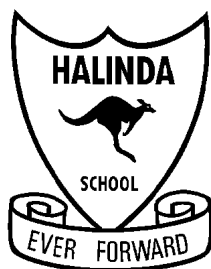


Halinda School Annual Report



2018



5642

Introduction

The Annual Report for **2018** is provided to the community of Halinda 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 school 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.

Jan Eccleston

Principal

School contact details

Halinda School

Mimika Ave

Whalan, 2770

www.halinda-s.schools.nsw.edu.au

halinda-s.school@det.nsw.edu.au

9675 7262

Message from the Principal

It is an absolute privilege to prepare my Principal message for 2018. It has been a year of great achievement for staff, students and parents. Students have been challenged by high learning expectations and have flourished in a range of rich and differentiated learning experiences. Our annual school awards ceremony bore testimony to the substantial increase in curriculum programs offered students and their resulting personal and academic growth.

Early education students thrived in the new play based programs developed from the Early Learning frameworks. Teachers have spent many hours of planning and preparation time and witnessed the fruits of their labour in the improved student communication, self-regulation and classroom learning skills emerging towards the end of 2018.

Our high school students flourished in the new "Sporting Schools" programs and surprised us with their growing physical capacities and their improved social interactions and teamwork skills.

Our Student Representative Council grew in numbers this year and netted a strong group of school leaders and mentors who supported their peers and assisted staff with equipment management and administrative tasks related to special fun days, fund raising for a number of charities, running weekly assemblies and hosting the annual student Christmas party. A very impressive group of students committing to be the 'best that they can be' for their peers and their school.

Year 12 transition students excelled in both community and work education programs. Our staff worked with parents to develop 'needs based' transition plans to ensure their NDIS plan review incorporated adequate funding for their child's post school services. Students and parents were farewelled at a stunning dinner dance hosted by graduating school leaders.

Our staff once again were dedicated to student engagement and learning and committed to supporting each other in their pursuit of excellence in teaching and learning. This was reflected in levels of collegiality and collaboration to bring daily, to the learning table, an array of expertise in curriculum programs that empowered, engaged and dynamically connected students to their unique learning capacity levels. We celebrated very impressive student achievements across literacy, sporting, creative arts and STEM (Science, Technology, English, Maths and the Arts) domains.

I am exceedingly thankful to parents for their support of myself and staff across the year. Your contributions at our planning meetings and evaluation days, your authentic engagement and contributions at school community functions across the year have been a source of strength and inspiration to me personally and a strong endorsement of staff endeavours.

School background

School vision statement

Halinda School will strengthen partnerships within and beyond the school to build a supportive and empowering school culture based on inclusion, mutual respect and trust.

Using strengths based approaches we aim to build quality relationships and make a positive difference in the lives of students' and their families.

Through our strategic directions we will inspire and develop a confident community of learners able to meet the demands of a dynamic and rapidly changing society.

School context

Halinda School is located in the Western Sydney Mt Druitt area and services a diverse population within a low socio-economic context. Forty seven percent of the parent population are from non-English speaking backgrounds encompassing twelve different cultures and languages.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2018–2020

Halinda School enrolls 114 students K–12 with moderate to severe intellectual disability. All students have a secondary disability that may include physical, sensory, health impairments, autism, diagnosed mental health conditions and challenging behaviours.

Enrolments are trending towards early education students with autism, complex language needs and challenging behaviours. By 2022, 57% of our students will have graduated into post school services. These changing demographics will shape our professional learning for 2018–2020 with the school placing strengthened focus on personal learning plans and transition planning, relevant curriculum development and the implementation of evidence based programs to enhance the emotional wellbeing and engagement of students and the school community.

Our professional learning program is strengthened through our work with the Alliance of SSP schools across Western Sydney and our continuing connections to current research opportunities and centres of best practice.

The school has close connections with the community including local service clubs, service agencies and therapy services. Links have been forged with surrounding schools for integration opportunities and peer support programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school utilised the new Version 2 Excellence Framework. There will be some variances from the 2017 self-evaluation due to the newly added elements in version 2. 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.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, on the balance of evidence, the school is **excelling** in the elements of Learning Culture, Wellbeing and Curriculum and Learning and Reporting. Self-evaluation indicated the school was **sustaining and growing** in the elements of Assessment, and Student Performance Measures.

