

Ajuga School

2019 Annual Report



5748

Introduction

The Annual Report for 2019 is provided to the community of Ajuga 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.

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Message from the principal

2019 a year of transformation and change for Ajuga School. It was my first year as school principal of Ajuga School, a new executive team commenced on site, and we transitioned to a new philosophy based on trauma-informed practice and a dedicated focus on relationship building.

The strength of our school team was evidenced in the smooth transition during times of significant change. During the Ajuga transformation, we have had a significant staff turnover due to secondment, maternity leave, retirement, extended leave and transfer of teaching and executive staff. Despite this impact, staff have continued to move forward the new vision of Ajuga school.

Our school also increased in size, with five primary and five secondary classes operating throughout the year..

The profile of Ajuga school within the community has been heightened with improved efforts to engage our local community through the website, Facebook and additional school promotion. We enjoyed quite a high profile within our network of schools with recognition of excellence at the Regional South Operational Directorate awards.

An exciting area of development was through our new partnership with the University of Western Sydney. Following discussions and planning, Ajuga School and UWS entered a three year Music Therapy agreement which successfully rolled out in semester 2. Our partnership with UWS further expanded to supporting social worker student placement as we moved into the 2020 new year.

2019 has been a very successful year for students, staff and valued community supports and we thank everyone for their valued contributions to Ajuga school. The support and assistance of our parents, carers and community is part of what makes Ajuga School a setting that provides critical impact to students lives, and where quality teaching and learning is our priority for every child every day.

School background

School vision statement

Ajuga School strives to create confident, curious students by providing an individualised approach to learning, enabling each student to reach their unique social, emotional and physical needs in order to engage in quality education.

School context

Ajuga School forms part of a complex of schools for specific purposes situated on approximately two hectares of land; ideally suited to providing a therapeutic setting for K–12 students with a complex trauma history and/or Autism Spectrum Disorder.

Ajuga provides an integration program for up to 64 students. Currently, there are 5 primary classes and 5 high school classes. Classes are predominantly organised according to stage groups. 14 placements are designated to students with Autism Spectrum Disorder enrolled in the 5–day program. These placements are integrated across the stage groups, drawing together on Wednesday's for social skill development.

The school is staffed by a highly dedicated and experienced staff working in a team environment. Each class has a Teacher and a School Learning Support Officer. The school community consists of parents and carers, referring census schools, Sydney Distance Education, TAFEs, local businesses, health services and our neighbouring schools. The school and its community have high expectations and value the provision of a variety of learning experiences including: Music Therapy, Art Therapy, Counselling, Sport, Social Skills, and an inclusive curriculum in all Key Learning Areas.

Ajuga School is participating in the Empowering Local Schools reform and is part of the initial implementation of the Learning Management and Business Reform program. Ajuga School continues to receive a range of new processes and tools to support education and learning.

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 school plan and annual report.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Working towards Delivering

Strategic Direction 1

Creating Confident Learners

Purpose

To provide a positive learning environment that has high expectations for student achievement. Students will be motivated to engage in tasks that are relevant to assessed needs and are continually challenged to meet personal academic, social and emotional goals. Students will value educational opportunities and work collaboratively with staff to engender a school wide culture of respect and success.

Improvement Measures

- Increased proportion of students achieving expected growth in literacy.
- Increase in number of students achieving academic goals in PLSP.
- Increased proportion of students achieving expected growth in numeracy.

Progress towards achieving improvement measures

Process 1: Personalised Learning and Support Plans

Diagnostic assessments, interagency reports, access requests and other information is gathered to develop each students PLSP to identify SMART goals, including academic goals. Parents will be involved in writing the PLSP and the plan will be reviewed yearly.

