2023 Annual Report

Karonga School

5670

Introduction

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

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

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School vision

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

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

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

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

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Professional learning
SSP supplementary funding

Summary of progress

Use of data to inform practice

We used 2 School Development Days to explore and inform the K-2 mainstream syllabus and consider appropriate adjustments. We sought advice and expertise from the school-funded speech pathologist as to best practice with respect to expressive communication and in developing predictable chart writing, alphabet and phonological awareness processes along with guided readers and we find that, in this way we have more readily accessed 'student voice'. A survey revealed staff perspective in the collection of assessment data and its applicability to Karonga students and the proposal to cease the SWANs tool was supported. Predominantly this was based on staff being time-poor, SWANs domains failing to align with NSW education department learning areas, and the use of the data in reporting. Working parties exploring the applicability of PLAN2 and the Passport for Learning has united staff in considering alternatives to capturing and tracking data to inform whole school understanding. In 2024, the initiation of the data wall in a communal area will share and consolidate student status and progress.

Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback

We conducted a PBL (Positive Behaviour for Learning) self-assessment at the beginning of the year, then throughout the 2 semesters improved reward and reinforcing systems practices from different approaches - additional individual rewards, positive feedback emails to families, and whole school messaging through the newsletter. Feedback from parent emails has been mutually rewarding for school staff to receive, and the use of the school dog in the newsletter has proved a popular segment. We have also reduced whole-school meetings by 50%, where weekly emails capture communications, and staff feedback around this has been positive. Although commissioning professional signage at school is a visual reinforcer for school expectations, the lack of staffing has impacted our ability to have working parties around appropriate PBL scripting. Employment of a yoga teacher once a week to promote physical and mental wellbeing has been well received, and we anticipate being better attended in 2024, and the engagement (and response) with families has been an unanticipated by-product of the positive emails from the LaST where partnership has been recognised. Defining these processes will be a priority in 2024, alongside a priority of PBL tailored scripting.

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
Improved Student Outcomes Percentage of students achieving improved outcomes across all assessed SWANs domains is moving towards the school identified target of	Teachers assessed students in their class against the increased number of domains in the Students With Additional Needs (SWANs). Karonga staff completed assessments in 6 of the 9 domains as per the plan which has afforded us an improved overall capture of student growth for some students. Consistent teacher judgement through peer moderation and

greater than 90%.	assessments was limited due to staff recruitment and staff absences. Without peer review, staff could not qualify or quantify student improvement.
Wellbeing Percentage of students given the opportunity to connect, succeed and thrive through quality well being initiatives that meet their cognitive, emotional, social, physical and spiritual needs is moving towards the school identified target.	Analysis of internal school data revealed that 100% of students, given the opportunity to connect, succeed and thrive through quality well-being initiatives identified that cognitive, emotional, social, physical and spiritual progress was evident, and enabled the movement towards the school identified improvement target/s.

Strategic Direction 2: Explicit classroom teaching

Purpose

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

Initiatives

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

- Technology
- Collaboration

Resources allocated to this strategic direction

QTSS release
SSP supplementary funding

Summary of progress

Collaboration

During 2023 we attempted to get teachers off class in order to work collaboratively on Scope & Sequences and Units of Work. Whilst, counter-intuitively Covid's 'working from home' benefited this collaborative process - through Teams or Zoom, the lack of staffing has severely impacted this process where the focus had to be on classroom management and consistency of staffing. Current staffing changes (a teacher returning to work from maternity leave, and recruitment of fresh staff) bode well for 2024 and impacting this important area.

