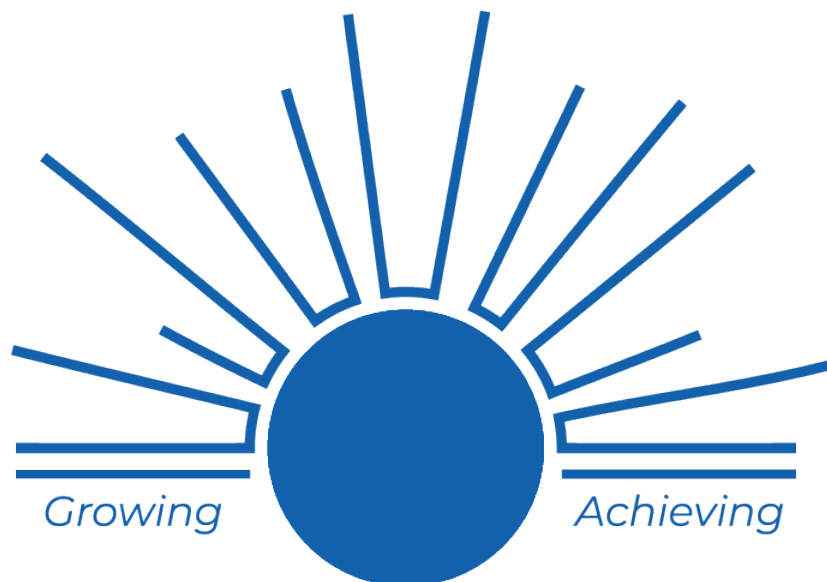


# 2023 Annual Report

Kalinda School



# Kalinda School

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# Introduction

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

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

## School contact details

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## School vision

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

## School context

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

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

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

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

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

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



Kalinda School 2023

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

### Purpose

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

### Initiatives

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

- Data Informed Practices for Personalised Learning
- Quality Teaching Practices

### Resources allocated to this strategic direction

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English language proficiency  
AP Curriculum & Instruction  
Aboriginal background  
SSP supplementary funding  
QTSS release  
Beginning teacher support  
Professional learning

### Summary of progress

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#### *Personalised Learning and Support Plans*

The focus for 2023 was to improve the school's Personalise Learning and Support Plan (PLSP) process. This involved a review of current processes in relation to the document used, professional learning to upskill staff on the formulation of SMART goals and monitoring of this initiative was conducted through executive review, mentoring opportunities and program accountability checks. As a result, growth was observed in staff knowledge and confidence in developing and implementing the PLSP process. Although growth was identified, significant gaps in the process of developing SMART goals and implementing the PLSP process was not clear for all staff. PLSP goals were not seen as a priority in daily teaching as observed in the teachers teaching and learning programs. Executive release from face-to-face enabled mentoring sessions to occur with staff, specific to their needs. This also enabled the development and roll out of professional learning. Due to staff absences, full staff attendance at professional learning sessions did not occur which led to gaps in the information being shared. Time constraints post professional learning meant that not all staff were able to catch up on this professional learning. Not all planned professional learning session were completed and needs to be continued in 2024.

In 2024 the focus will be to analyse and discuss the process review results with staff, use these results to inform professional learning and continue to strengthen the development of SMART goals through building on the foundational knowledge staff have around the Personalised Learning and Support Plan process, which will support further improvement towards improving student outcomes.

#### *Effective Classroom Practice*

The focus for 2023 was on developing the school's effective classroom practices and syllabus implementation for students with complex learning needs, encompassing culturally inclusive practices. This involved seeking feedback from staff on ways they could be better supported to achieve effective classroom practices. Initially this led to the sharing of teaching and learning programs across the school and seeking support from the Aboriginal Education Consultative Group (AECG). A review of the program accountability was conducted, adjusted and shared and a timeline was devised based on the feedback provided by staff. Additional time was provided for early career teachers to be mentored and supported as needed. Ongoing review of effective classroom practices and teaching and learning programs occurred, highlighting further areas for development, specifically the teaching and learning cycle and its implementation within the classroom, and the inclusion of cultural and Aboriginal perspectives. As a result, growth in teaching and learning programs from Term 1 to Term 4 was observed in relation to the teaching and learning cycle and cultural inclusion within the programs. Executive release from face-to-face teaching enabled staff to engage in one-on-one mentoring sessions. It also enabled the executive staff to provide targeted support based on staff Professional Development Plans (PDP). Executive staff were also able to deliver professional learning focusing on the teaching and learning cycle, modelled the embedding of cultural practices into literacy programs, enabled incursions and excursions for cultural growth opportunities and provided targeted feedback sessions with all staff in relation to teaching and learning programs.

