

2022 Annual Report

Budawang School



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Introduction

The Annual Report for 2022 is provided to the community of Budawang 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 Budawang School, every student is known, valued and cared for. A culture of high expectations for our students drives quality teaching and learning programs. Through positive, engaging and relevant learning experiences, our students develop the skills they need to transition to a rewarding life in their community.

The school community is student centered, future focused and works collaboratively to embrace innovation to ensure positive growth and student improvement (attainment).

School context

Budawang School is located in Ulladulla on the South Coast approximately 3 hours from Sydney. The school provides educational programs for students from K-12 with an intellectual disability in the moderate to severe range, often with additional co-morbid disabilities. The school currently has five classes, with a total enrolment of 31 students. All students have individualised learning and support plans that are designed in consultation with parents and support agencies.

Budawang School offers opportunities for therapy support, integration and transition to post-school life. School priorities include literacy, numeracy, student wellbeing programs, independent living skills, assistive and supportive technology and communication.

Budawang has 20% of students who identify as Aboriginal.

Our areas of focus for the next four years are improvement in student outcomes through quality teaching and tracking of student progress through assessment.

And a planned approach for wellbeing and growing wellbeing and professional practice.

In 2023, Budawang will relocate to new purpose built facility in the neighboring township of Milton. The school will expand to seven classes, including state of the art facilities such as a hydrotherapy pool, passive and active sensory rooms, life skills and a horticulture area.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy, numeracy and social skills, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Student Assessment and Tracking
- Improved Student Outcomes through Quality Teaching practices and learning programs

Resources allocated to this strategic direction

Data Days: \$22,984.00

Socio-economic background: \$20,837.00

Aboriginal background: \$4,166.50

SSP quality teaching support: \$5,918.00

QTSS release: \$7,297.50

SSP supplementary funding: \$46,255.00

Spiral: \$20,539.00

Professional learning: \$5,736.16

Literacy and numeracy: \$2,382.97

Summary of progress

Student Assessment and Tracking.

Our focus this year was to embed the Goal Attainment Scales and to build teacher capacity to accurately plan for and measure student progress. Teacher's participated in professional learning on SMART goals and this was further supported by teacher workshops promoting collegial feedback and support. A new online template in Sentral was developed to support our Personalised Learning and Support Plans (PLSP) incorporating our Goal Attainment Scales (GAS). The Teachers were enthusiastic during the workshops and asked for more time to work collaboratively together on improving their capacity to write effective individual student goals. Student achievement against their goals was collected each semester and reviewed by Teachers and executive staff.

As a result of this work there is a school wide process to track accurate student progress data. This has also promoted teacher's to review the goals at end of each semester and make appropriate changes to ensure student improvement. This process has built the teachers capacity to regularly assess and record student achievement data.

Improved Students Outcomes through Quality Teaching Practices and Learning Programs

The Passport for Learning trial was the main focus this year to improve teacher capacity to consistently assess and plan for individual learning across the school. Teachers completed the training provided by The Centre for Education Statistics and Evaluation (CESE)- Passport for Learning Team). Teachers then attend workshops throughout the year to assess all students using the tool. This information was then used to inform teaching strategies used in Personalised Learning and Support Plans and class programming.

The Teachers were excited about having access to a standardised assessment that could be used for all students with a moderate to severe intellectual disability. The teachers were actively engaged in the workshops and contributed to each others understanding of the implementation of The Passport for Learning.

The Passport for Learning has provided the school and staff with a common language and understanding about student skills and abilities and how to choose appropriate teaching and learning strategies. The Passport for Learning is beginning to inform student Goal Attainment Scales - which is ensuring that goals are data informed.

In addition to The Passport for Learning, groups of staff have targeted two areas of improvement across the school. Theses focus groups- Spirals, have worked on developing:

- Scope and Sequences for K-12 in Science, Geography and History
- K-12 Reporting.

The Impact is that for 2023 the school has an updated Scope and Sequence for consistent planning and programming across the school and an updated reporting system in Sentral in line with the new Goal Attainment Scales.

