

2023 Annual Report

Arranounbai School



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Introduction

The Annual Report for 2023 is provided to the community of Arranounbai School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

School context

Arranounbai School, is located in Frenchs Forest and supports students with additional needs. The student population is diverse and consists of children and young people K-12 with moderate to severe intellectual disability. Students may have a secondary disability which could include sensory needs, physical, autism and/or complex behaviours. Student population varies, usually sitting between the parameters of 30 to 40 students. Students are referred to Arranounbai through a Regional Placement Panel.

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

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



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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning

QTSS release

Socio-economic background

Aboriginal background

AP Curriculum & Instruction

English language proficiency

Beginning teacher support

Summary of progress

In 2023 the focus was on obtaining student data based on the Goal Attainment Scale (GAS) and reporting to parents using this model.

Each Personal Learning Support Plan (PLSP) goal was tracked using the GAS and altered as needed based on achievement. Collaborative discussions supported next steps and the development of future goals.

Initially parents found the negative scales section of the GAS a little challenging due to wording but with further communication have found they provide an appropriate account of student achievement.

Data Skills and Use

1. What did the school do for the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline? (evidence of activity)

SMART goal data collection is scheduled into each term planner. The GAS was included in semester reports for parents to note progress and achievement towards goals. Reports were moved to SchoolBytes.

A change occurred because we were not utilising Eds Complex Learners.

2. What did the school do well and what made this possible? (evidence of process quality)

Ensured consistency in all students having SMART goals and GAS in their PLSPs.

Provided Professional Learning for all staff to understand what a SMART goal is.

Every goal can be visible in every classroom and discussed regularly with students. Students who have the ability to do so, are engaged in the processes related to their goals

All goals have been streamlined in programs to include steps, learning intentions and success criteria.

Achievement depends on students level of understanding. Staff expectations and teaching methods expose students to expectations.

3. To what extent these changes have occurred with evidence to support these claims (eg extent of achievement)

of annual progress measure/s and improvement measure/s)? Any unexpected positive or negative impacts?

Negative: Parents did not have a thorough understanding of the GAS, therefore requiring alterations needing to be made for Semester 2 reports.

Negative: Needing more time to go through goals with students and allowing discussion time and feedback provided to students.

Positive: Goals are visible on student desks, so that multiple staff are aware of goals and can work with the students to support achievement.

Positive: Has given us a focus framework going forwards to encourage consistency. Streamlining programs and scope and sequences.

4.What are the school's priorities for this initiative/strategic direction in 2024?

Reviewing the GAS to align better with SMART goals and utilising a prompting hierarchy as a teaching strategy.

Introduce a specific goal check-in time for all classroom staff to practise goals, discuss goals and/or provide feedback. Also allowing for student voice to occur.

Next Steps

In 2023 the GAS scale was supported through a hierarchy of prompting. In 2024 the level of student independence will drive the GAS with levels of prompting being removed. This will provide a stronger baseline with a greater impact of measurable achievement being possible.

Essential for Living

1.What did the school do for the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline? (evidence of activity)

We have moved from an Essential 8 goal to a Necessary Nine Goal in PLSPs for each student in 2024 which includes recreation skills.

2.What did the school do well and what made this possible? (evidence of process quality)

Using School Bytes has made data more accessible by including the GAS in reports.

3.To what extent these changes have occurred with evidence to support these claims (eg extent of achievement of annual progress measure/s and improvement measure/s)? Any unexpected positive or negative impacts?

In 2023 the Essential 8 Goal was replaced by a social competence goal for every student across the school. In Term 4 2023 all staff completed an Essential for Living (EFL) Quick Assessment in preparation for a Necessary Nine goal in 2024. (Essential 8 has been extended to the Necessary 9 to include an independent recreation skill)

4.What are the school's priorities for this initiative/strategic direction in 2024?

Include a Necessary Nine goal into PLSPs for every student and have posters placed into classroom for students and staff.