Our school culture has a strong student centred focus with high aspirations for our students. Student wellbeing and engagement is a priority and there is a planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of students, parents and staff. There is an ongoing focus on performance development and effective team approaches to the development and delivery of quality teaching, curriculum planning and implementation that is differentiated to meet the learning needs of all students. Planned, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning in personal learning plans and KLA programs. A

significant number of students consistently perform at high levels on internal school performance measures.

Future Directions

School professional learning will focus on strengthening our student learning progressions and assessment tools to ensure delivery of curriculum programs at students' instructional level, and progressions in student learning occur through ongoing collaborative formative assessment.

Teaching:

The results of this process indicated that in the School Excellence Framework domain of Teaching, on the balance of evidence, the school is **sustaining and growing** in the area of Effective Classroom Practice, Data and Skills Use, Professional Standards and Learning Development.

The school has had a sustained focus on identifying, understanding and implementing the most effective teaching strategies for students with diverse and complex needs. Project teams have researched and implemented relevant evidence-based teaching strategies. Action research methodology has provided significant empirical data to inform our ongoing practice. A school Assessment and reporting schedule operates across the school, accompanied by assessment tools and reporting formats K–12. The differentiated assessment planning and reporting tools have supported teaching and learning in 2018.

The school leadership has fostered a culture of collaborative practice that has increased instructional leadership across the school to enhance the quality of our teaching practice. Across school alliances have enriched our knowledge base and sharing of effective strategies and resources.

The strategic direction plans and milestones drive professional learning and the evaluation of the impacts of our teaching practice. All staff take personal responsibility for maintaining and developing their professional standards and demonstrate high levels of commitment and energy in achieving our school's goals.

Future Directions:

Instructional leadership development across the school will be a continuing priority within our 2018–2020 plan. The increased school funding for SSP Quality Teaching Support will be utilised to strengthen differentiated learning across our K–12 cohorts, increase team leadership incorporating coaching and peer observations and the exploration and implementation of evidence based programs to enhance student wellbeing and resilience. The Department of Education Leadership Development initiative will continue in 2019 to support the accreditation of teachers at the Highly Accomplished level.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, on the balance of evidence the school is **excelling** in the elements of School Planning, Implementation and Reporting, School Resources, Management Practices and Processes and **sustaining and growing** in the element of Educational Leadership.

In 2018, the school focussed on quality professional learning incorporating team leadership, coaching and mentor teachers to enhance learning for all staff across proficient, highly accomplished and lead professional standards. The leadership cultivated a strong group of formal and informal leaders who dynamically built high educational aspirations and performance improvement across the school.

The school accessed evidence based programs when developing the school plan and embedded proven strategies into our school culture and teaching practice, delivering ongoing measured improvements to the students. Parent voice was promoted and valued community input to ensure continuous improvement across the three year strategic plan.

Future Directions

The school leadership team will continue to foster distributed instructional leadership across the school to sustain effective pedagogy and ongoing improvements in explicit teaching for our complex learners.

The school will continue to enhance parent involvement in school evaluation, planning and program implementation by developing a range of consultation groups representative of the K–12 student cohorts. Particular focus will be maintained on utilising the skills and knowledge of our multicultural communities in enhancing creative and performing arts and the Stephanie Alexander Kitchen Garden programs.

Strategic Direction 1

Promoting wellbeing and personal growth across all levels of the school/community.

Purpose

Enhance our student centred learning culture, providing the nurture, social support and evidence based best practice that promotes wellbeing and personal growth across all levels of the community.

Create a community of innovative collaborative practice that expands the boundaries of student competency across emotional, social and functional living skills domains, ensuring that they are connected, active community members, living well.

Overall summary of progress

The School developed a comprehensive community wellbeing plan to support the enhancement of resilience and learning of all stake holders.

The plan was developed from data sets including student wellbeing and engagement levels, daily incident data, staff welfare perspectives, current stressors within the school, personal staff requests, and positive perspectives on what was working well within our community. Results from our 2017 NSW Department of Education (DoE) Wellbeing Frameworks for Schools audit and the Australian Student Wellbeing Framework audit tool provided a comprehensive overview for evaluation and systematic planning of improvement targets.