Executive staff were also able to lead professional development on the Aboriginal Education policy and devise a draft plan for action. Timetabling constraints limited opportunities for mentoring sessions and lack of engagement in the teaching and learning program feedback process indicated that either the process was not understood or considered valuable. Engaging elders on a regular basis to provide cultural experience has proven difficult due to accessibility to known, local elders.

In 2024 the focus will be to continue to provide professional learning on the development of teaching and learning programs and the use of the teaching and learning cycle will continue to be a focus in order to improve effective classroom practices across the school. A similar model of support will be planned for beginning teachers. In 2024 the school's accountability schedule will include scheduled PDP development and review points and executive staff will use the online PDP version to support all staff through the PDP process. An executive staff member will begin on a study tour placement to inform the improvement of the school's programming and PDP processes. Executive staff will continue to support the implementation of curriculum reform for students with complex learning needs. Ongoing professional learning will be provided in relation Aboriginal perspectives and embedding them into classroom practices and a priority will be placed consolidating the action plan for the implementation of the Aboriginal Education policy.

### 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
70% of students achieve their personalised learning goals as stated in their Personalised Learning and Support Plan (PLSP).	<p>Collated data from Personalised Learning and Support Plans (PLSPs) throughout 2023 shows that at the end of the year 85.2% of students are achieving their personalised learning goals.</p> <p>Significant growth in this area was observed in 2023 beginning with 14.7% in Term 1, 58.8% in Term 2 through to 85.2% at the end of the year.</p>
80% of teachers are working at sustaining and growing in effective classroom practice according to the elements in the School Excellence Framework (SEF).	<p>On class teacher self reflection data in relation to the effective classroom practice domain in the School Excellence Framework (SEF) indicates that:</p> <ul style="list-style-type: none"> <li>• 42.85% of staff are working at sustaining and growing for lesson planning.</li> <li>• 71.42% of staff are working at sustaining and growing for explicit teaching.</li> <li>• 100% of staff are working at sustaining and growing for feedback.</li> <li>• 57.14% of staff are working at sustaining and growing for classroom management, the other 42.85% are working at excelling.</li> </ul>







### Purpose

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

### Initiatives

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

- A culture of student support

### Resources allocated to this strategic direction

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#### SSP supplementary funding

#### Per capita

#### Location

#### Socio-economic background

#### Professional learning

### Summary of progress

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#### *Regulation and Behaviour*

The focus in 2023 was to continue to embed strategies that support student regulation. This involved focusing on a cultural shift for managing behaviour through trauma informed practices. Specialised external providers and therapists were employed to support staff in identifying and supporting student regulation needs through in-school support and professional learning. Support was also gained to introduce a School Support Dog to the school with the necessary training being implemented. Initial contact was made with other SSPs to begin collaborative practices in order to support the development of school-wide systems. The school began the exploration of Innovative therapies, with the engagement in Music Therapy professional learning taking place. Staff were also upskilled in basic hydrotherapy practices to support all students in the onsite hydrotherapy pool. As a result behaviour incidences requiring executive support have decreased indicating that staff are becoming more proficient in utilising learnt skills to support student regulation and behaviour. Data indicates that students are spending more time in the classroom engaging in learning rather than outside seeking regulation. Feedback from staff indicates the specialist support is highly valued. The School Support Dog is beginning to spend more time in the classrooms as she transitions to a full-time role. Executive release from face-to-face has enabled the coordination of external providers within the school, the employment of additional SLSO-SHS has enabled regular access to hydrotherapy for all students and has supported ongoing regulation strategies. Timetabling constraints made professional development and therapist observations challenging. Staff changes impacted on the establishment of therapist involvement in some classes and the fluidity of knowledge. Resources were not available to support the increased volume and complex needs of the students.

In 2024 the focus will be to continue supporting student regulation and trauma informed practice through a focus on staff wellbeing and regulation. The School Support Dog and its handlers will begin moving towards a full time capacity. Training with the dog trainer will continue for all handlers. In 2024 a list of schools to collaborate with will be finalised and contact will be made to coordinate strategic visits focusing on agreed areas of development. Innovative ideas for therapist opportunities will be sought.

#### *Systems that Support Student Wellbeing*

The focus for 2023 was on developing systems and processes that support student wellbeing. This involved professional development of executive, teachers and support staff in *Healthcare in Schools*. Review of current procedures was conducted through consultation and advice and clarity was sought from the Team Around a School personnel, to begin devising a strategic approach to the development and regular review of healthcare and emergency procedures. As a result systems related to healthcare were streamlined for transparency and ease of use. A flowchart was drafted to provide a procedure to support staff in completing and reviewing health plans. An executive released from face-to-face enabled the time needed to communicate with parents, external providers and staff and the research needed to gain the relevant information required to formulate an effective system. Inconsistencies of provided healthcare information has proven challenging. Access to appointments for students in a timely manner is limited, and expensive, and the rapid



change in healthcare needs has hindered the time efficiency of the process.