Evaluation	Funds Expended (Resources)
<p>The Personalised Learning and Support Plan (PSLP) template was discussed, adapted and developed with the support of the Assistant Principal Learning and Support, and shared with all teaching staff. Twilight sessions were scheduled, with teaching staff led through the process of developing a PSLP with key stakeholders, using SMART goals across the domains of Curriculum/Learning, Emotional Regulation, Integration, and Connection to Culture.</p> <p>PSLP Meetings were scheduled in Term One and is continuously reviewed throughout the year, at least once per term, with the individual student, their parent or carer, and other key stakeholders.</p> <p>The PLSP template is now successfully used across the school.</p> <p>Continued evaluation of the staff capacity to draft SMART goals is required, alongside seeking and reflecting on feedback from stakeholders on how Ajuga's PLSP process can improve.</p>	<p>\$80 Staff Professional Learning Expenses</p>

Process 2: Assessment Project

Appropriate diagnostic tools for literacy and numeracy assessment for students in K – 12 to be sourced. Student literacy and numeracy levels to be assessed upon enrolment to provide diagnostic data on student levels of academic achievement and post-intervention growth to be measured at transition.

Evaluation	Funds Expended (Resources)
<p>The Assessment Project is scheduled to commence in 2020.</p>	<p>Not applicable at this time.</p>

Progress towards achieving improvement measures

Process 3: Learning Progressions

A whole school approach to support students to successfully engage in the literacy and numeracy demands of the curriculum.

Evaluation	Funds Expended (Resources)
<p>In 2019, Ajuga School was selected to receive Strategic Support from the School Services team with an initial focus on building staff capacity in utilising Learning Progressions and Formative Assessment. Following feedback from several professional learning afternoons, the team pivoted towards more realistic needs of programming and the development of Scope and Sequences.</p> <p>The Strategic Support team met with the Principal and Assistant Principal (Curriculum) in mid-2019 to plan a holistic and targeted approach to redeveloping how the Ajuga Staff team design and deliver teaching and learning.</p> <p>Together with Glenfield Park School, Ajuga School teaching staff participated in Literacy and Numeracy Learning Progression training, and began tracking student progress.</p> <p>The ongoing focus will be on building staff capacity to support the implementation of the Literacy and Numeracy Strategy 2020–2023.</p>	<p>\$240 Staff Professional Learning</p>

Process 4: STEM Project

Establishment and maintenance of whole school STEM program, including the acquisition of robots to develop and improve students ICT skills as well as 21st century skills including critical thinking, creativity and communication skills.

Evaluation	Funds Expended (Resources)
<p>The 2019 STEM project has been highly successful with the procurement of a range of STEM hardware and software to support student learning, and the investment in Seesaw and SENTRAL to enhance record-keeping and communication. By the end of 2019 each class across the school had a class set of either iPads or student laptops, providing students with the tools to engage in a range of innovative technology-based programs</p> <p>Professional learning programs were led by the technology team, providing whole staff with an understanding of the new STEM products including iPad Applications, OSMO packs and STEM.T4L kits. Staff successfully engaged in a variety of activities designed to support the delivery of quality teaching and learning in the area of STEM.</p> <p>In Term 4 the STEM.T4L Leader from the Information Technology Directorate worked with Ajuga School staff and students, facilitating hands-on teaching and learning opportunities around filming and 3D printing.</p> <p>Ajuga School transitioned from T drive to Google Drive, with all staff upskilled in using the various Google Suite applications.</p> <p>SENTRAL is a cloud-based program utilised to simplify school administration and aggregate data. An investment in this program has streamlined student data collection, reports and progress tracking. Utilisation of this program has supported school time management and fast tracked reporting back to census schools.</p>	<p>\$9,953.14 STEM Kits</p> <p>\$5,986.35 iPads for Junior Classes + \$1,094.25 iPad covers – safety to prevent breakage</p> <p>\$798.00 CarryOn Ultra-Mobile Tablet Charging Sta</p> <p>\$292.59 ZuluDesk</p> <p>\$10,830 Technology Coordinator Release</p> <p>\$11,504.61 Computer tablet</p> <p>\$4,164.16 Notebooks</p> <p>\$3498.00 SENTRAL</p> <p>\$721.00 Seesaw</p> <p>\$1,309.09 Mini Printers</p>

Strategic Direction 2

Emotional Wellbeing

Purpose

Ajuga School will embed Trauma informed practice into daily practice through the domains Body, Stamina, Engagement, Character and Relationships. Each domain reflects our understanding of the impacts of trauma and provides evidence-based practice to inform and engage students in daily classroom learning. We strive to collaboratively unify our language, modelling, and relationships to meet the special and complex needs of vulnerable children.

