



2022

Annual report



Principal's message

The NextSense School - Spoken Language Program takes great pleasure in presenting its Annual report for 2022, providing a comprehensive overview of the school's operations and achievements throughout the year. This report offers an in-depth account of the significant progress made by the school in delivering exceptional educational opportunities to all students.

The lingering impacts of the COVID-19 pandemic continued to pose challenges for the school, affecting disabilities and health mandates, as well as causing staff and student illnesses. While the severe consequences of the pandemic were primarily felt in the preceding two years, we encountered its aftermath throughout 2022. This called for resilience and adaptability as we diligently enforced COVID-19 safety protocols in alignment with governmental and public health directives. The wellbeing and safety of our students, staff, and stakeholders remained paramount, and NextSense went above and beyond to protect their welfare.

Throughout the year, our school maintained an unwavering commitment to excellence in spoken language development, literacy, and numeracy. Our dedicated teachers consistently delivered high-quality, evidence-based instruction in explicit language teaching, English, and mathematics. Our learning programs embraced differentiated practices to cater to the diverse needs of all learners. Central to our endeavours was the prioritisation of student well-being, ensuring that every student feels connected, experiences success, and thrives academically and emotionally.

In 2022, we remained steadfast in promoting student progress and achievement. Building upon the NSW Curriculum Review final report and the State Government's response, the NSW Education Standards Authority (NESA) spearheaded an ambitious initiative to enhance the curriculum taught in schools across NSW. Throughout the year, our school curriculum teams diligently worked on developing a comprehensive K-2 Scope and Sequence for Maths and English. Moreover, we provided extensive professional development opportunities to empower teachers in effectively integrating these new syllabuses into their classrooms.

The year 2022 witnessed a strong emphasis on staff professional development and the advancement of student growth in language, literacy, and numeracy. Teachers actively engaged in online professional development, showcasing their commitment to ongoing learning and the continuous analysis of student data to address each student's unique needs. As the year ended, we celebrated the achievements of our students at the school presentation day and Year 6 Farewell, providing a delightful conclusion to the academic year, enjoyed by all.

I affirm that the information presented in this report is the result of thorough evaluation of the school's policies and practices. It provides an authentic account of the school's accomplishments and areas identified for improvement.

Sandi Ambler

Head of Education

School context

NextSense School is a specialist campus for children with hearing or vision loss.

NextSense School – Spoken Language Program is an independent school that caters for children from Kindergarten to Year 6 who are Deaf or Hard of Hearing. The school has a strong focus and reputation for quality, innovative teaching and learning across all areas of the curriculum, as well as the ongoing development of spoken language. The school is designed to ensure a student has access to our high-quality curriculum in an inclusive environment. Students are taught in small classes by Teachers of the Deaf in consultation with speech pathologists, audiologists and educational psychologists. With a highly motivated and committed team, this program nurtures and supports each student to reach their goals.

Student population

At the beginning of 2022, the school had 28 students enrolled—11 girls and 17 boys. Our students come from a variety of cultural backgrounds, with approximately 50% of enrolments coming from a language background other than English. An examination of the enrolment patterns across the grade levels illustrates the effects of the movement of students out of the program and into regular mainstream classes.

Student attendance

Ensuring regular attendance at school is a shared responsibility between parents and schools, as we recognise the positive impact it has on supporting our students. We foster a collaborative approach where teachers and parents work together to promote and monitor regular attendance. We have implemented effective measures to accurately record attendance and promptly address student absences. The school has established structures and policies to ensure strict compliance in tracking and improving student attendance, and all staff are well-informed about the attendance policy and their role in monitoring student attendance.

To facilitate efficient communication and follow-up, we implemented a school-wide SMS system that enables us to promptly address daily non-attendance. Our class teachers and administrative staff diligently record follow-up information for tracking purposes. It is through these measures that we strive to maintain a high level of student attendance.

In 2022, we faced challenges in maintaining regular attendance due to the impact of the COVID-19 pandemic. As a result, our whole school attendance rate for 2022 was 86.90%. While this represents a significantly lower result compared to previous years, we acknowledge the unique circumstances that influenced attendance during this period.

We remain committed to working closely with parents and implementing strategies to improve attendance rates and ensure that every student can fully engage in their education. The school will continue to prioritise the importance of regular school attendance for the academic and personal development of our students.

Year level	Attendance rate %
Year 1	80.2%
Year 2	89.17%
Year 3	88.02%
Year 4	97.92%
Year 5	92.71%
Year 6	87.50%
Whole school	86.90%

The school rigorously implements policies and procedures for the management of non-attendance. All cases of unsatisfactory attendance and unexplained part or full day absences from school are investigated promptly.