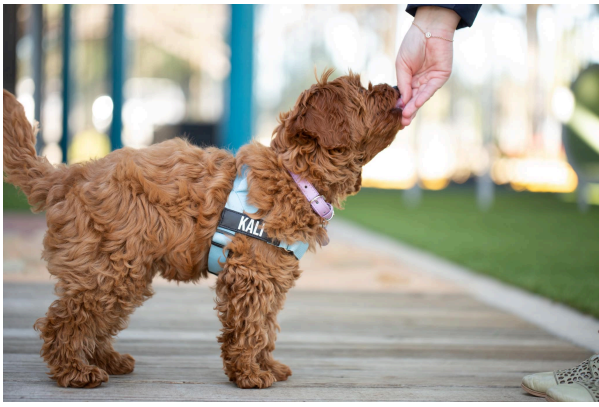
In 2024 the focus will be to review and finalise the healthcare procedure flowchart and share with staff and add to the accountability schedule. Ongoing review will be required throughout the year for adjustments. A plan for improving school-wide systems for transition will begin in 2024, including transitioning to school, from school, post school and into the community. Examples will be sought and analysis of current systems will be collated. A draft plan will be developed.

### 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
All staff understand and utilise school systems and processes that support student wellbeing.	<p>Data collected in relation to confidence and how well staff know and use systems that support wellbeing indicated that:</p> <p>78% of staff feel like they know them very well.</p> <p>22% of staff feel like they know them well.</p>
75% of students are able to choose regulation tools to support their learning.	<p>Data collected in relation to students being able to select strategies to assist regulation when they are in either the blue, yellow or red zone indicates that:</p> <p>18.18% of students are unable to choose a strategy to regulate.</p> <p>42.42% of students are able to choose a regulation strategy with support.</p> <p>39.39% of students are able to choose a regulation strategy independently.</p> <p>A total of 81.81% of students are able to select a strategy with support or independently to regulate when in the blue, yellow or red zone.</p>





Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$69,680.32</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kalinda School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><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>• A culture of student support</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>• employment of additional staff to lead the implementation of in-school therapists' program.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items to access the hydrotherapy pool</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- access to resources that support regulation and learning outcomes</li> <li>- access to specialised therapists that has increased support services for students during school hours in situ</li> <li>- reduced incidents of negative behaviours</li> <li>- more regular and safe access to the community and events external to the school environment.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue to engage therapists and other specialist services to support our trajectory towards achieving personalised learning goals.</p>
<p>Aboriginal background</p> <p>\$30,358.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kalinda School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• Quality Teaching Practices</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>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased communication between families and the school to support social events within the school</li> <li>- positive impact on building relationships that are positive and built on relational trust that is open and honest.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ additional staff to support cultural connections across the community and embedding Wiradjuri language into all classrooms.</p>
<p>English language proficiency</p> <p>\$4,219.99</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kalinda 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>• Data Informed Practices for Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>English language proficiency</p> <p>\$4,219.99</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support the consultation and development of Personalised Learning and Support Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- student progress showing high growth in communication skills</li> <li>- improved partnerships with parents and carers through relational trust and the ability to verbalise their educational, social, physical and emotional goals for their children.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue to focus on developing relational trust and authentic consultation for student learning.</p>
<p>Location</p> <p>\$9,593.29</p>	<p>The location funding allocation is provided to Kalinda School to address school needs associated with remoteness and/or isolation.</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>• A culture of student support</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>• release of Assistant Principal from face-to-face teaching to support the implementation of in-school therapists.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- provision of access to therapists and specialists for all students</li> <li>- improved ability to regulate behaviours and access to curriculum.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to access therapists and specialists to improve the learning outcomes at point of need for all students.</p>
<p>Professional learning</p> <p>\$13,276.52</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Kalinda 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>• Quality Teaching Practices</li> <li>• A culture of student support</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>• communication professional learning for executive staff.</li> <li>• healthcare professional learning including first aid and prescribed medication administration.</li> <li>• position specific professional learning for SAM.</li> <li>• Autism professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increased capacity of all teachers to embed effective practices in the explicit teaching of communication skills, innovative therapies such as music therapy, initial collaboration with other SSPs in NSW public schools with a focus on systems implementation and best practice.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning for all staff members based on roles and responsibilities.</p>
<p>QTSS release</p> <p>\$10,061.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kalinda School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>QTSS release</p> <p>\$10,061.28</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching Practices</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- regular access and support for all teachers with highly experienced executive staff to improve quality of teaching practice in every classroom</li> <li>- feedback received by all staff is explicit and highlights areas on where to next to improve and grow professionally</li> <li>- increase capacity for all teachers to effectively use the teaching and learning cycle to drive increased learning outcomes.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> continue to provide personalised support, mentoring and coaching in areas identified by staff and their supervisors.</p>
<p>COVID ILSP</p> <p>\$21,685.99</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><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>• employment of teachers/educators to deliver small group and individualised tuition focused on communication.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- dedicated professional learning for all staff, training of dedicated communication partners, modelling best practice through face-to-face delivery, conducting assessments., liaising with speech and occupational therapists, supporting families with access and appropriately monitoring resourcing across the school</li> <li>- all non-verbal students have access to a voice output device (or other relevant AAC) and receive exposure to targeted core word learning activities and opportunities to learn and practice communication skills</li> <li>- all new AAC users in 2023 began with zero AAC user abilities when first exposed to a device and achieved significantly improved competencies respectively.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> If COVID ILSP Funds are available in 2024 the school will continue to run the current model of support for targeted students with additional communication needs. The school will continue to support families to access, model and utilise various communication supports for their child which will support further improvement towards student communication and accessibility.</p> <p>If these funds are not available through COVID ILSP this program will continue to be funded through School Operational Funds.</p>
<p>SSP supplementary funding</p> <p>\$210,399.30</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Kalinda School</p>