Include Necessary Nine posters in each classroom.

Next Steps

An Essential for Living Quick Assessment that was completed for each student in Term 4 2023 will provide the basis for the formulation of the Necessary Nine goal in 2024.

Engaged Learners

1.What did the school do for the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline? (evidence of activity)

Engagement of a behaviour analyst to support students and staff.

Utilised a behaviour analyst to support the transition of new students into the school.

2.What did the school do well and what made this possible? (evidence of process quality)

Increasing behaviour analysts time in school to once a week.

14% of staff have been trained in Skill Based Treatment (SBT) to support students.

3.To what extent these changes have occurred with evidence to support these claims (eg extent of achievement of annual progress measure/s and improvement measure/s)? Any unexpected positive or negative impacts?

There has been a positive impact for students that have accessed SBT. Staff are able to observe whether their students are Happy Relaxed Engaged (HRE) before attempting to engage students in work.

Exposing some staff to SBT so staff are understanding the importance of building a relationship and trust.

4.What are the school's priorities for this initiative/strategic direction in 2024?

Incorporate a consistent trauma informed practice across the school (behaviour/relationship ethos for the school). Utilise Non-Aversive Reactive Strategies (NARS) training and SBT to support students. Partaking in whole school training's to allow this to occur.

Classrooms to include HRE posters for each student.

Partake in SBT training to have a whole staff approach to support students to be HRE.

Next Steps

All students will have a HRE Profile developed as part of their PLSP. This will include information about the HRE topography - what HRE looks like for the child, tangibles- what they like to access, environment - where they like to be for HRE, precursor behaviours - to let you know the student is not settled and strategies to assist them to return to HRE.

Curriculum Reform

1.What did the school do for the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline? (evidence of activity)

Employed an Assistant Principal Curriculum and Instruction (APCI) who supported staff in and out of the classroom. The APCI has created scope and sequences and programs that support staff and encourage collaboration.

Partook in the Adapting Mathematics training session and will be doing Adapting Literacy in 2024.

2.What did the school do well and what made this possible? (evidence of process quality)

Appointed an APCI who focused on instructional leadership to support staff.

3.To what extent these changes have occurred with evidence to support these claims (eg extent of achievement of annual progress measure/s and improvement measure/s)? Any unexpected positive or negative impacts?

The appointment of the APCI has provided support for staff to become familiar with and implement the new curriculum. The APCI provided a concise list of appropriate resources and supported staff with relevant scheduled discussion times. Staff reported that this approach was beneficial to become familiar with the new curriculum in small manageable steps.

4.What are the school's priorities for this initiative/strategic direction in 2024?

Establishing further Scope and Sequences.

Having a second day for the APCI to allow more time to support staff and create documents.

Next Steps

In 2024 a second day will be added to the APCI role to further support curriculum reform, scope and sequence development, programming and classroom collaboration and support.