Excellence in teaching and learning

Building on the achievements of the previous year, the NextSense School community remained dedicated to fostering active student engagement, setting high expectations, and providing unwavering support to help each student reach their personal best. A systematic approach to evaluation ensured continuous monitoring of student learning and growth. The collection and analysis of data were embraced as a collective responsibility of the entire school community, informing the next steps in student learning. Establishing strong foundations in literacy and numeracy continued to be a paramount objective.

NextSense School - Spoken Language Program, has a strong emphasis on students striving for their personal best and cultivating a culture of dynamic learning, innovation, and future-oriented practices that promote excellent teaching. This dedication is evident in the design of teaching programs, where teachers outline learning outcomes, deliver quality curriculum content, and employ formative and summative assessments to gauge students' knowledge, understanding, and skills. Differentiation is integral to this approach, with personalised language and literacy goals developed for every student, catering to the varying levels of achievement through diverse learning intentions and success criteria.

The school places great importance on supporting the wellbeing of all students, enabling them to forge connections, achieve success, thrive, and learn. Strong emphasis is placed on promoting student inquiry, fostering classroom engagement, and granting students a sense of purpose and agency in their learning journey. Student learning needs are carefully considered and developed in consultation with parents, ensuring a collaborative approach. Teachers, students, and staff consistently engage with parents through Class Dojo, using direct messaging to address individual needs and the 'Stories' function to share success stories.

Student performance in 2022

In the National Assessment Program, student results in literacy and numeracy assessments for Years 3, 5, 7, and 9 are reported on a scale ranging from Band 1 to Band 10. This achievement scale represents ascending levels of skills and knowledge demonstrated in these assessments.

In 2022, the school achieved a 100% participation rate in the online platform for national literacy and numeracy testing. Detailed information and data regarding these assessments can be accessed on the My School website at myschool.edu.au.

To address the challenges posed by the COVID-19 pandemic, the school implemented the COVID Intensive Learning Support Program (Covid ILSP). This program aimed to provide intensive small group tuition to students who were identified by their teachers as most likely to benefit from additional support in 2022 due to the disadvantages they faced. Funds were allocated specifically to offer supplementary assistance to these students.

The implementation of our Covid ILSP in 2022 focused on the delivery of MacLit and MiniLit programs to targeted small groups of students. The availability of Covid ILSP funds significantly enhanced the opportunities to provide tailored support to students who needed it most.

Workforce information

All teachers at our school, whether they are casual, temporary, or permanent, possess the necessary approval to teach from the NSW Department of Education and are accredited by the NSW Education Standards Authority. Additionally, every teacher holds a recognised teaching degree, ensuring a high standard of educational expertise among our staff.

Furthermore, our entire staff, including teachers, hold valid NSW Working with Children Check clearance and have undergone Criminal History clearance, so we can provide a safe and secure environment for our students.

A significant number of our teaching staff have pursued or are currently undertaking specialised teaching qualifications in addition to their initial teacher qualifications. We value the continuous professional development of our staff and actively monitor their accreditation status. We encourage and support our staff in seeking higher levels of accreditation, fostering a culture of ongoing growth and expertise within our school community.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal	1
Classroom teacher(s)	5.3
School psychologist	.3
School assistants (support staff)	5.6
Librarian	.3
School administration	.5

Teacher accreditation

The following table provides details of the accreditations of teaching staff who were employed during 2022.

Level of accreditation	
Provisional teachers	1
Proficient teachers	7

In 2022, there were no Aboriginal or Torres Strait Islander staff members. The teaching staff remained stable throughout 2022.

The School psychologist has a recognised university qualifications and professional accreditation.

Professional learning

The restrictions imposed by the spread of COVID19 and staff shortages due to illness had a significant impact on the 2022 professional learning plan. Many professional learning opportunities were moved to an online environment and some courses were cancelled or postponed.

Professional learning workshops are aligned with our school's strategic direction projects. As a result of regular professional learning meetings, all staff are inspired to trial and implement innovative teaching strategies in their classroom. Team meetings promote collaborative practice and consistency in teaching across the classes. Through team meetings and professional learning meetings, teachers collaborate and share feedback to sustain quality teaching practice in their classroom.

In addition, these activities were undertaken by staff throughout 2022:

Professional Learning Activity	Number of staff participating
K-2 English New Syllabus (3 workshops)	15
Implementing the New English Syllabus K -2 AISNSW	4
K -2 New English Syllabus AISNSW	13
K -2 New Maths Syllabus Anita Chin (3 workshops.)	15
Implementing the New Mathematics Syllabus K -2 AISNSW	3
Leading Mathematics across the School: 4 days	7
Transforming Classroom Practice: Maths Place Value	13
Visual Models in Language in Maths: Addition/ Subtraction	8
Orientations and Mobility	13
Autism: Supporting mealtimes and fussy eating	13
Maths Scope and Sequence with Anita Chin (3 workshops)	6
Supporting Social Skills	14
CPR training	13
Understanding Autism and Positive Behaviour Management (5 workshops)	13
Manual Handling	3
First Aid Training (1 day)	13
Staff Wellbeing workshops with Black Dog Institute: (1 day)	13
Spoken Language assessments /Language samples	6
Auditory Verbal Philosophy and practices	6

