2022 the school continued to research innovative therapies for student regulation to support student access to the curriculum. Beginning professional development was provided to a staff member in art therapy, with the aim to build on this in the future. The school also secured the support from a breeder and dog trainer and the procedures were developed for the introduction of a school support dog in 2023.

In 2023 Zones of Regulation and Positive Behaviour for Learning will continue to be the way forward when managing student behaviour. Staffing plans have been put in place to enable the school to reallocate executive to leading this initiative. The school will continue to employ a dedicated Behaviour Specialist and Occupational Therapist with the purpose of upskilling staff in the area of regulation. Through collaboration with other SSPs the school will continue to research innovative therapies that could further support the students in this area. Trauma training will be delivered through professional learning to all staff to further build their capacity to support students from trauma affected backgrounds and to support the staff through traumatic scenarios that may occur.

In 2022 Kalinda School's emergency procedures received a review and as a result of the review new procedures were

put in place streamlining our processes which provided clarity and ease of use. Staff feel more confident in an emergency due to the clearer processes put in place.

In 2023 an executive member will be allocated to driving the continued improvement of the school's processes in this area, broadening the concept to other healthcare and work health and safety areas within the school such as changing and toileting and administration of medication and communicating this to staff.

2022 saw Kalinda School begin to evaluate the school's current processes in regard to attendance. Executive staff spent time exploring the Attendance Matters resources provided by the NSW Department of Education in preparation for ongoing evaluation and planning in this area. More work needs to be done in this area and the evaluation of the school's procedures will continue into 2023. On completion of the evaluation, including seeking input from the community, the school will draft some procedures for effectively monitoring attendance.

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>Students who attend less than 90% of time at school to have individual attendance goals within their Personalised Learning and Support Plans.</p> <p>Decrease the percentage of partial absences by 10% or above from 2021 results.</p>	<p>In 2022 attendance was addressed and discussed with the parents and/or carers at Personalised Learning Support Plan (PLSP) meetings but not recorded as a goal.</p> <p>In 2022 partial absences decreased from 356 day in total for 2021 to 301 days in total in 2022. In 2021 24 students accessed partial days and in 2022 28 students accessed partial days. This means the average partial days from 2021 (14.8%) to 2022 (10.75%) has decreased by approximately 4%.</p>
<p>80% or more of staff consistently and accurately enter student incident reports in Sentral.</p> <p>A reduction in the number of students who are receiving Tier 2 and Tier 3 interventions from 2021 results.</p>	<p>As recorded in the annual reflections progress in this area slowed significantly due to staffing difficulties. The data available is not an accurate representation of staff reporting or student interventions.</p>