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"> • Staff will consistently plot Literacy and Numeracy SMART goals against the Goal Attainment Scale. • Students will know their Literacy and Numeracy goals and the success criteria steps to achieve each goal. 	SMART Goal data has been consistently plotted since semester 2 of 2022. This has been reported to parents through student reports each semester in 2023.														
An uplift of 25% achieve their collaboratively determined Essential 8 goals as stated in their PLSPs within the agreed timeframe.	SMART goal data was collected against the Goal Attainment Scale for Literacy, Numeracy, Functional Communication, Social Competence and Life Skills each semester. The following percentages indicate the achievement of the goal or further extension. <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Semester 1</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Semester 2</td> <td></td> </tr> <tr> <td>Literacy 44%</td> <td style="text-align: center;">48%</td> </tr> <tr> <td>Numeracy 64%</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Functional Communication 68%</td> <td style="text-align: center;">52%</td> </tr> <tr> <td>Social Competence 56%</td> <td style="text-align: center;">48%</td> </tr> <tr> <td>Life Skills 100%</td> <td style="text-align: center;">73%</td> </tr> </tbody> </table>	Semester 1		Semester 2		Literacy 44%	48%	Numeracy 64%	40%	Functional Communication 68%	52%	Social Competence 56%	48%	Life Skills 100%	73%
Semester 1															
Semester 2															
Literacy 44%	48%														
Numeracy 64%	40%														
Functional Communication 68%	52%														
Social Competence 56%	48%														
Life Skills 100%	73%														
An improvement in student skills to assist with regulation and increase engagement in teacher led activities.	Additional SLSOs in classrooms continued where support was required, which increased student to staff ratios. Increased support of a dedicated behaviour analyst to weekly visits and the introduction of the Skills-based treatment (SBT) for targeted students. Workshops were provided for staff to understand the SBT model.														
Implementation of new K-2 Curriculum and planning for the ongoing rollout of new curriculum.	Through staff meetings and planning days for teachers each term in collaboration with the APCI teachers developed a richer understanding of the K-2 curriculum as well as the precursors, progressions and access content points. This assisted staff in partaking in the Teaching and Learning Cycle of Engage, Enact and Embed.														



Strategic Direction 2: Functional Communicators

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

SSP supplementary funding
Professional learning
English language proficiency

Summary of progress

AAC Devices

1.What did the school do for the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline? (evidence of activity)

Have employed a speech therapist to assess a number of students on their communication devices.

Purchased communication boards for all playgrounds to encourage students to appropriately communicate.

2.What did the school do well and what made this possible? (evidence of process quality)

Visuals were made available to staff at all times, including templates on the server to create their own to support their individual classes.

Staff encourage and model the use of the communication boards across the school.

3.To what extent these changes have occurred with evidence to support these claims (eg extent of achievement of annual progress measure/s and improvement measure/s)? Any unexpected positive or negative impacts?

The speech therapist is onsite supporting students several days a week, allowing staff to touch base and ask questions in a timely manner.

Some students have been placed onto an AAC device prior to mastering PECS/visuals, therefore leading to AAC devices that are not being effectively used.

4.What are the school's priorities for this initiative/strategic direction in 2024?

Staff to complete Essential for Living (EFL) preferred method of communication for all students at the end of the year to support next year.

Increased use of playground communication boards.

Have daily schedule visuals available in all classes for students.

1.What did the school do for the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline? (evidence of activity)

The speech therapist has also run training sessions with staff, including casual staff, weekly throughout the year.

2.What did the school do well and what made this possible? (evidence of process quality)

Established a school wide process so that staff could each have a working lunch with the speech therapist one to one or at times a class team. The speech therapist was employed on a day that additional staff were at school and a lunch time slot was provided to allow staff to be timetabled weekly. This was budgeted \$8000 for the year and will return in 2024.

3.To what extent these changes have occurred with evidence to support these claims (eg extent of achievement of annual progress measure/s and improvement measure/s)? Any unexpected positive or negative impacts?

Staff are confident to use and program student devices as evidenced by the reduction of enquires or requests for support from office and IT staff. Feedback from all staff has been very positive and staff wish to continue. Staff are proactive in addressing concerns and will book in a support session.

4.What are the school's priorities for this initiative/strategic direction in 2024?

This resource has been budgeted in 2024 to continue with weekly hour sessions accessible to all staff.

Next Steps

Functional Communication is the foundation of student learning at Arranounbai. Staff continue to develop and consolidate skills in all types of communication.

The availability of a Speech Therapist with extensive AAC knowledge supports staff at anytime as they can book a training session whenever needed. This year students have begun to use Language Acquisition through Motor Planning (LAMP) which staff have been unfamiliar with and required additional support from external providers.

Communication Preference Assessments have been completed for all students so that staff can use these to inform their Necessary Nine goal.