Improvement Measures

- Professional collaboration, classroom observation and feedback of each teacher utilising trauma informed practice in the classroom.
- Increase in the number of students achieving social and emotional goals in their PLSP.
- Increase in engagement and attendance across educational settings

Progress towards achieving improvement measures

Process 1: A whole school approach to trauma informed practice by implementing the Berry Street Education Model, MAPA and PART. All staff will engage in a series of professional learning experiences, which informs staff of evidence-based practices used to support children who have experienced trauma.

Evaluation	Funds Expended (Resources)
<p>By the end of 2019 the foundation was set to support the transformation of Ajuga School into a setting underpinned by a Trauma-Informed Practice (TIC) philosophy coupled with restorative practice and neuroscience. Modelling and practice throughout the year, underpinned by the original Berry Street Education Model training and an understanding of neuroscience, supported staff to begin the development of a model more specific for the Ajuga cohort.</p> <p>The school wellbeing practices were modified to reflect the TIC model. For example, the language of suspension (viewed as exclusion) changed to 'reflection' offering students the opportunity to <i>Stop – Reset – Restart</i>. Staff have worked together to transform the student support framework where relationships are the focus and time is made to provide students with space to have courageous conversations that lead to the development of a <i>plan</i> to assist positive movement forward.</p> <p>Art and Music are often linked to the increase of positive wellbeing in students (and staff). The Ajuga Art Therapy program was maintained in 2019, with the art therapist supporting students two days a week. Ajuga School also partnered with the University of Western Sydney, committing to a 3 year partnership where the school will welcome up to three final year Music Therapists throughout Second Semester in 2019, 2020 and 2021 each year to develop and implement a music therapy program for students to support the development of grounding skills and distress tolerance.</p> <p>In mid-2019 members of the Ajuga Executive were invited to present at the annual SEPLA Conference to showcase the initial steps of creating a TIC foundation for schools. Feedback was positive and a number of participants reached out to visit Auga School for professional learning.</p> <p>The work completed in student census schools, coupled with the conference workshop and network presentations led to Ajuga School being recognised</p>	<p>\$3545.46 Dyadic Developmental Course via the Australian Childhood Foundation</p> <p>\$2,472.88 Various Berry Street Education Model Training</p> <p>\$1818.18 Restorative Journeys with Terry O'Connell</p> <p>MAPA Training was provided for free via Student Services</p> <p>\$42,553 Art Therapist</p> <p>\$603.30 Establishment of Music Therapy Resources. A large donation of instruments provided by Musica Viva</p>

Progress towards achieving improvement measures

and nominated by peers as the recipient of an excellence award at the Network Awards in the Regional South Operational Directorate.

By the end of 2019 all staff had completed onsite Berry Street professional learning workshops, and teaching staff had completed crisis prevention training.

Process 2: Safety Plans

Providing students with the skills, tools and resources to identify their physical signs of stress and self-regulate their emotions.

Evaluation	Funds Expended (Resources)
Ajuga Staff developed the Behaviour Support Plan which incorporates safety plans. Please refers to <i>Strategic Direction 2, Process 3: Behaviour Support Plans</i> for information. To support safety across the school, a number of environmental adaptations have been implemented including secure fencing, removal of sheet metal decorative items in gardens, removal of bars on windows and replacement with screening, and radio coding. This has supported minimisation of risk when students are highly dysregulated.	Not applicable

Process 3: Behaviour Support Plans

Supporting student's individual needs during times of escalation in order to maintain the safety and wellbeing of other students and staff.

Evaluation	Funds Expended (Resources)
In 2019, Ajuga School refined the Behaviour Support Plan template developed in collaboration with the Regional South Operational Directorate's School Services Team in 2018. This incorporated safety planning in the event of high level violence. Students were taught skills, tools and resources to identify their physical signs of stress and self-regulate their emotions. Some staff have moved to including this as Individual Behaviour Plans developed by students themselves, and the hope is that this can be implemented school-wide in 2020. Staff continued to develop an understanding of escalating behaviour phases and the rupture/repair model, with professional learning provided around Sentral Incident Reports and Behaviour Support Plans. Continued refinement of the plans is essential so authentic Trauma Informed Practices can be embedded across each phase, and will be a focus for development in the 2020 school year.	Nil required

Process 4: Personalised Learning and Support Plans

A collaborative approach by teachers, students and parents / carers in developing social, emotional and academic SMART goals to improve the student's wellbeing.