Staff professional learning in hydrotherapy pool

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$51,276.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kalinda 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"> • A culture of student support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through art therapy to support student learning • Employment of external providers (Occupational Therapist and Behaviour Specialist) to support students with additional learning needs • Employment of an additional teacher to work as a part time communication mentor across the school <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students have increased their capacity to regulate behaviour leading to an increase amount of time students are able to access the curriculum whilst in a regulated state - All students have demonstrated a major lift in their capacity to communicate both verbally and non verbally - 100% of student have regular onsite access to external agencies and therapists and supports such as behaviour specialist, occupational therapist, swimming instruction resulting in improved regulation and access to curriculum <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to upskill staff on regulation strategies to support them to deal with student related trauma - Investigate other communication devices to broaden the school's toolkit of support for communication - Investigate innovative therapy options to support student regulation and access to the curriculum
<p>Aboriginal background</p> <p>\$28,921.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kalinda 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"> • Data Informed Practices for Personalised Learning • A culture of student support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff (SLSO) to support Aboriginal students • Staff released to support the development and implementation of Personalised Learning Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of Aboriginal and Torres Strait Islander families have regular verbal communication with the school in relation to access to mental health providers and other external agencies and therapists - Facilitation of meetings to attend and access medical appointments for Aboriginal and Torres Strait Islander students and their families as an additional support and as a means to build independence and confidence <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background</p> <p>\$28,921.20</p>	<ul style="list-style-type: none"> - Foster strategies for families to independently access specialist support for their children - Continue to engage staff to support the wellbeing needs of our Aboriginal and Torres Strait Islander families and contribute to the planning for goals within Personalised Learning and Support Plans (PLSPs)
<p>English language proficiency</p> <p>\$4,222.18</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kalinda School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices for Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Establish a core practice for supporting students learning English as an Additional Language or Dialect • Assist parents to communicate effectively with support from within the school community <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - EAL/D students are more confident and prepared to take risks with their language use and communication - Authentic PLSP goals have been written collaboratively with staff, families and students with all parties being able to contribute effectively <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - A Wiradjuri language program will be drafted for trial implementation across the school in consultation with the AECG and the Kalinda School ASLSO. - Researching and providing access to a variety of communication strategies
<p>Location</p> <p>\$8,889.56</p>	<p>The location funding allocation is provided to Kalinda School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A culture of student support <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions enabling all students to participate <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Enabled students to access the community on a regular basis offering opportunities to practice life skills - Increased awareness and empathy from the wider community in relation to inclusion and disability <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> -To continue to offer community access opportunities and to investigate other options for authentic inclusion in order to increase student community participation, community awareness and decrease disability bias
<p>Professional learning</p> <p>\$12,915.59</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 Kalinda School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices for Personalised Learning • A culture of student support <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$12,915.59</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Engaging a teacher to lead evidence-based approaches (AfCL and SWANs) to assess students with additional needs • Engage an occupational therapist to provide professional knowledge to all staff on the science underpinning behaviour <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Increased capacity of all teachers to embed effective assessment practices across the school - Provided all staff with basic knowledge that underpins behaviour - The school has seen an overall decrease in negative behaviours <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Provide professional learning on data literacy to drive student learning and teaching programs - Engage regular Occupational Therapist (monthly) and Behaviour Specialist (fortnightly) to support staff within the classroom through lesson observation and provide verbal and written feedback - Teaching programs will cater for individual learning needs as a result of the feedback from specialists
<p>QTSS release</p> <p>\$12,066.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kalinda 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"> • A culture of student support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff released to review and refine whole school policies and process regarding emergency procedures and management and student health care plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - A whole school template for student health care plans (epilepsy) was developed and displayed for all staff for clarity and easy access to support students effectively and confidently in a medical emergency. This resulted in very clear structures and processes for individual students and their medical needs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - In 2023 the same template will be used for all medical conditions that require an emergency response and further professional learning will be provided for all staff for sustainability and continuity - Plans will be strategically placed in classrooms for quick access and planning for the review of the procedures will be drafted - An Assisted Principal will be released off class one day a week for administrative duties including tracking of medication and developing new plans including the development of school wide changing and toileting protocols
<p>COVID ILSP</p> <p>\$17,307.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of a communication teacher to deliver small group tuition

<p>COVID ILSP</p> <p>\$17,307.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The majority of the students in the program achieved significant progress towards their personal learning goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - To continue the implementation of small group tuition focusing on communication using data sources to identify specific student need.
<p>SSP supplementary funding</p> <p>\$210,399.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kalinda School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices for Personalised Learning • Quality Teaching Practices • A culture of student support <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 • Employment of Assistant Principal to support in the creation of high-quality teaching and learning programs • Release time for staff to support teacher mentoring • Employment of external support services including the engagement of dedicated specialists to address areas of specific student need • Additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • Executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - All school resources are fully operational including the hydrotherapy pool, this has included the development of policies and procedures, working with AMU and the certification of Royal Life Saving qualifications for 70% of staff as swimming instructors. The impact of this is that every child has access to hydrotherapy, water safety and regulation sessions onsite on a daily basis with qualified instructors. - The PLSP process was reviewed and a new procedure has been developed for implementation in 2023 making the process more meaningful, authentic and student growth trackable. - A whole school template for student health care plans (epilepsy) was developed and displayed for all staff for clarity and easy access to support students effectively and confidently in a medical emergency. This resulted in very clear structures and processes for individual students and their medical needs - Due to staffing difficulties the teachers driving the ZoR/PBL teams were placed on class with limited ability to continue to drive and lead the programs. This resulted in minimal progress in this area and case management for Tier 2 and Tier 3 students was significantly impacted as a result of teacher shortages - Trauma informed practice professional learning was not rolled out to the whole staff. As a result this will not begin to be implemented until 2023 - 100% of students have regular onsite access to external agencies and supports such as behaviour specialist, occupational therapist and swimming instruction - Higher levels of success for students transitioning to and post school as a result of earlier introduction and implementation of transition programs <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Investigate opportunities for a school wide scope and sequence/continuum of learning for swimming using a stepped approach - Draft PLSP process will be evaluated and amended accordingly for continued implementation - An Assistant Principal will be released off class one day a week for administrative duties including tracking of medication and the development of new plans including the development of school wide changing and toileting protocols