Next Steps:

- Adjustments to the PLSP Template in Sentral and PL for new staff on SD Term 1.
- Expectation that all students GAS and strategies are informed by the Passport for Learning - All students have a CRES and FLOWS.
- Assessment and GAS will be set up by teachers at the end of term 4 - based off term 4's assessment and reporting cycle- ready for implementation with new Teacher for term 1.
- Learning intentions and success criteria are used in programming- to inform the new reporting template.

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
<ul style="list-style-type: none"> • All teachers will use Sentral to track student improvement in literacy. • All student PLSP goals are written as smart goals. • Revised PLSP's are being used by all Teachers. 	<ul style="list-style-type: none"> • 100% of students have a literacy goal in their Personalised Learning Support Plan in Sentral. • 79% of semester 1 goals meet all the criteria for SMART goals an increase from 54% from the same time last year. • All student Personalised Learning and Support Plans are in the new format on Sentral.
<ul style="list-style-type: none"> • All Teachers have engaged in Professional Learning to review the Planning/Programming/Implementation phases of the Teaching and Learning Cycle and class programs show evidence of implementation of the assessment and Planning phases. • We have completed scope and sequences for English and Mathematics. 	<ul style="list-style-type: none"> • All teachers have engaged with the Passport for Learning professional learning and workshops. • All students have been assessed using the Passport for Learning Assessment Tool. • 50% student goals have been informed by the Passport for Learning Assessment. • School wide scope and sequence for Geography, History and Science commencing in 2023. • Updated School Report in Sentral for use in 2023.

Strategic Direction 2: Student Wellbeing

Purpose

There will be a planned approach to developing whole school wellbeing processes and practices to support high levels of wellbeing, regulation and engagement, which ensures that all our students are able to connect, succeed and thrive.

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 planned approach for Wellbeing (Systems and Processes)
- Growing Wellbeing Professional Practice

Resources allocated to this strategic direction

Socio-economic background: \$20,837.00

Aboriginal background: \$4,166.50

SSP quality teaching support: \$9,201.44

QTSS release: \$7,297.50

SSP supplementary funding: \$156,258.00

Professional learning: \$8,280.36

Location: \$1,800.00

Summary of progress

A Planned Approach to Wellbeing (Systems and Processes)

Our focus for this year was to continue the systems and practices that were implemented in 2021 to improve student wellbeing in the school. The Assistant Principal Wellbeing continued to coordinate resources and wellbeing programs within the school. This included targeted support including Speech Pathologist, Occupational Therapist and Learning and Wellbeing Team. The therapists developed Sensory and Communication profiles for all our students including effective strategies. Regular Learning and Wellbeing meetings are well attended by staff and allowed a team approach to problem solving student challenges. Extra School Learning and Support officers were employed to further support student wellbeing and health in the classrooms. All Personalised Learning and Support Plan templates have been developed in Sentral to be implemented in 2023. A team has been formulated to address the learning needs of our First Nations students, and to foster links between the school and the community to facilitate the embedding of First Nations perspectives in class programs.

As a result Budawang School has a planned approach to student wellbeing that is now documented as a school wellbeing framework including attendance procedures. This formalised framework has facilitated an improvement in staff capacity to consistently manage student wellbeing. The frequency and intensity of major student behaviour incidents has decreased.

Growing Wellbeing Professional Practice.

This year Professional Learning for staff has included:

- All new staff participated in online training around sensory processing and regulation - "Traffic Jam in My Brain".
- Identified teachers attended "The Berry Street Education Model Trauma Informed Practice" training during Term 4.
- Assistant Principal completed Professional Development in Functional Behaviour Assessment.

As a result of this professional development Functional Behaviour Assessments can now be used as a tool for analysing and planning for challenging behaviours.