KWS (Key Word Sign) Communication

1.What did the school do for the initiative/strategic direction? Over what time period? What changes occurred from your original plan or timeline? (evidence of activity)

Focus KWS is included in the weekly assembly and included in the newsletter. Staff practise the KWS through school song and National Anthem.

2.What did the school do well and what made this possible? (evidence of process quality)

The consistent focus of KWS across the school setting, as at a scheduled learning time.

3.To what extent these changes have occurred with evidence to support these claims (eg extent of achievement of annual progress measure/s and improvement measure/s)? Any unexpected positive or negative impacts?

Staff have been engaged and actively joining in during assembly.

Has been utilised in other activities such as in choir.

Students are beginning to effectively utilise KWS due to staff consistently modelling.

4.What are the school's priorities for this initiative/strategic direction in 2024?

Staff to utilise other communication methods such as visuals. Preparing for the new Auslan curriculum that will be rolled out. Encourage students and staff to utilise the playground communication boards to support appropriate communication.

Next Steps

Development of independent functional communication for every student and plotting the sequence of teaching communication.

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
80% of students to have a communication system appropriate to their individual capabilities, that aims to support them in developing their skills in expressing their needs, wants and opinions.	All students have undergone a quick assessment to determine their preferred method of speaking and Essential 8 skills.
Staff to increase confidence in using AAC Devices through support and training by speech therapist and IT staff.	Staff confidence to use and program student devices has increased through weekly training with the speech therapist. Student devices are more tailored to the individual classroom needs as a result, allowing students to have greater opportunities for engagement in their learning.
80% of staff to know and regularly use Key Word Sign (KWS) to support students understanding of spoken word.	Staff regularly use KWS to support students when speaking or providing instruction. 80% of staff present during weekly assemblies sign the majority of the National Anthem and School Song with the support of videos.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$4,717.43</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Arranounbai School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> Engaged Learners <p>The allocation of this funding has resulted in the following impact: Every student has had opportunities to engage in all learning activities offered.</p> <p>After evaluation, the next steps to support our students will be: To continue engaging our students in all learning opportunities offered.</p>
<p>Aboriginal background</p> <p>\$1,323.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arranounbai School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> Engaged Learners <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Improved resources and access across the school to develop and enhance cultural understanding.</p> <p>After evaluation, the next steps to support our students will be: To continue engaging with the AECG and to further develop cultural understanding with all students.</p>
<p>English language proficiency</p> <p>\$3,308.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Arranounbai 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 Voice Curriculum Reform <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Students using AAC devices have a 1:1 session with staff following a program focused on communication.</p> <p>After evaluation, the next steps to support our students will be: To continue the 1:1 support of students with their communication devices as it provides targeted support that is tailored to the individual.</p>

<p>Professional learning</p> <p>\$21,299.00</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 Arranounbai 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 Skills and Use • Collaboration for Learning • Engaged Learners • Student Voice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Transforming Adversity through Strengths and Positive Experiences Workshop, Visible Wellbeing Professor Lea Waters AM PhD • SMART Goals writing workshop • Green Screen Technology across the Curriculum - Film making in the classroom • Inclusive Schooling Conference • STRETCH Manual handling <p>The allocation of this funding has resulted in the following impact: All staff provided with knowledge and skills to support challenges and learning at Arranounbai. Staff upskilled in film making techniques to support the making of class movies throughout the year to premiere at the Arranounbai Film Festival.</p> <p>After evaluation, the next steps to support our students will be: Supporting our students to be Happy Relaxed Engaged (HRE) so that they are ready to learn. Using research and evidence from Trauma Informed Practice, including Berry Street and Skills Based Treatment (SBT) - progressively teaching communication, toleration and contextually appropriate behaviours.</p>
<p>Beginning teacher support</p> <p>\$3,582.60</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Arranounbai School during their induction period.</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"> • Curriculum Reform <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • reduced responsibilities or teaching loads sufficient to support the development of their skills <p>The allocation of this funding has resulted in the following impact: Beginning teachers participated in the Thrive in your First Five Coaching Program that was held at Arranounbai School two sessions each term. Thrive in Your First Five is a group coaching program designed to support and empower Early Career Teachers as they navigate their first few years in the profession. This course was well received by participants who found the program of great benefit.</p> <p>After evaluation, the next steps to support our students will be: Staff feel more empowered and confident as they support students to learn in the classroom.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arranounbai</p>