SSP supplementary funding

\$210,399.30

- An Assistant Principal will be released to re-engage the ZoR/PBL teams to further strengthen the knowledge and implementation of the ZoR/PBL cycle and associated strategies
- Trauma informed professional learning will be provided to all staff broadening staff knowledge in this area
- Continue to invite external agencies and providers to support students, families and staff onsite
- Individualised transition processes will be strengthened by effective collaboration with all stakeholders



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	26	22	20	23
Girls	5	7	10	12

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	3.69
Teacher Librarian	0.2
School Administration and Support Staff	7.21

*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	17,850
Revenue	2,164,997
Appropriation	2,148,722
Sale of Goods and Services	220
Grants and contributions	15,783
Investment income	273
Expenses	-2,131,366
Employee related	-1,869,344
Operating expenses	-262,022
Surplus / deficit for the year	33,631
Closing Balance	51,481

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	84,420
Equity - Aboriginal	28,921
Equity - Socio-economic	51,276
Equity - Language	4,222
Equity - Disability	0
Base Total	1,600,249
Base - Per Capita	16,904
Base - Location	8,890
Base - Other	1,574,455
Other Total	320,128
Grand Total	2,004,796

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

In 2022 students, their families and staff were surveyed regarding their satisfaction.

Each student was supported to respond to the questions, in total we achieved 22 responses from 32 students across the school. Below are the questions that were asked:

1. I feel safe at school
2. I have friends at school
3. I like to come to school
4. I like my school

From the students' responses 100% of students said they felt safe at school and 100% of the male students at school said they have friends at school. In response to the questions relating to school friendships four female primary students responded no to having friends at school. 19 of the 22 responses were favourable for school attendance with three female students saying they did not like to come to school. 21 students said they like their school.

Kalinda School had 96% of families participate in the 2022 parent/carer satisfaction survey. Each family was contacted via phone to answer the following questions:

1. Is your child happy to come to school?
2. Do you feel welcome at Kalinda School?
3. Which forms of communication do you prefer?
4. Is there anything else you would like to add regarding your overall satisfaction?

In response to the questions 100% of families said that their child was happy to come to school, 96% of families said they felt welcome at the school with 4% saying sometimes. The preferred method of communication is via phone call and the newsletter and email came in at a tie as the second most preferred method of communication. Finally, comments made in response to having anything further to add in relation to overall satisfaction were positive and included:

- highly recommend school for children with special needs",
- great school, no issues with anything",
- overall really good school a lot of support for child and parent",
- really happy with how everything is run at the school",
- Kalinda offers a wonderful service not only academically but overall well being of the child, staff are exceptional",
- have done wonders with child at Kalinda, very happy" and
- Kalinda has helped my child immensely

Staff were surveyed using the People Matter survey and Kalinda School had a 79% response rate to this survey.

The response from the People Matter survey showed that

- 100% of staff were comfortable notifying their manager if they became aware of any risks,
- 95% of staff understand what is expected of them to do their job well and
- 95% said that their job gives them a feeling of personal accomplishment.
- 95% of staff are confident in the decisions their manager makes and 89% of staff feel like they are supported to work flexibly as a part of their team.



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.