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
•	• Using the School Excellence Framework, in the areas of "Caring for

<p>The themes of a "Individual Learning Needs" and "Caring for Students" within the Wellbeing element of the School Excellence Framework are assessed at Sustaining and Growing.</p> <ul style="list-style-type: none"> • All Teachers are trained in wellbeing data analysis. • "Set up" Sentral for Wellbeing including student support plans and behaviour/wellbeing data. 	<p>students" and "Individual Learning needs" we are now assessed at Excelling.</p> <ul style="list-style-type: none"> • Wellbeing data is analysed by the Assistant Principal -Wellbeing and discussed regularly at the Learning and Wellbeing Team meetings. This data is used to inform decision making and resource allocation. It is not yet analysed by individual teachers. • All individual student plans are now accessible in Sentral.
<ul style="list-style-type: none"> • All staff refer to and engage with trauma Informed practices. • 50% of PLSP wellbeing goals will be achieved annually. • 50% of PLSP cultural goals will be achieved annually. • 25% decrease in incidence of major physical aggression. 	<ul style="list-style-type: none"> • A delay in the Trauma informed practice training has meant that this will be completed as a staff development day early in 2023. • 73% of all PLSP goals were met in Semester 2 • 100% of PLSP cultural goals were met in Semester 2 • 20% of all reported behaviours were for major physical type behaviours in Term 3, 2022. This is an 8% improvement when compared to 28% from the same period in 2021.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$41,674.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Budawang 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"> • Student Assessment and Tracking • A planned approach for Wellbeing (Systems and Processes) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • release Assistant Principal to support targeted wellbeing program implementation. • release Assistant Principal to coordinate and track student learning progress. <p>The allocation of this funding has resulted in the following impact: Increased student wellbeing, with a focus on student regulation. Resulting in:</p> <ul style="list-style-type: none"> • reduction in negative behaviours • increased opportunities for students to be in the zone for learning. • increase in student engagement in learning activities. • increase in student progress and achievement towards their personalised goals (GAS). <p>After evaluation, the next steps to support our students will be: Use funds to continue to release Assistant Principal - Wellbeing to ensure support will impact an increased number of students across the school and focus on student attendance and case management.</p>
<p>Aboriginal background</p> <p>\$8,333.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Budawang 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"> • Student Assessment and Tracking • A planned approach for Wellbeing (Systems and Processes) <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning and Support Plans. • release Assistant Principal to support targeted wellbeing program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Reduction in negative behaviours. • Increased opportunities for students to be in the zone for learning. • Increase in student engagement in learning activities. <p>After evaluation, the next steps to support our students will be: Use funds to continue to release Assistant Principal - Wellbeing to ensure support will impact an increased number of students across the school and focus on student attendance and case management.</p>
<p>Location</p> <p>\$1,800.00</p>	<p>The location funding allocation is provided to Budawang School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$1,800.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A planned approach for Wellbeing (Systems and Processes) <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact: Students have access to technology - iPads and Apps to assist access to the curriculum and increase student engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to use funds for teaching and learning resources for our students.</p>
<p>Professional learning</p> <p>\$14,016.52</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 Budawang 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"> • Improved Student Outcomes through Quality Teaching practices and learning programs • A planned approach for Wellbeing (Systems and Processes) • Growing Wellbeing Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Providing additional support to relieve staff so that they can access further professional learning related to Assessment and programming using the Passport for Learning. • All staff attended the (SEPLA) Special Education and Leaders Association Conference. • Some staff attending The Berry Street Education Model - Trauma Informed Practice. <p>The allocation of this funding has resulted in the following impact: School wide assessment process has been trialed by teaching staff. All students have been profiled and assessed against the Passport for Learning. These assessments have informed the student goals for next year.</p> <p>After evaluation, the next steps to support our students will be: Embed the new knowledge and skills around the Passport for Learning, with all student goals informed by the assessment. Ensure new staff are trained in the whole school assessment tool.</p>
<p>Literacy and numeracy</p> <p>\$2,382.97</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Budawang 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"> • Improved Student Outcomes through Quality Teaching practices and learning programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy. • staff training and support in literacy and numeracy. • literacy and numeracy programs and resources, to support teaching, learning and assessment. • targeted professional learning to improve literacy and numeracy. • resources to support the quality teaching of literacy and numeracy. • teacher release to engage staff in The Passport for Learning.