<p>\$9,469.44</p>	<p>School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Essential for Living • Engaged Learners • Curriculum Reform <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Teaching staff were able to implement differentiated quality teaching appropriate to the students in their class</p> <p>After evaluation, the next steps to support our students will be: To continue embedding quality teaching practices that support and progress each individual student</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</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 teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Additional support to provide 1:1 communication focused lessons while using AAC devices. This enhanced student engagement and assisted in student progress to meet the individual communication goals.</p> <p>After evaluation, the next steps to support our students will be: To continue this program to support students using AAC devices with 1:1 teaching support a minimum of once each week.</p>
<p>SSP supplementary funding</p> <p>\$262,787.41</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Arranounbai 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"> • AAC Devices • Collaboration for Learning <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 • Essential for Living • Other funded activities <p>The allocation of this funding has resulted in the following impact: Classes have additional staff allocated to them, resulting in reduced behavioural incidents and increased student engagement in quality learning. Additional staff have also allowed the school to bridge the shortcomings of teacher shortage issues, leading to minimal disruption to daily learning.</p> <p>After evaluation, the next steps to support our students will be:</p>

SSP supplementary funding
\$262,787.41

To continue with this model to ensure business as usual and minimal disruptions to students learning.



Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	25	26	22	21
Girls	15	14	14	15

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

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

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

details the management of non-attendance.

Post school destinations

At the completion of 2022 our two Year 12 students successfully transitioned to appropriate post school destinations, including Avenue and Up and Over.

Year 12 students attaining HSC or equivalent vocational education qualification

Students at Arranounbai follow a Life Skills curriculum. All Year 12 students met the requirements for and achieved a Life Skills Higher School Certificate.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	6.75
Teacher Librarian	0.2
School Counsellor	3
School Administration and Support Staff	10.42
Other Positions	0.6

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	912,924.20
Revenue	3,579,747.47
Appropriation	3,543,983.19
Sale of Goods and Services	4,831.69
Grants and contributions	17,806.49
Investment income	13,126.10
Expenses	-3,348,265.10
Employee related	-3,052,215.47
Operating expenses	-296,049.63
Surplus / deficit for the year	231,482.37
Closing Balance	1,144,406.57

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.

	2023 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	9,349
Equity - Aboriginal	1,323
Equity - Socio-economic	4,717
Equity - Language	3,309
Equity - Disability	0
Base Total	2,568,125
Base - Per Capita	27,858
Base - Location	0
Base - Other	2,540,267
Other Total	809,110
Grand Total	3,386,584

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

Student Survey

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

I enjoy coming to Arranounbai School?

65.5% yes

27.6% sometimes

6.9% no

I enjoy learning new things at school?

62.1% yes

27.6% sometimes

10.3% no

I enjoy doing the same activities at school?

48.5% yes

13.6% sometimes

37.9% no

I get lots of help from my teachers?

79.3% yes

17.2% sometime

3.5% no

I know the goals I am working towards?

48.3% yes

27.6% sometimes

24.1% no

I find my work is

65.5% good for me

20.7% ok sometimes

13.8% too hard

My favourite lessons are

English 34.5%

Music 69%

Food Tech 51.7%

Maths 31%

SoSAFE 27.6%

Library 72.4%

STEM 27.6%

Arranounbai Attitude 13.8%

Sport 44.8%

Art 69%

Deskwork 24.1%

Other 17.2%

Staff Survey

A survey was completed in T4 2023 in regards to the Executive Team and their effective support and communication.