Technology

We have invested in quality resources to provide opportunity across the school for students to access technology, including but not limited to a variety of adaptive 'mice', 30 latest generation iPads and commensurate robust covers, eye-gaze technology and 3D printed communication resources. Engagement of an IT company on a weekly basis has meant that school staff are released to work on other projects and they have provided quality professional learning both in formal sessions, within classrooms and through additional QRG's tailored to whole-school and student need. The loss of the technology RFF teacher (promotion elsewhere) has been a loss, though recruiting a company to fill this gap has raised the professional understanding of technology shifts and is a sustainable method to guide whole-school practice. The use of social media platforms is gaining traction with outreach impacting not only the current school community, but ex-student/ family engagement. Interest through our exposure on Studio10 (Channel 10 Term 2) has driven interest from other SSP's about our resources, and we have opened our doors to visiting schools during our break-times. In 2024, we plan to build on this technology base and expertise with the promotion of the 360* camera to tailor experiences in our Immersive Classroom and explore tailored video's for specific purposes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Differentiation Percentage of programs differentiated to reflect both stage and age-appropriate outcomes with adjustments, to ensure students' learning is on the same basis as students in mainstream settings is moving towards the school identified target of 100%.	All teachers have been engaged in Professional Learning where 'access points' have been further explored to ensure there is personalization and authenticity in program setting. These have been shared with families through tailored Personalised Learning Program meetings where individualized reporting ensures that student learning is on the same basis as students in mainstream settings. Karonga School identifies that 100% of programs are differentiated, thus meeting this target.
Technology	Analysis of internal school data shows 100% of students are utilising technology to improve access to the curriculum indicating that the school

Percentage of students and staff utilising technology to improve access to the curriculum is moving towards the school identified target of 100%.	identified target has been met. This significant measure has been impacted by an investment in hardware and software resources- specifically the Immersive Classroom, eye-gaze, iPad technology and a suite of appropriate robots. By engaging a technology company to support the school, all students are utilising technology to improve access to the curriculum.

Strategic Direction 3: Whole school reflection and improvement

Purpose

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

Initiatives

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

- Internal Engagement
- External Engagement

Resources allocated to this strategic direction

Beginning teacher support
Aboriginal background

Summary of progress

Internal Engagement

We ran termly information sessions for families and carers, both during school hours and after school hours -to capture carer availability. Themes included Communication, use of devices, sexual health and dentistry. We additionally formally engaged with families of students who exited the school 2 years prior, to learn how we could have improved readiness for post-school life. Attendance at workshops from families has been inconsistent, though a clear marker for attendance has been by coinciding the workshops with other events: carers will come earlier for a workshop if are they attending the school anyway for 'Meet the teacher' evening', or Education Week. The varied language backgrounds of our families remains a barrier to communication, though we are getting improved interest with digital flyers proving translatable for some. While it has been interesting to engage with past families - and they are flattered to be consulted, there have not been clear gaps in our provision to better equip students for life beyond school years. The impact of this initiative is not solely around the information provided, but highlights the isolation many of our families feel in their understanding of their child's complex needs. In 2024 we plan to build on this foundation and make events work better for us with respect to parent attendance.

External Engagement

Different school staff attended local AECG meetings in order to engage with local knowledge and local understanding. Termly afternoon teas for Assisted School Travel staff have afforded us opportunity to offer themed information sessions which have been well-received.. Attendance has been at more than 50% for drivers and transport support officers, and themes have ranged from the use of sign language, to behaviour management and restrictive practice. Our school has also engaged with 2 other SSP's to share knowledge and expertise on School Development Days, at an executive level on a retreat, and on a state-wide level with attendance at the annual special education conference. We recognise the important connections made on these occasions, articulating our knowledge of Karonga student-need and contextual factors specific to our cohort. It has led to improved communication between special schools, approachability of ASTP staff to school staff, and a connectedness within the special education community. In 2024 we plan to build on these practices for the benefit of all students .

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Community Engagement Teachers lead PLC team discussions leading to progress measures within their strategic direction. Further develop processes and practices to engage, consult and support families and carers	This target is gaining in momentum. All teachers are involved with a strategic direction, and lead professional learning or progress monitoring sessions accordingly. Key school personnel have led workshops for the school community in areas of strength and expertise.

through direct communication and information/ support workshops.	
Partnerships with external stakeholders are further developed through strategically planned collaborative consultation • Consultation with AECG • Continue annual support workshops with ASTP drivers and TSO's • Review and revise PEX HUB status in engagement with Universities	Two different staff members have attended monthly AECG meetings. Termly afternoon themed workshops were well attended by Drivers and TSO's ranging in number from 10 to 16 personnel. Celebration of Aboriginal language, and creative arts at NAIDOC event. The PEX HUB initiative could no longer be sustained, through staff shortages and the absence of key personnel. Its' management has been passed on to another SSP school.