Davidson, Trahaire Corpych worked with staff groups and individuals in term one and followed up with workshops on vicarious trauma and resilience building. These workshops were well received by our staff. Staff wellbeing programs followed across the year with weekly welfare meetings and further work on Trauma informed practices and managing personal stress in dynamic environments.

Professional learning on trauma informed care utilising the PRACTICE principles supported staff in managing students with challenging behaviours. High staff collegiality with a willingness to support each other, weekly welfare meetings combined with a developing deep knowledge around our students and their needs resulted in high staff resilience within a very dynamic setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Wellbeing</p> <ul style="list-style-type: none"> • A planned approach to wellbeing: The school has researched and implemented evidence based change to whole school practices, resulting in measurable improvements in staff and student wellbeing, engagement and student behaviour to support learning. • Caring for students individual learning needs: All students have a personal wellbeing goal and support plan identifying individual wellbeing strategies, and an identified staff or community member for support and mentoring. • Behaviour: Positive, respectful relationships are evident and widespread among students and staff. All staff promote student wellbeing and implement students' personal plans to ensure optimum conditions for 	<p>Students</p> <ul style="list-style-type: none"> • Student assessment for learning: \$9,800 • Collaborative development student person centred learning plans: \$21,560 • Student training program: \$2,000 <p>Professional Learning</p> <ul style="list-style-type: none"> • Whole school wellbeing – Sanctuary model: \$4,000 • Vicarious Trauma and Resilience Building in the workplace: \$3,000 • Trauma Informed Care Practice principles: \$2,000 • Rhythm to Recovery: \$6,100 • PBL Team Training: \$7,500 • PBL Consumables: \$1,800 • School Chaplaincy: \$21,000 	<p>Whole school approaches to the development of a learning and engagement culture based on mutual respect and trust has been forged through extensive professional learning, implementation of the Positive Behaviour for Learning program, Trauma Informed Care practices and a focus on explicit teaching of pro-social skills.</p> <p>All students had a personal wellbeing goal and action plan developed collaboratively with parents embedded in daily school routines, with a designated teacher/SLSO mentor.</p> <p>Interventions Plus returned to Halinda again in 2018 to implement evidence programs for students with ADHD and associated high anxiety. Strategies based programs to support students in developing personal plans for managing their self-regulation and enhancing their classroom and social connections. Teachers attended the workshops and were able to follow through in class and playground settings.</p> <p>Staff wellbeing levels of satisfaction feedback surveys revealed positive features of the school culture, highlighting teacher attitudes, social</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>student learning across school and community. Student data indicates increased engagement, learning outcomes and a reduction in behaviour incidents.</p>		<p>support and debrief opportunities as the highest valued attributes within staff.</p> <p>The highest ranking staff welfare learning was unanimously agreed to be our two day Rhythm to Recovery (R2R) program that paired drumming rhythms and cognitive based therapy concepts in a relaxed, empowering environment. The influence of rhythmic activities provided a powerful connection between staff in a solid team building experience. The two days built a foundation for working together and taking forward the R2R concepts and activities to our students in 2019.</p> <p>Triangulation of our daily wellbeing and behaviour data, student assessments, teacher program reviews and student voice highlighted Sporting Schools coaching, morning fitness, martial arts, special interest groups, external sporting events, STEM hands on learning activities and school work experience programs had significant positive impact on student self-regulation, improved social interaction and team work skills.</p> <p>The Department of Education Chaplaincy program has been implemented over the past two years utilising Your Dream Chaplaincy. Our Chaplain has been a calming and empathetic presence amongst our students and has contributed through his pastoral skills and servant heart in both school and community programs.</p>

Next Steps

- Enhance the explicit teaching of social and emotional skills, linking to Positive Behaviour for Learning school matrix.
- Provision of a range of opportunities for student ownership and decision making, student voice and peer support activities through the SRC leadership program.
- Partnering with parents of year 11 and 12 students to adapt the "Life Ready", mandatory program, for their young adults, graduating into post school services
Exploration of the Berry Street Model of trauma Informed care Practices to meet the needs of students with complex emotional problems.
- Develop a school based trained team to embed the practice within our welfare policy and practices.
- Refine and utilise our daily data processes to evaluate the effectiveness of the strategies for students, staff and parents.
- Enhance the school's use of qualitative and quantitative evidence to inform and guide planning for wellbeing.