SSP supplementary funding

\$210,399.30

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

- Quality Teaching Practices
- A culture of student support

**Overview of activities partially or fully funded with this site specific funding include:**

- release specialised communication teacher to lead the implementation of communication programs school wide.
- release Assistant Principal to lead the implementation of feedback sessions with external providers and research and plan for implementation.
- support the running of hydrotherapy programs.
- purchase of regulation tools.
- release Assistant Principal off class to lead and monitor the redesign of health care procedures.
- professional learning from external providers and allied health professionals.

**The allocation of this funding has resulted in the following impact:**

- supported effective classroom practices through mentoring and coaching
- improved student regulation through the engagement of therapists and follow-up of professional learning
- streamlined effective practices that supported wellbeing including health care procedures and maintenance of systems related to this.

**After evaluation, the next steps to support our students will be:**

- to continue building student engagement through mentoring opportunities provided by executive staff and school-based therapists.
- to support student engagement, communication, regulation and behaviour through the employment of additional School Learning Support Officers; to enhance home/school communication, complex case management and improved monitoring
- to continue to streamline effective practices that support wellbeing with a focus on transitions.







# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	22	20	23	23
Girls	7	10	12	10

## 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

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Options for post school destinations vary significantly dependent on the needs of the young person leaving school. These can include accessing continued support via the National Disability Insurance Scheme (NDIS), further study and employment.

In 2023 post school options included Griffith Post School Options (GPSO), the School Leaver Employment Supports (SLES) through Kurrajong and further studies have also been considered.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2.2
Classroom Teacher(s)	3.67
Teacher Librarian	0.2
School Administration and Support Staff	7.21

\*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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	22,039.53
<b>Revenue</b>	2,528,560.14
Appropriation	2,495,813.96
Sale of Goods and Services	893.62
Grants and contributions	30,401.25
Investment income	1,451.31
<b>Expenses</b>	-2,582,546.40
Employee related	-2,102,128.46
Operating expenses	-480,417.94
<b>Surplus / deficit for the year</b>	-53,986.26
<b>Closing Balance</b>	-31,946.73

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	104,259
Equity - Aboriginal	30,359
Equity - Socio-economic	69,680
Equity - Language	4,220
Equity - Disability	0
<b>Base Total</b>	1,644,146
Base - Per Capita	17,411
Base - Location	9,593
Base - Other	1,617,142
<b>Other Total</b>	312,257
<b>Grand Total</b>	2,060,663

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

Each year the school endeavours to seek the opinions of parents, students and teachers about the school. The school uses appropriate evaluation instruments to collect relevant data. Strategies in 2023 includes interviews, focus groups and survey instruments.

**Student Satisfaction Survey Results** - 24 of 33 students participated in the student survey, the results from the participating students indicated that:

- 95.8% of students said they I feel safe at school.
- 91.6% of the students said that they have friends at school.
- 87.5% of the students said they like their school.

**Parent/Caregiver Satisfaction Survey Results** - 14 of 32 families participated in the parent/caregivers survey, the results from the participating families indicated that:

- 92.8% of parents/caregivers indicated that their child is happy to come to school.
- 100% of parents/caregivers feel welcome at Kalinda School.
- Phone calls home and emails were the preferred forms of communication.

**Staff Satisfaction Survey Results** - Staff were surveyed in response to their confidence using the schools systems that support wellbeing, 17 staff members participated in the survey and the results indicated that:

- 76.5% felt they know and use the school systems that support student wellbeing very well.
- 23.5% felt they know and use the school systems that support student wellbeing very well.
- No staff members indicated that they did not have the confidence to use these systems.







# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.