Funding sources	Impact achieved this year
Socio-economic background $15,092.86	Socio-economic background equity loading is used to meet the additional learning needs of students at Karonga School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use of data to inform practice **Overview of activities partially or fully funded with this equity loading include:** • professional learning from Next Sense to inform all Karonga staff about the impact of 'no vision' on student learning • employment of additional classroom staff to support the foundation and implementation of the Literacy curriculum throughout the school **The allocation of this funding has resulted in the following impact:** improved capacity of teachers to support student learning and inclusivity with respect to curriculum revisions and student adjustments. **After evaluation, the next steps to support our students will be:** to continue to engage and extend the APCI role to support whole school inclusive practice.
Aboriginal background $3,576.24	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Karonga School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • External Engagement **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** Carers supporting Aboriginal students have engaged in the PLP process with authentic conversations taking place. Teaching of Aboriginal Culture and History experienced and shared by students across the school. There has been an increase in the percentage of First Nations students engaging in cultural activities within the school setting. **After evaluation, the next steps to support our students will be:** Exposure of 'on country' experiences for our students to share and experience outside the school setting.
English language proficiency $29,468.83	English language proficiency equity loading provides support for students at all four phases of English language learning at Karonga School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use of data to inform practice **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives

| English language proficiency $29,468.83 | • additional staffing intensive support for students identified in beginning and emerging phases

The allocation of this funding has resulted in the following impact: the identification of key staffing personnel to support students who are identified as at an emerging or beginning phase of language and communication acquisition

After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of emerging language learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. |
|---|---|
| Professional learning $28,396.19 | Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Karonga School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Use of data to inform practice • Wellbeing, Classroom Management, Explicit Teaching & Effective Feedback

Overview of activities partially or fully funded with this initiative funding include: • Targeted professional learning speakers on School Development Days. • A 'retreat' for school executive to focus and collaborate on coaching, mentoring and leading initiatives.

The allocation of this funding has resulted in the following impact: *Collaborative practices established within the school, and with with 2 other SSP schools to share expertise and knowledge *Improved growth and confidence of leadership personnel

After evaluation, the next steps to support our students will be: To explore the delivery of other syllabus areas, considering the adjustments vital to drive student engagement. |
| Beginning teacher support $46,563.00 | Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Karonga School during their induction period.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: • Internal Engagement

Overview of activities partially or fully funded with this initiative funding include: • Attend network 'beginning teacher' workshops • make additional time off class available to beginning teachers, to prepare and consult around Personalised Learning Plan's and reports

The allocation of this funding has resulted in the following impact: Improved confidence of beginning teachers in reporting skills, and managing difficult conversations.

After evaluation, the next steps to support our students will be: consistent time available for beginning teachers to reflect with supervisors, and to visit other 'like' schools to consider different practices. |
| QTSS release | The quality teaching, successful students (QTSS) allocation is provided to |

$24,147.07	improve teacher quality and enhance professional practice at Karonga School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaboration • Technology **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** focus on providing considered Scope and Sequences and Units of Work so that teachers are not using their time to generate known material and replicate resources on a regular basis. **After evaluation, the next steps to support our students will be:** As staffing shortages resolve, further drive in this area to follow through with scaffolding Scope and Sequences and Units of Work.
COVID ILSP $19,469.99	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • engage a speech pathologist to advise, consult and advocate for the expressive and receptive needs of the students. **The allocation of this funding has resulted in the following impact:** Specialised professional support from an independent speech pathologist on a weekly basis, allowing teachers to feel empowered and informed about student growth. **After evaluation, the next steps to support our students will be:** to work collaboratively with NDIS speech pathologists and families to support emerging language and communication skills.
Per capita $48,751.92	These funds have been used to support improved outcomes and the achievements of staff and students at Karonga School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this operational funding include:** • the creation of tailored resources to meet the needs of Karonga students: predictable chart writing, book boxes and technology support. **The allocation of this funding has resulted in the following impact:** Karonga is making, developing and sourcing a wide range of materials to meet student need. We are tailoring the resources to the physical, motivating and realistic needs of our student ability. **After evaluation, the next steps to support our students will be:** To add to this bank of resources, in line with syllabus expectations exploring