Strategic Direction 2

Develop highly accomplished instructional leaders to expand our differentiated teaching and learning. 'Every Learner Included'

Purpose

Increase teacher instructional leadership across the school to:

- Extend expertise in contextualising and differentiating the curriculum providing students with rigorous, relevant, engaging, age appropriate learning needs.
- Increase our understanding of the complex and diverse needs of our student cohorts and the impacts on learning and wellbeing.
- Extend our environmental engineering and instructional practices to maximise students strengths and talents and to increase learning outcomes.

Overall summary of progress

Summary

To develop highly accomplished instructional leaders to expand differentiated teaching and learning using the Excellence Framework in the domains of Leading and Teaching

Professional learning has been the key to developing effective instructional leadership skills to facilitate whole school improvement and build a strong cohort of future leaders to extend expertise in contextualising and differentiating the curriculum providing students with engaging and age appropriate learning opportunities to increase learning outcomes.

The school has adopted an approach in distributed instructional leadership through projects where all staff have an opportunity to build their leadership capacity through coordinating and leading *project team* initiatives from the School's Strategic Directions. The highly skilled staff support the school's vision in the School Plan and the milestones in delivering quality learning environments and programs through differentiating learning for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Educational Leadership:</p> <ul style="list-style-type: none"> • Instructional Leadership. Increased instructional leadership and accreditation at higher performing and leadership across all levels of the school. • Community engagement. Increased levels of satisfaction and participation of parents in the development, implementation and evaluation of their child's programs. <p>Teaching:</p> <ul style="list-style-type: none"> • Learning and development. The school has embedded explicit systems that facilitate collaborative practice. School and DOE project initiatives facilitate coaching and mentoring to support ongoing teacher development. • Data & skills use in teaching and planning. Teachers 	<p>Professional Learning</p> <ul style="list-style-type: none"> • PECs communication Essentials: \$3,500 • Principal's Credential Fees: \$3,500 • Teacher Release Days: \$1,500 • Leadership Development Program: Highly accomplished accreditation • \$14,000: Release days and conferences <p>Resource Development</p> <ul style="list-style-type: none"> • STEAM: \$14,000 • Early Learning Frameworks: Play based learning \$10,000 • Online Apps: \$1,500 • Communication Apps: \$500 • ASDAN Training: \$5,000 • Mentoring and Coaching: Communication for complex 	<p>Two teachers have undertaken Accreditation at higher performing and leadership level through the Higher Accomplished/lead development program. An Assistant Principal is seeking higher accreditation through the Primary Principal's Credential programs. The impact of Distributed Instructional leadership has netted significant increase in expertise in contextualising and differentiating curriculum for the complex and diverse learners and provided students with high levels of engagement and wellbeing.</p> <p>A STEM project implementation across the school including mentoring teaching staff and working with students netted increased engagement and teamwork amongst student participants.</p> <p>Play Based Pedagogy was implemented in the Early Education sector to meet the complex learning needs of student with autism and severe communication deficits.</p> <p>Both the STEM and the Play based projects were</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>understand and routinely implement appropriate assessment strategies to inform practice and program modification.</p> <p>Learning:</p> <ul style="list-style-type: none"> • Curriculum differentiation. <p>Increased proportion of students demonstrate active engagement in differentiated learning programs.</p>	<p>learners: 0.2 \$21,000</p> <p>Staff Release Days</p> <ul style="list-style-type: none"> • Curriculum Differentiation: \$6,000 • Team Leadership: \$1,500 • Across school Alliances: \$5,000 	<p>led by teachers seeking accreditation at the Highly Accomplished level. Data collated as part of their action research projects demonstrated incremental progress of students' in self-regulation social skills and engagement in learning tasks.</p> <p>The TEACCH program for students with autism is an ongoing action research project that aims to teach fundamental learning skills through high levels of task structured support by visual schedules. The analysis of cumulative data over three years substantiated positive learning outcomes and increased levels of engagement.</p> <p>ASDAN a researched based curriculum for students with disability was implemented as a trial in 6 classes in 2018 utilising the ASDAN modules. A learning Alliance with SSP schools was formed for professional development as well as an Online Sharing Platform to collaborate for program development, resources and assessment. Teachers had an opportunity to collaborate, share and embed good practice across the Alliance schools.</p> <p>Units of work in science, history and geography have been developed collaboratively and shared collegially across high school classes, embedding hands on meaningful authentic experiences and has demonstrated high levels of student engagement.</p>

