

# 2022 Annual Report

Induna School



# INDUNA SCHOOL

RESPECT • RESPONSIBILITY • PARTICIPATION

5756

# Introduction

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

---

Induna School

57 Swallow Rd

South Grafton, 2460

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

[induna-s.school@det.nsw.edu.au](mailto:induna-s.school@det.nsw.edu.au)

6643 0008

## School vision

Our vision is to promote student wellbeing by providing a positive, supportive and safe learning environment that fosters healthy relationships and empowers students to make informed life choices.

## School context

Induna School is a school for specific purposes which has a maximum enrolment of 42 students. Currently with an Induction class and 6 classes from years 7-12; this includes 75% Aboriginal students. Induna promotes Aboriginal culture and perspectives across the school community. The school works in partnership with Youth Justice and is located within the Acmena Youth Justice Centre in South Grafton.

A significant number of students have Special Education, Behavioural, Mental Health, Social and Emotional needs. All students have a Personal Learning Pathway (PLP) that aims to support them in completing a Record of School Achievement (ROSA), Higher School Certificate (HSC), Vocational Education & Training (VET), Technical and Further Studies (TAFE) or develop skills for future employment. The school has a committed executive and teaching staff focused on maximising learning outcomes which are reflective of best practice and align with the implementation of teacher accreditation and recent educational reforms. The core values of Respect, Responsibility and Participation are promoted across the whole Centre. The school receives equity funding to support students from Aboriginal and/or Torres Strait Islander and low socio-economic backgrounds. Literacy, Numeracy and Aboriginal Education are priority areas for the school community.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure that every student has strong foundations in literacy and numeracy through evidenced based effective classroom practice and aspirational student learning goals.

### 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.

- Effective Classroom Practice
- Building Staff Capacity

### Resources allocated to this strategic direction

**Socio-economic background:** \$50,882.52

**Professional learning:** \$10,000.00

**Location:** \$1,910.00

**Aboriginal background:** \$1,707.00

### Summary of progress

In 2022 staff at Induna School are utilizing the Essential Assessment tool to identify student needs, identifying gaps in learning and tailoring teaching programs to equitably meet the learning needs of all enrolled students. Professional learning has supported staff in self-reflection and through collaboration at teaching meetings. Staff have prioritized quick turnaround in establishing baseline data for student learning and using this to drive teaching programs. Impacting this process is frequently the changes in student enrolment. In addition, staffing shortages and COVID interruptions have had a significant negative influence on progress towards the School Excellence Framework element of Learning and Development.

In 2023 Induna School leadership will aspire to embed visible learning strategies throughout all teaching practices including the articulation of learning intentions and success criteria for all students across every key learning area. In anticipation of a full staffing recruitment for 2023 the leadership team will establish formal mentoring for all staff to build capacity across the school with a focus on effective feedback processes and 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
<ul style="list-style-type: none"><li>• All staff members will identify and develop quality teaching and learning strategies as part of the Performance and Development Plan process.</li><li>• All staff will be engaging in the use of Learning Intentions and Success Criteria in their everyday teaching practice.</li><li>• Use of quality teaching strategies across the school by teaching staff and students being able to articulate their learning.</li></ul>	Staff have been introduced to visible learning strategies however these quality teaching processes are yet to be embedded practice.
Develop and embed the practices of Delivering in the SEF element of Learning and Development.	Staff are working towards each of the themes within the School Excellence Framework of Learning and Development: collaborative practice and feedback, coaching and mentoring, professional learning and expertise and innovation.

## Strategic Direction 2: Wellbeing

### Purpose

To embed the implementation of the whole school wellbeing framework for staff and students to foster healthy relationships, resilience and the importance of becoming successful lifelong learners

### 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.

- Whole School Wellbeing
- Community Connections

### Resources allocated to this strategic direction

**Aboriginal background:** \$79,896.00

**Professional learning:** \$8,476.23

**Socio-economic background:** \$11,000.00

### Summary of progress

In 2022 school systems have been modified to support new departmental policy regarding wellbeing and behaviour. In Term 1 several Staff were involved in trial lessons to support and embed the Wellbeing Framework for Excellence. As we commence 2023 the new Inclusive Engaging and Respectful Schools policy and procedure will be implemented. Staff are currently familiarizing themselves with, and aligning, new processes and Induna School practices. The school identified a need to strengthen cultural awareness for many of its students and engaged staff in professional learning opportunities with regional and local expertise and Community Elders. Personalised Learning Pathways were strengthened through team meetings and collaboration between all teaching staff with a focus on including SMART goals. In 2023 staff will continue to refine goal setting for every student, finding strategies to co-create the personalised learning plans with each student and explore individual opportunities through open questioning to identify support each student requires.