<p>Literacy and numeracy</p> <p>\$2,382.97</p>	<p>The allocation of this funding has resulted in the following impact: Increase in student achievement of personalised numeracy and literacy goals.</p> <p>After evaluation, the next steps to support our students will be: Embed the The Passport for Learning to ensure that literacy and numeracy goals are developed using student assessment data and support the parents understanding.</p>
<p>QTSS release</p> <p>\$14,595.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Budawang 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"> • Student Assessment and Tracking • A planned approach for Wellbeing (Systems and Processes) <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principal's provided with additional release time to support classroom programs, build teacher capacity , monitor and track student progress and coordination of student wellbeing programs across the school. <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice and supporting the wellbeing needs of their students. Student progress and wellbeing data is collected and analysed regularly to inform areas of improvement across the school.</p> <p>After evaluation, the next steps to support our students will be: With the employment of an APC&I the wellbeing role and teaching/learning role will be allocated as focus areas of responsibility for each Assistant Principal in the school.</p>
<p>COVID ILSP</p> <p>\$28,385.00</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 teacher to teach each class during the ILSP time, allowing the classroom teacher to deliver the small 1:1 group tuition. • Providing targeted, explicit instruction for individual students in personalised literacy and numeracy Goal Attainment Scale (GAS Goals). • Development of resources and planning of small 1:1 group tuition. <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals. 45% of students achieving their literacy goal as captured in the Gain Attainment Scale individualised outcome measure. The majority of students improving engagement levels in their learning impacting upon whole class benefits with student regulation.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy 1:1 small group tuition using data sources to identify specific students needs. Continue frequent analysis of students progress of GAS goals related to both literacy and numeracy to inform teaching strategies.</p>

COVID ILSP \$28,385.00	Identify students to receive ILSP support based on need and also addressing equity, providing ILSP to students in the 2022 school year.
SSP supplementary funding \$209,485.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Budawang 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"> • Student Assessment and Tracking • Improved Student Outcomes through Quality Teaching practices and learning programs • A planned approach for Wellbeing (Systems and Processes) • Other funded activities <p>Overview of activities partially or fully funded with this site specific funding include:</p> <ul style="list-style-type: none"> • additional staffing to improve curriculum implementation. • release time for staff to support teacher mentoring. • 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. • engagement of Instructional Leader to support student growth and attainment outcomes. <p>The allocation of this funding has resulted in the following impact: Well coordinated student wellbeing program that has reduced significant behaviours of students and supports the complex support needs of our students. Whole school assessment and planning tool and goals systems that allows tracking of student progress each semester.</p> <p>After evaluation, the next steps to support our students will be: Continued teacher professional learning around analysing and using wellbeing (behaviour) data to inform programming and plans within the classroom team. Further develop and embed the use of sensory strategics tool (SST) and the student profiles developed by the OT and Speech through the Learning and Wellbeing meetings and the mentoring sessions with teachers. Build staff capacity to respond to student escalation, through the introduction of a process to critically reflect on practice following an incident, using the students Behaviour Escalation Plan and a reflection tool as a scaffold for discussion. Continue to embed The Passport for Learning across the school and use the tracking of student progress data to inform areas of improvement across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	24	27	25	27
Girls	8	6	6	5

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
Classroom Teacher(s)	3.71
Teacher Librarian	0.2
School Administration and Support Staff	6.61

*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	191,167
Revenue	2,072,117
Appropriation	2,049,576
Sale of Goods and Services	1,748
Grants and contributions	18,469
Investment income	2,324
Expenses	-1,996,831
Employee related	-1,849,000
Operating expenses	-147,831
Surplus / deficit for the year	75,287
Closing Balance	266,454

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	50,007
Equity - Aboriginal	8,333
Equity - Socio-economic	41,674
Equity - Language	0
Equity - Disability	0
Base Total	1,562,062
Base - Per Capita	16,904
Base - Location	1,813
Base - Other	1,543,345
Other Total	311,686
Grand Total	1,923,755

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

During Term 3, staff conducted a parent survey to gain feedback in order to review our end of semester student academic school reports. Parents commented that they liked the outcomes broken down into achievable goals for their students and that the P scales was an appropriate tool to measure their child's success. Reporting on attitudes to learning and Positive Behaviour for Learning expectations were areas that they would like to see reported on in the future. This feedback has been included in the new report template to be introduced in Semester 1 2023.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

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.