Next Steps

- Increase in resources and an expansion of the implementation of the STEM program in 2019 across the school. Formation of an Interschool Alliance in STEM to collaborate in program development, collegial sharing and professional learning.
- Continued implementation of the Play Based learning program, increase resources, develop play based assessment and training of additional staff.
- Continued implementation of the TEACCH project and expand the program across the school to enhance participation, engagement and wellbeing in students.
- Provide professional learning in the TEACCH methodology for teachers in 2019
- Increase the number of classes implementing ASDAN programs in the high school
- Maintain connection and collaboration with the Interschool Alliance for professional learning, program sharing and resourcing.
- The outcomes of the Handover Project to be measured through staff surveys, student data and further refinement and adjustments to be made accordingly

Strategic Direction 3

Strengthening community connections and parent partnerships 'Active Participation in Student Learning'

Purpose

Connect and empower a community of knowledgeable and committed partners who share students' learning experiences and actively contribute their expertise and resources to the learning journey. Improving learning outcomes and community membership for students' and their families.

Overall summary of progress

A comprehensive community connection plan was developed with a mindful focus on the diversity of culture and support needs across our K–12 school.

Similarly the school leadership team recognised that the diverse talents and abilities of the community could be successfully harnessed to enhance the connection of all parents at their level of need.

Levels of satisfaction feedback from parents rated our 2018 initiatives highly. The school experienced ongoing attendance at the broad range of school information and parent participation activities, culminating with the attendance of over one hundred community members at our annual school performing art and community luncheon day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Educational Leadership:</p> <p>Community engagement. The school is responsive to the community, develop a culture that connects parents and community members to a vision for high student expectations, and community inclusion 'on the same basis' as their non disabled peers.</p> <p>Leading:</p> <p>Management and Practices. The school is responsive to the current issues facing parents and has established collaborative practise and processes with the NDIS to ensure service delivery through supporting parents' navigation through the NDIS planning and review processes.</p> <p>School resources. The school has used its facilities to build social capital within the community. This has netted an enhancement of school resources for target programs in 2018–2020 school plan.</p> <p>Learning:</p> <p>Culture. The school has developed effective partnerships with parents that have facilitated</p>	<ul style="list-style-type: none"> • School Multicultural day: \$1,500 • Aboriginal Perspectives in Education: \$3,000 • Parent to Parent Education Days: \$2,000, • Guest Speaker: \$200 • Post School Options Day: \$500 • Post School Options Expo: \$500 • Community Consultation Planning 2019: \$500 	<p>The school has welcomed the 47% of cultural diversity within the community and has strategically connected with parents at their point of cultural beliefs and rituals in preparing the ground for the development of their child's person centred learning and support plans in the following ways.</p> <ul style="list-style-type: none"> • Parent information days with cultural outreach support • Overview of the school and the particular curriculum provisions for their child <p>A collaborative approach to developing student person centred learning and support plans (PCLSP) between parents and staff netted 97% response rates from parents in sharing about their child's strengths and preferred learning goals for 2018..</p> <p>With the introduction of NDIS the school began a new relationship with privatised therapy services. To ensure effective partnerships and positive student outcomes from therapy visits to the school the leadership has:</p> <ul style="list-style-type: none"> • Developed a collaborative practice policy and handbook to acquaint new providers with the Department of Education (DoE) protocols • Published a school information booklet to articulate systems provisions for the delivery of therapies and promotion of a sense of collegiality and valued contribution to the school. • Conducted the mandatory inductions for all visiting therapist • Ensured time for teacher/therapist dialogue to facilitate the transfer of information from school to therapists • Developed positive partnerships to ensure that the school/therapy enterprise netted positive results for students, parents and staff. <p>Parents met twice a term to share their success</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>student engagement and continued improvement.</p>		<p>stories and concerns around their participation in the National Disability Insurance Scheme.. Our Department of Education and National Disability Insurance Agency personnel supported these initiatives and our parent to parent sharing made these days very informative and uplifting for parents</p> <p>.In acknowledging the benefits of an active school life the school secured the support of sporting schools, their coaches and mentors across a broad range of sports.</p> <ul style="list-style-type: none"> • The relationship has netted benefits for the school, with both staff and students improving skill levels and staff benefiting by observing coaching skills of the sporting schools delegates. This intensive program also contributed to the development of students' self-regulation and reduced behavioural incidents. • Students gained skills to actively access a range of "Come and Try" days where improved sports skills and social skills were noted by staff. • Senior students generalised their social and games skills in other school settings and community sports venues. These students were scoring well against the Department of Education Physical Literacy Continuum and have built a sound foundation for post school sports participation <p>Volunteers have played a significant role in student learning at Halinda School. In 2018 the school identified volunteer contributions that netted positive impact on student learning.</p> <ul style="list-style-type: none"> • High School excursions program: Volunteers drive students to their Ten Pin Bowling twice a week and mentor students in bowling skills. There is such joy in this joint relationship. Students have responded in improving bowling skills, social interaction skills and sportsmanship, waiting a turn, supporting others and giving positive feedback. <p>Thanks to our volunteers Mark and Beryl Goggin. Mt Druitt Primary School students visit Halinda once a week and participate with their buddies in a broad range of activities, including playground sports, drumming, drama, STEM, grooming and make up activities and arts and crafts. Mt Druitt peer tutors provide excellent role models for our students and they have developed exceptional coaching skills in helping students' complete weekly activities.</p>