Do you find the emailing of the daily run sheets useful?

94.1% Yes

5.9% No

Approximately what time do you usually access your emails to view the run sheet?

29.4% between 6-6:30am

29.4% between 6:30-7am

17.6% between 7 - 7:30am

5.9% between 7:30-8am

17.7% when at school

How useful do you find the Findmyshift app?

4/5 - 11.8%

5/5 - 88.2%

How would you rate the effectiveness of the communication from the Principal?

3/5 - 23.5%

4/5 - 35.3%

5/5 - 41.2%

How would you rate the effectiveness of the communication from your direct supervisor?

2/5 - 5.9%

4/5 - 47.1%

5/5 - 47.1%

How would you rate the effectiveness of communication from the Executive team as a whole?

1/5 - 5.9%

2/5 - 5.9%

3/5 - 11.8%

4/5 - 47.1%

5/5 - 29.4%

How comfortable do you feel to approach your direct supervisor about concerns for yourself?

2/5 - 5.9%

4/5 - 41.2%

5/5 - 52.9%

How comfortable do you feel to approach your direct supervisor regarding concerns about your colleagues?

2/5 - 5.9%

3/5 - 5.9%

4/5 - 52.9%

5/5 - 35.3%

How comfortable do you feel to approach your principal about concerns for yourself? (your wellbeing, workload, personal matters)

3/5 - 17.6%

4/5 - 35.3%

5/5 - 47.1%

How comfortable do you feel to approach your principal regarding concerns about your colleagues?

1/5 - 5.9%

3/5 - 17.6%

4/5 - 47.1%

5/5 - 29.4%

What does the Executive team do well?

They are approachable and helpful

Work as a team to provide the best support for the students

Check in on their team/staff

They make hard decisions about staffing and students that the rest of us don't want to make

They present as a united front

Care about the school and education

Great systems in place and overall communication in regards to the running of the school and the programs

Visibly active within school. Problem solve concerns, share information

Are there areas that you believe the executive can improve?

Have a executive on duty in high 'incident' areas so that decisions can be made in real time

Time to support individual staff. Consistent communication

Parent Survey Please indicate your preferences regarding the areas you think the school should prioritise. We know these skill are all important and they will all part of the student's learning. Summary of responses: 40% of

Arranounbai Families responded-the listed skills were ranked in the following order of priority1. Functional Communication 2. Daily Living Skills 3. Social Skills 4. Emotional Regulation 5. Literacy (Learning to read) 6. Community Access 7. Numeracy (Number knowledge) 8. Leisure skills

Please explain why you chose your top three priorities.

- They provide the necessary tools to be successful in achieving personal goals post school.
- They assist with developing life skills as well as social skills. They are the foundation for building confidence and independence.
- Communication is the most important so the child can express their thoughts and participate in conversation and also respond to questions about what is happening around them. Their emotions and behaviour response may improve if their communication is better. I think it's also very important to learn life skills to live the most independent life they are capable of Toileting, eating, dressing etc
- Obviously, the most important is student's ability to communicate effectively with others. This gives her access to other skills and possibilities.with in the community.
- I feel that my first 3 choices would help, my children to be as independent as possible
- Literacy skills form the foundation for functional communication which in turn is necessary for social interaction. Functional communication relies heavily on literacy skills as it involves relaying information clearly whether written or verbal.
- I chose my top 3 because I feel to be able to function with all others you need to have emotional regulation. I feel daily living skills are important for every day life. I feel social skills are important to so the children know what is acceptable socially.
- Learning to communicate well leads to greater understanding and further learning, (maths and literacy), which will bolster communication skills even more.
- To be more confident and independent
- Daily Living Skills - eg using the toilet independently
- Being able to communicate effectively with family, carers, peers and the broader community

How satisfied are you with Arranounbai School?

82% - Very satisfied

9% - Satisfied

9% - ok



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.