Per capita $48,751.92	themes and engaging our students appropriately.
AP Curriculum & Instruction $31,017.60	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this Staffing - Other funding include:** • the APCI to be- assessing, mentoring and collaborating alongside classroom teachers. **The allocation of this funding has resulted in the following impact:** Teachers are feeling better supported in their classrooms in a very practical and collaborative way. Discussions in staff rooms, and at staff meetings have been robust. **After evaluation, the next steps to support our students will be:** A data wall identifying the current status of students and apparent growth.
SSP supplementary funding $437,979.02	These funds have been used to support improved outcomes and the achievements of staff and students at Karonga School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Use of data to inform practice • Collaboration • Technology **Overview of activities partially or fully funded with this site specific funding include:** • employment of staff to improve the communication between the school and external stakeholders • employment of external support services including the engagement of dedicated specialists to address areas of specific student need • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. **The allocation of this funding has resulted in the following impact:** Specialist provision on a weekly basis of a behaviour consultant, speech pathologist, occupational therapist and physiotherapist have added to the expertise, training, mentoring and collaborative practice of teaching staff across the school. Teaching staff have been released from following up phone calls and meetings with personal therapists where school-funded specialists have authority to advocate on the Karonga students' behalf and relay information back to the school. Resourcing throughout the school has been supported by these paraprofessionals who use their expertise to guide on school purchases on tailored specialist equipment. **After evaluation, the next steps to support our students will be:** Extend the engagement of these paraprofessionals and embed improved communication and value of their expertise within the school. Professional learning from these professionals should be explored and tailored to whole school-need.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	57	60	61	61
Girls	23	22	26	22

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	13.1
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	17.82
Other Positions	0.2

*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	1,049,945.43
Revenue	5,479,170.89
Appropriation	5,242,554.51
Sale of Goods and Services	5.45
Grants and contributions	214,050.45
Investment income	22,560.48
Expenses	-5,294,988.46
Employee related	-4,032,679.11
Operating expenses	-1,262,309.35
Surplus / deficit for the year	184,182.43
Closing Balance	1,234,127.86

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		48,138
	Equity - Aboriginal	3,576
	Equity - Socio-economic	15,093
	Equity - Language	29,469
	Equity - Disability	0
Base Total		4,006,443
	Base - Per Capita	48,752
	Base - Location	0
	Base - Other	3,957,691
Other Total		902,300
Grand Total		4,956,881

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

Parent/caregiver, student, teacher satisfaction

The *Tell Them From Me* survey has proven difficult to navigate in previous school years, where data generated has not been statistically significant and families report that the questions are not framed in appropriate language.

In this respect we use digital surveys to capture the needs and perceptions of family members attending workshops and practical advice sessions. Suggestions from carers are followed up and have driven information sessions and workshops around:

- Behaviour Management (Karonga specialist)
- Communication (Speech Pathologist funded by school)
- Occupational Therapy (Karonga specialist)
- Dental care (Sydney Dental Hospital)
- Curriculum at Karonga (Assistant Principal, Curriculum Instuction)
- Sexual Education (Puberty) /Adolescent Education (Social Worker and physo-social therapist)
- Mini-expo for post-school community provisions. Variety of providers. Aimed at senior school.

We have sought to build on this delivery with further tailored workshops going forward.

We additionally canvas the perceptions of exiting/ exited families to respond to student-need beyond Y12. This serves to inform current provision and perceptions. These surveys, completed over the phone, give the school opportunity to re-engage with families and learn how we can best meet current need and provoke a conversation about the changing landscape of post-school provisions.

Regular P&C meetings have proven to be attended by an average percentage of families when compared to other local schools (at around 10%) where the participants have weekly school updates from the Principal via email and can query, seek clarity and have a deeper understanding of the school practices in an open forum one evening a month.

Student feedback is almost impossible to gather given that the majority of students are 'emerging language users'.

Staff feedback is captured on an annual basis in August, when the school considers ALL enrolments. Professional learning, resourcing and personal development are all considered which assist the school to plan for the subsequent year.

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.