Strengthening our Parent Connections

NDIS Navigators

- Providing opportunities for members of our multicultural outreach team to gain further training and support parents in navigating their way through NDIS service provisions.

Supporting Student Learning

- Parent resource maker group: Working with teachers to develop the physical resources required for lesson presentation and student communication supports.

Parent Consultation Group

- Parents of students in transition: Working in collaboration with teachers to adapt the mandatory year 11/12 Life Ready board of studies course to meet the specific individual needs of school leavers.
- Supporting parents in the development of the child's transition plans and programs.

Parents skills share group

- Parent presented workshops for staff and students utilising food preparation and art and dance to enhance our parent participation multicultural perspectives across the high school.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>\$9000</p> <p>Individual student support programs</p>	<p>In 2018</p> <p>The school strengthened parental involvement in the development of their child's person centred learning and support plans, by setting aside dedicated time for parents to develop a shared understanding regarding their child's learning strengths and program options to support independent daily living skills and development of areas of interest and the personal talents of their child.</p> <p>Additional funding provided teaching resources additional school learning support for skills acquisition within school and community programs.</p> <p>Students were provided with leadership opportunities through the Student Representative Council leadership program and school representative sports, dance and signing choir performances.</p> <p>A local aboriginal representative mentored students in developing skills in cultural dance, costume and rituals that culminated in a spectacular performance at our annual performing arts concert and community luncheon day.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> • 0.172 QTSS funding: Team Leadership • QTS Flexible funding: Team leadership, coaching, action research programs • In class support: \$81,000 	<p>The SSP QTS and QTSS were welcome funding allocations to Halinda School. To ensure the school gained high leverage results from the funding investments, the leadership team developed a deep understanding of the Centre for Education Statistics and Evaluation (CESE). "What Works Best": Evidence based practices to help improve NSW student performances and the implications for students. Three key improvements strategies were identified: Parent partnerships, implementation of evidence based programs and increasing teacher collaboration through coaching and mentoring from teachers.</p> <p>Subsequently the school focused on professional learning and support that enhanced:</p> <ul style="list-style-type: none"> • The development of positive relationships across the school community • Provision of quality (off class) time to work with parents in developing students' person centred learning and support plans that prioritised students' interests and strengths as well as individual 'wellbeing goals' aligned with personal plans (PCLSP). • Differentiation of curriculum programs to meet the diverse and complex needs of students K–12.
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Therapeutic programs for students with physical disability and complex learning needs \$46,000 	<p>.A significant proportion of our students have a risk high index in regards to factors related to their disability, family circumstances, social capacities and socio-economic disadvantage.</p>