Evaluation	Funds Expended (Resources)
Please see <i>Strategic Direct 1, Process 1</i> where this is addressed in full.	Not applicable

Process 5: Sensory Project

Establishment and maintenance of a sensory area to assist students in regulation of proprioceptive

Progress towards achieving improvement measures

Process 5: systems.

Evaluation	Funds Expended (Resources)
<p>The Ajuga Sensory Project continues to develop with whole staff participating in professional learning facilitated by the School Link team including <i>Setting up Sensory Spaces</i> workshop and whole staff professional learning on <i>Responding to Mental Health Complexities</i> with a focus on neuroscience, how trauma affects the brain, and how carefully curated sensory supports can be an effective tool when working with students to support regulation.</p> <p>The Calm Space was identified and developed by staff as early in 2017 but had remained a large space without dedicated sensory items to support student self-regulation and coregulation. The space was envisioned as the 'bubble gum space' and a bespoke large memory foam pillow was commissioned for the space through <i>Scout and Wander</i> in Melbourne, Victoria. Weighted blankets, sensory supports such as <i>Stretch Armstrong</i>, putty and a range of other items, were provided for use in the space, and the school counsellor office was moved to within close proximity of the space so further support could be given as needed.</p> <p>Ajuga School invested in a small flock of chickens during early 2019. It was quickly identified by staff that these animals provided sensory support to students when dysregulated. A number of individual student Behaviour Support Plans had <i>hold the chickens</i> added to their list of strategies. This led to the introduction of <i>Carlos the Budgie</i>, a hand raised budgie in one of the senior classes. His introduction to the classroom resulted in a notable increase in student ability to self regulate as their anxiety increased, returning to baseline or containing their discomfort if Carlos perched on their shoulder.</p> <p>Ajuga school developed a relationship with PAWS pet therapy which led to the introduction of <i>Leona</i> the therapy dog attending Ajuga School each Tuesday to provided support to junior students and enhance their development of grounding skills.</p>	<p>\$6923.00 Sensory Space resources</p> <p>PAWS Pet Therapy</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,200 Mates Puzzles Program	<p>Ajuga, Glenfield Park, and Campbell House Schools came together to create the Hilltop Junior AECG that the students named "Binyang Nangamay" meaning Bird Meeting Place in Dhawaral – as approved by elders Uncle Ivan and Uncle Ed. Through regular meetings, Binyang Nangamay began to grow and develop into a program that students were keen to participate in regularly, participating in a range of activities led by Josh Bell (Glenfield Park School) and Rachael Roberts (Campbell House School), and supported by Ajuga staff.</p> <p>The Hilltop NAIDOC celebration was highly anticipated and enjoyed by students across all three schools. The day involved a smoking ceremony, acknowledgment, traditional dance, formal speeches before students shared a luncheon followed by numerous activities.</p> <p>All Aboriginal Students at Ajuga school have <i>Connection to Culture</i> identified in their Personalised Learning and Support Plan.</p> <p>Mates Puzzles Program is integral to the Ajuga School program. During its initial inception, every staff member and student were provided with a large puzzle piece on which they designed and then created a visual representation of their story, where they have come from, who they are today and who they might want to be into the future. On completion, each individual puzzle piece is added to a larger collective art installation which will be mounted on the Ajuga school entrance gate, showcasing how each member of the school comes together and symbolising belonging. When staff and students move on from Ajuga School, they have the option of taking their puzzle piece with them as part of their farewell celebration.</p> <p>The program is facilitated by Aunty Danielle Mate Sullivan and endorsed by the NSW Aboriginal Education Consultative Group.</p>
English language proficiency	\$721.00 Seesaw	<p>A range of strategies have been incorporated to increase communication with parent and carers and community members from culturally diverse backgrounds. Social media platforms have been established to strengthen parent and community engagement in school activities.</p> <p>Seesaw has been very popular with families as text is easily translated to support NESB. The highly visual component of this application also provides parents and carers with literal snapshot glimpses into the daily life of school and their child's individual</p>