### 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
In the School Excellence Framework element of Wellbeing the school will embed practices reflecting Delivering.	The school has focused on all four themes within the element of Wellbeing including caring for students, embedding a planned approach to wellbeing, supporting individual learning needs, and effectively communicating expectations of behaviour across school settings.
<ul style="list-style-type: none"><li>• All stakeholders utilising student Personalised Learning Pathways to set, monitor and achieve ongoing academic and cultural goals.</li><li>• Staff will use their increasing knowledge to plan culturally relevant teaching and learning experiences.</li></ul>	Personalised Learning Pathways were strengthened through staff collaboration and embedding SMART goals in the process.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$61,882.52</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Induna School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Community Connections</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning</li> <li>• employment of external providers expose students to a TAFE future pathway</li> <li>• employment of additional staff to support mentoring and coaching</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through mentoring, coaching and the TAFE program students demonstrated higher levels of engagement. Staff indicated they benefited from the professional learning supporting explicit teaching strategies, however due to staffing changes consistency of experience and understanding in explicit teaching practices varies across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 Induna School will continue to embed mentoring and coaching to support new staff and continue strengthening visible learning quality teaching practices.</p>
<p>Aboriginal background</p> <p>\$81,603.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Induna 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Building Staff Capacity</li> <li>• Whole School Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate and improve the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A focus on cultural competencies and individualised goal setting for all students has resulted in staff becoming more aware of student needs and their own capacity to best support individual students. The Aboriginal Education Officer plays a pivotal role in supporting staff and students at Induna School.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 Induna School will continue to embed school values and incorporate a visual symbol for these values for students to relate to, from a cultural perspective. The engagement of the Aboriginal Education Officer will continue being supported through this funding source.</p>
<p>Location</p> <p>\$1,910.00</p>	<p>The location funding allocation is provided to Induna School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$1,910.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidizing costs incurred for professional learning for staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Essential Assessment has been integrated into the school assessment schedule and supports the early identification of student learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 Location funds will continue to support every students at Induna School to engage in their learning at point of need.</p>
<p>Professional learning</p> <p>\$18,476.23</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 Induna School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Whole School Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional learning for all staff around Aboriginal Cultural Awareness</li> <li>• professional learning and collaboration on goal setting and personalised learning plans for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning funds have provided opportunities for staff collaboration and success in developing personalised learning plans for students reflecting cultural awareness and sensitivity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 Professional Learning funds will continue to support staff capacity to meet the needs of all students.</p>
<p>COVID ILSP</p> <p>\$18,093.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to participate in professional learning</li> <li>• employment of additional staff to support the assessment of students for intervention support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 COVID ILSP funding supported professional learning for staff in reading and numeracy in addition to student assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 teachers will continue to use this funding to supplement and support individualised student learning and achievement.</p>
<p>SSP supplementary funding</p>	<p>These funds have been used to support improved outcomes and the</p>



<p>\$204,389.75</p>	<p>achievements of staff and students at Induna School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to improve curriculum implementation and support teacher mentoring</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In Term 1 2022 the school engaged an Assistant Principal to supplement school leadership and support school improvement and student performance. Due to staffing shortages this role was vacated in Term 2 and recruitment was unsuccessful until Term 4.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 this additional executive role will continue to be funded through this funding source with a specific focus on student induction, use and integration of technology in curriculum delivery and building staff capacity through explicit teaching strategies.</p>
---------------------	---

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	36	17	14	14
Girls	0	0	0	0

## 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)	1
Head Teacher(s)	2
Classroom Teacher(s)	6.8
School Administration and Support Staff	9.42

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	409,670
<b>Revenue</b>	2,793,099
Appropriation	2,786,765
Grants and contributions	5,098
Investment income	1,236
<b>Expenses</b>	-2,074,147
Employee related	-1,658,336
Operating expenses	-415,811
<b>Surplus / deficit for the year</b>	718,952
<b>Closing Balance</b>	1,128,622

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	143,486
Equity - Aboriginal	81,603
Equity - Socio-economic	61,883
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	1,988,207
Base - Per Capita	23,666
Base - Location	1,910
Base - Other	1,962,631
<b>Other Total</b>	469,483
<b>Grand Total</b>	2,601,176

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 the school sought the opinions of both the school community and students through surveys, meetings and the review of available sources of data to measure school effectiveness. This was very limited due to low numbers of students at school and access to school by community, due to COVID restrictions on Centre.

The majority of the parent body and Induna school staff have indicated that they were very satisfied with the learning structure and communication at Induna School. Just over half of the parent body also indicated that they were unconcerned about the overall wellbeing of the students while at school, this may be attributed to the Centre wide incentive scheme EPIC (Encouraging Positive Behaviour and Change) that has been consistently implemented to support students in achieving their goals. Where as Induna staff are either concerned or very concerned about the students overall well being and academic growth while at school. The majority of students have short stays at Induna and have regular interruptions to learning, due to appointments during school time which makes building relationships very difficult for staff. The majority of school staff indicated that they were very confident in providing effective instruction or support for students to obtain personal goals.

The majority of students attending Induna school are satisfied with the structure of learning and indicated that they feel safe and cared for while at school. Students expressed the Induction process allows them to become known to staff, which attributes to the majority indicating they are learning and enjoy the range of subjects offered, particularly Food Technology, Sport and Art.

# 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.