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Music Therapy: \$10,000 • In class SLSO support: \$50,000 	<p>Low Socio Economic funding budget supported our school improvement target 'Whole School Wellbeing and Engagement'.</p> <p>Our School Culture embedded a strong emphasis on trauma informed care practices, high expectations for learning, positive staff, peer social connection and highly structured explicit teaching within a curriculum rich learning environment. In 2018 our funding was prioritised to provide additional learning support for the following cohorts of students.</p> <ul style="list-style-type: none"> • Students at risk of learning failure and disengagement due to diagnosed mental health conditions. • Health impaired students with priority hydrotherapy and therapeutic learning goals. • Students engaging in transition activities within their local community <p>To monitor the effectiveness of our funding expenditure daily behaviour, engagement and wellbeing data was systematically collected, analysed and published to staff on a weekly basis.</p> <p>Persistent referral levels for individual students were low. Demonstrating the concerted, proactive efforts of the welfare team and staff to address emerging issues with students and the effective school culture operating across the year. The pattern also reflects the ongoing commitment to the maintenance of quality learning environments, consistent application of strategies to enhance the wellbeing of students and the relentless focus on student engagement and achievement</p>
<p>Support for beginning teachers</p>	<p>0.6 permanent teacher: \$6,893</p> <p>Permanent teacher: 2nd year allocation \$4,063</p>	<p>In 2018 funding supported three beginning teachers.</p> <p>This funding was utilized to provide a mentor teacher, additional release from face to face teaching for peer observations, relevant in-service courses and support for the mandatory programming and documentation requirements.</p> <p>Funding also provided opportunities for beginning teacher courses of teachers' choice as well as critical domains such as teacher wellbeing, behaviour management, student engagement, collegial relationships and working with parents.</p> <p>Beginning teachers were also encouraged to join our team leadership groups to contribute to and develop knowledge and skills in our major curriculum projects. These groups provided high levels of social and professional capital that developed a strong sense of belonging for teachers in their first placement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	78	81	83	82
Girls	36	32	31	30

In 2018 Halinda School enrolled 113 students K –12 with moderate to severe intellectual disability. All students had a secondary disability that may have included physical or sensory impairments, health conditions, autism, diagnosed mental health conditions and challenging behaviours.

Class sizes were maintained in line with the recommendations of the Department of Education (DoE) and in accordance with the students' disability confirmation. Students with a severe intellectual disability attract one teacher and one school learning support officer to six students. This is to accommodate the level of high support required for learning and personal care. Students with a moderate disability attract one teacher and one school learning support officer to nine students. Some groupings varied according to students' pathways of study and additional learning needs. A variety of courses and programs were offered according to aspirations and planning by students and parents at their 'person centred learning and support team planning 'meetings.

All students attended school up to year 12. Students graduate with a Higher School Certificate Life Skills. On graduation students are transitioned into an NDIS funded program focusing on school to work training or community participation

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.05
Teacher Librarian	0.6
School Administration and Support Staff	23.06

*Full Time Equivalent

In 2018 the school did not employ any staff with Aboriginal background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	67
Postgraduate degree	33

Professional learning and teacher accreditation

The school focused on the implementation of evidence based practice to improve staff and student wellbeing and engagement.

Substantial professional learning included:

- Trauma informed care
- PRACTICE Principles in working with students who experience trauma from environmental factors and anxiety linked to their disability
- Sanctuary Model for community wellbeing
- Vicarious Trauma and Resilience building for staff
- Rhythm 2 Recovery, a social emotional training program for students utilising rhythm and cognitive based strategies

The school Positive Behaviour for Learning (PBL) was aligned to our evidence based professional learning and consolidated into a working document for staff.

Providing increased opportunities for teacher development and collaboration:

Our previous school self-evaluations had highlighted the positive learning outcomes that had been driven by our 'team leadership' program conducted by expert teachers working towards the Highly Accomplished Accreditation status and the Principal's Credential.

Professional learning related to teacher's lead initiatives: STEM, Early Childhood Frameworks and play based programs, Communication for Complex learners,, PBL and whole school wellbeing.

Release from face to face teaching for expert teachers was provided to conduct peer observations, coach and/or mentor colleagues and assist with resource development and implementation of programs within their classes.

All pre-2014 staff who have registered at the proficient level continue to log their professional learning hours through weekly professional learning at staff and welfare meetings, team leadership activities and registered NESAs courses.

All staff have developed personal learning goals through their Performance Development Plans.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	383,450
Revenue	4,896,525
Appropriation	4,871,379
Sale of Goods and Services	275
Grants and Contributions	20,325
Gain and Loss	0
Other Revenue	0
Investment Income	4,546
Expenses	-4,070,144
Recurrent Expenses	-4,070,144
Employee Related	-3,970,661
Operating Expenses	-99,482
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	826,382
Balance Carried Forward	1,209,832

The annual school budget has been developed by a school management committee comprising the school executive, school administrative manager. The budget was developed in conjunction with the school strategic directions 2018–2020 the annual management plan and the Department of Education School Budget Allocation Report. The budget has been monitored regularly and reviewed by the school management team.