English language proficiency	\$721.00 Seesaw	<p>progress.</p> <p>The Ajuga Facebook page has increased to over 200 members and is a strong form of communication for the school.</p>
Socio-economic background	<p>\$13,288 SLISO release for Connect:Ed</p> <p>\$2424 breakfast, lunches and Friday special breakfast</p> <p>\$1044.52 Student Uniforms</p> <p>\$1,054.50 Swimming program</p> <p>\$1230 – Stephanie Alexander Kitchen Garden Program</p>	<p>Throughout 2019 the combined Hilltop schools parent group program, Connect:ed, was sustained and supported by the Ajuga Community School Learning and Support Officer (C-SLSO). Key partnerships with Bunnings, the Autism Advisory Support Service and School Link have increased educational opportunities for parents and carers in the Ajuga School community. Due to the current building works on site, the weekly meetings were relocated to Hurlstone Agricultural School with their sustained support of the location throughout the year. The C-SLSO was released each Tuesday to coordinate the program for Ajuga School and to utilise the afternoons to maintain the connection with families. Parent participation was maintained throughout the year.</p> <p>Due to the rush of the morning routines in many households, Ajuga students often forfeit their breakfast. This can impact on student engagement and the ability to self regulate throughout the school day. Ajuga is committed to providing daily breakfast to students requiring sustenance, and providing whole school breakfast on Friday's through "special breakfast". This has supported student regulation on arrival each morning.</p> <p>To enhance the program, four teaching staff attended the <i>Stephanie Alexander Kitchen Garden Program</i> training to support an understanding of the importance of food systems, food security and sustainability, and begin planning how the Ajuga garden can be revitalised.</p> <p>It was recognised from family feedback, that the initial outlay of a new uniform can have an impact on families commencing at Ajuga School To support students and their families during initial enrolment, an Ajuga school polo t-shirt is provided. The Ajuga school uniform has been chosen to reduce cost, with polo tops under \$20.00. Students can wear their census school bottoms</p> <p>Ajuga School is committed to providing opportunities for students that mimic those in more affluent areas of Sydney. In 2019, with support from the Ingleburn RSL, Ajuga students participated in a year-long swimming program. In terms one and four, students accessed the Hilltop outdoor swimming pool, utilising the heated pool at Holsworthy Aquatic Centre in Terms 2 and 3. Key staff were identified and trained in Auswim to ensure the program was led by qualified staff, with a focus on water safety,</p>

Socio-economic background	<p>\$13,288 SLISO release for Connect:Ed</p> <p>\$2424 breakfast, lunches and Friday special breakfast</p> <p>\$1044.52 Student Uniforms</p> <p>\$1,054.50 Swimming program</p> <p>\$1230 – Stephanie Alexander Kitchen Garden Program</p>	<p>learning to swim and stroke development. This dramatically impacted student confidence in the water.</p> <p>The Ajuga Assistant Principals were released from face-to-face teaching to support students across the school to stop-reset-restart, ground themselves and for individual support as needed.</p>
Support for beginning teachers		<p>Early Career teachers have been supported by receiving additional teacher release time, individualised professional development, mentoring and coaching sessions.</p> <p>Beginning teachers are highly supported by the Assistant Principals to deliver excellent curriculum and focus on improving student learning outcomes.</p> <p>Teachers actively participated in Stage and whole school planning and reporting. Teachers feel supported in the development of their knowledge and skills and a valued member of the school community</p>
Targeted student support for refugees and new arrivals	<p>\$656.00 Targeted SLISO Support</p>	<p>Refugee support at Ajuga School has been integrated into whole school trauma-informed practice which has captured a positive increase in student engagement.</p> <p>School Learning Support Officer support was established to provide targeted support for refugee students transitioning into pathway programs beyond Ajuga School. This plan was interrupted midway due to student health, and resumed towards the end of the year with executive support. This led to the student successfully enrolling and attending TAFE in his chosen area of interest.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	30	30	37	34
Girls	10	8	10	11

Ajuga School follows an integrated model of attendance, with the goal of all students integrating into a less restrictive setting within approximately 18 months of enrolment, although the timeline is always based on individual student progress and adjusted as needed. Wednesday is utilised as an integration day for students, with support provided to census schools via both SLSO and teacher support. Attendance is reviewed approximately every 5 weeks with the goal of increasing attendance at their census school.

14 students (7 junior and 7 senior) enrol into the school's 5 day program, with Wednesday utilised for social skill development. Ajuga School staff have continued to work towards providing integration opportunities for these students over the course of the year, with one student successfully integrating 2 days a week.

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

Three students completed Year 12 in 2019 with all three students transitioning into post-school options.

Student Voice and Participation

In 2019 opportunities for student voice and participation were enhanced by the growth of the Ajuga Student Leadership team. Students from K-12 were nominated to the Student Leadership team at the start of the year, and participated in regular meetings and outings. The Student Leaders camp to Mowbray Farm provided opportunities for student leaders to take part in learning and social experiences in the community, and sleep away from home. Students and staff provided positive feedback about their experiences at camp. In term 4 the student leaders planned for successful fundraising activities, including a cake stall fundraiser. The day raised over \$150, which will go back into student initiatives.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Head Teacher(s)	1
Classroom Teacher(s)	7.1
Teacher Librarian	0.4
School Administration and Support Staff	12.52
Other Positions	1.8

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	812,736
Revenue	3,420,944
Appropriation	3,403,644
Sale of Goods and Services	1,626
Grants and contributions	12,175
Investment income	3,498
Expenses	-2,868,699
Employee related	-2,545,357
Operating expenses	-323,342
Surplus / deficit for the year	552,245

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	2,045,196
Equity Total	109,382
Equity - Aboriginal	22,841
Equity - Socio-economic	85,953
Equity - Language	589
Equity - Disability	0
Base Total	538,634
Base - Per Capita	28,255
Base - Location	0
Base - Other	510,379
Other Total	286,718
Grand Total	2,979,930

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

Parents and Community Satisfaction

In 2019, Ajuga School enhanced and consolidated whole school practices to inform, engage and collaborate with our families. The Tell Them From Me survey was distributed and completed by a small number of parents in 2019.. Unfortunately, the size of responses prevented access to data. Feedback was then sought from Seesaw responses, Facebook comments and parent discussions at Connect:Ed.

Whilst Parent/Carers responses were limited, the responses received indicated parents and carers felt valued and welcomed at Ajuga School, highlighting the Connect:Ed, communication, and student connection. Parents and Carers have received positive feedback and communication from the school, and have a growing understanding of the learning and support needs of their children.

Parents and Carers are invited to weekly Connect:ed parent group with the focus area for the week communicated on social media. The parents and carers attending the weekly meetings have communicated that the program is educational and supportive.

The Seesaw application was sourced and implemented during the year, with families and carers provided access to student-driven digital portfolios, with regular teacher and executive communication provided in replacement of the paper communication books previously utilised. Parents and carers have indicated that they enjoy using this application and often the same platform is used at the students census school.

Staff Satisfaction

Ajuga Staff were surveyed at varying intervals throughout the year to gather feedback about staff development days and professional learning sessions, and general wellbeing. This included the People Matter survey, our end of year surveys and other more specific surveys to gather feedback about staff development days and professional learning sessions.

Staff generally had positive feedback regarding our staff development days and twilight sessions with 100% of survey respondents indicating that they found our last 2019 twilight session valuable.

Results from the 2019 People Matter Survey indicated a high level of engagement from Ajuga staff with 100% of respondents indicating that they felt proud of their organisation. Staff also expressed positive views of school management and communication with the majority of respondents indicating that their managers effectively lead and manager change.

There was a high teacher turnover between 2018/2019, with new substantive and temporary staff commencing at Ajuga School at the commencement of the year which impacted the collation of data.

Staff induction processes have been recognised as an area for improvement and will become a focus throughout 2020.

Student Satisfaction

General feedback from students indicates that they are generally happy with the learning opportunities and support they receive at school.

Regular surveying of students throughout the year has been recognised as an area for improvement and will become a focus, throughout 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Students, staff and the wider school community have strengthened their understanding and ties to Aboriginal culture through the opportunities of the Hilltop Junior AECG team and the Mates Puzzles initiative. Improved links for executive staff with AECG members saw positive links with Aboriginal community members who have supported the school professionally throughout the year. This will be an area of focus in 2020.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.