Rolled over funds will be budgeted into our 2019 budget to upgrade our playgrounds, therapeutic equipment and technology for communication and STEM programs.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	812,178
Base Per Capita	49,158
Base Location	0
Other Base	763,020
Equity Total	139,171
Equity Aboriginal	9,198
Equity Socio economic	117,520
Equity Language	12,453
Equity Disability	0
Targeted Total	3,662,298
Other Total	30,888
Grand Total	4,644,536

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Parent/caregiver, student, teacher satisfaction

Levels of Satisfaction

The school sought levels of satisfaction from parents, staff and students in relation to strategic direction improvement targets, school programs and home school communication via staff workshops focus group meetings, surveys and feedback on parent initiatives across 2018.

Parent feedback was sought on the joint collaboration around their child's person centred learning and support plans. 97% of parents participated in the collaborative meeting for their child and related the processes, documentation and follow up reports. The data indicated that an average of 70% of parents strongly agreed and 30% agreed that the meeting formats provided parent voice, parental input was valued, reports were of high quality and student photographs enhanced understanding around student programs.

Home school communication was highly rated by parents and additional strategies such as KeptMe, class Dojo and email enhanced understanding around students' school life.

Our Parent to Parent term initiatives provided an opportunity for parents to share their NDIS journeys and form support networks. Parents highly valued these luncheon opportunities and supported each other with

ideas and strategies. The focus group meetings built self-confidence and support networks for parents.

Staff feedback was sought on community wellbeing, in particular, the level of professional learning and welfare support across the year.

Staff were in agreement that the insights into student mental health and trauma informed practices provided a sound knowledge base for working in dynamic and complex communities. Follow up training in Vicarious Trauma and resilience building was highly valued by the Halinda Team. A staff workshop highlighted social support, debrief opportunities and positive attitudes as crucial pillars of Halinda wellbeing culture.

The school leadership initiatives for students in 2018 provided a strong platform for student voice. Students met on a fortnightly roster to plan the 'Funky Friday' events and special celebration days. The most appreciated events for students were our Aboriginal cultural learning days, culminating in a performance at our annual concert in December attended by over 100 parents and community members. Aboriginal leader, Jessie, will return in 2019 for the NAIDOC learning programs and performances at the request of the senior SRC group.

Highest ranking programs with students were Sporting School's activities, work training programs, drumming, STEAM and karaoke.

Policy requirements

Aboriginal education

Understanding of Aboriginal culture has been built through sound policy implementation, teacher professional learning and across curriculum program planning, incorporating creative and performing arts. .

In 2018 our high school team utilised cross curriculum approaches to plan a calendar that included Harmony Day, Reconciliation Day, NAIDOC Day and multicultural curriculum days.

Initiatives included sports, dance, drama, signing and drumming. Our student enterprise education students capitalised on these opportunities to demonstrate their food preparation, teamwork and hospitality skills in catering luncheons for the community.

The school employed an Aboriginal educator and performer to implement cultural and creative arts lessons culminating in an end of year concert featuring a smoking ceremony and dance performance.

Multicultural and anti-racism education

A robust multicultural policy document supported initiatives for the school community that comprises 47% Language Background Other Than English (LBOTE).

In 2018 an antiracism contact person was elected by the staff. This staff member played a significant role in

the implementation of the multicultural policy and perspectives.

The school embraces diversity and recognises the rich cultures, skills and gifts that families continue to add to our community. The school has ensured an understanding of the many cultures that make up the Halinda community are embraced within the school through contextualised curriculum focuses in 2018. Students engaged in experiential learning activities involving the artefacts, food and dances of the varied cultures represented within the Halinda community.

Our staff profile reflects the high level of community diversity and have contributed significantly to the cohesiveness of community through their culture and contributions to the school.

Parent and staff representatives played a significant role as contact persons and interpreters at school planning meetings, learning support team meetings, medical reviews and school open days.

The appreciation of diversity and harmony has also been forged through our Positive Behaviour for Learning program where skills for inclusion and social interaction are taught explicitly on a daily basis.