Priority areas for improvement

Area	Priorities	Achievements
Excellence in teaching and learning	High level pedagogy is supported, strengthened, and sustained via in school coaching and collegial practice and all staff meet requirements for the teaching standards. Provide quality differentiated learning programs, with a focus on literacy and numeracy, through the design of differentiated teaching programs.	Teacher feedback on programming and evaluations. Strengthened the focus on whole-school instructional leadership. Focus on school-based professional development for teachers. Numeracy consultant working within the school to provide coaching and mentoring.
Professional learning	Child Protection	All staff completed online Safeguarding Children course from the Australia Children Foundation.
	Mandatory training completed by all staff.	Epilepsy, First aid, Asthma, CPR. Fire Warden Training All staff participated in emergency evacuation practices.
	Beginning Teacher Induction /Mentoring and Accreditation	Additional time used for release, lesson observations, meetings with supervisor and additional PL opportunities. Beginning teachers undergo a school induction process that assists them in their first two years of teaching to achieve accreditation and specialist teaching skills.
	Literacy and Numeracy	All staff had two days of professional learning. Four staff workshops throughout the year on Numeracy. Formalised Mentoring/ Coaching of teachers and classroom observations/feedback.

	Raise literacy results of students	Implementation of three-tiered approach. DIBELS reading assessment data collated across the school. Graphing of standardised literacy and numeracy assessments. Disciplined dialogue with staff regarding student data. Development of data wall.
Excellence leadership	Developing this capacity across the school will ensure instructional leadership is embedded into school practice, supporting teachers and enhancing pedagogy.	A broader and clearer plan for the induction of new staff has been developed in preparation. This includes an induction folder containing all key school information as well as face to face induction sessions planned on Term 1 School Development Day Supervisors and staff engaged in termly formal observation sessions and feedback where improved practice is recognised against student learning outcomes. Increase in the quality professional learning that is shared and implemented within the school and can clearly be seen. within classroom practice in all rooms
Facilities and resources	Resources	Upgrading of sports equipment Additional library and classroom resources purchased to support literacy programs. Purchase of additional PM writing books and resources Purchase of new computers/laptops. Additional numeracy resources.

Parent, student and teacher satisfaction

NextSense School values the input and perspectives of parents, and their satisfaction and engagement are fundamental to our commitment to providing a supportive and enriching educational environment for all students. To gather comprehensive input, the school conducts annual surveys of parents and partner schools. The written feedback from both groups is analyzed to identify emerging themes and areas in need of improvement. These become integral to our plans for enhancing the quality of our services in the coming year.

The school takes great pride in its 'open door policy', which fosters a welcoming and encouraging environment for parent involvement. We recognise the value of parent input and actively collect, analyze, and use data to continuously refine our whole-school approach to wellbeing and engagement, ultimately enhancing the learning experience. Through valid and reliable surveys and feedback from students, parents, and staff, we gain valuable insights that inform our efforts to improve.

This year, the feedback received from parents has been overwhelmingly positive, highlighting their satisfaction with the school. The feedback received from the community consistently acknowledges the school as excellent, responsive, and an effective partner in the pursuit of achievement for all students. The parents expressed that their needs were not only understood but also respected. They appreciated being listened to and having choices. Parents felt that the school actively collaborated with them in setting goals aligned with their child's and family's needs. Moreover, they recognised the school's responsiveness to their concerns and appreciated the provision of information and support for providing feedback or making complaints.

School policies

Our school is dedicated to establishing a safe and nurturing environment for both students and teachers. We prioritise maintaining an atmosphere of mutual respect, openness, and trust by providing clear guidelines on communication and conduct for all staff and students. These guidelines outline the expectations we have for fostering positive interactions and relationships. Our policies undergo regular development and review in consultation with the NextSense quality and risk team, to ensure their effectiveness.

Throughout the school, positive and respectful relationships are widely evident among students and staff. These relationships play a crucial role in promoting student wellbeing and creating the best conditions for learning. We are committed to creating a safe and supportive environment that minimises the risk of harm and ensures that students feel secure. Our efforts are directed towards supporting the physical, social, academic, and emotional development of our students. We have implemented student wellbeing policies and programs that aim to cultivate a strong sense of self-worth and foster personal growth.

To effectively implement our comprehensive approach to student welfare and wellbeing, various policies and procedures were put in place during 2022. These measures were designed to address all aspects of our mission and commitment to providing a supportive and nurturing environment for our students.

Enrolment

NextSense is committed to providing a high-quality education to children and young people with a sensory disability. While acknowledging and supporting the principle of inclusion for students in keeping with the Disability Discrimination Act and Standards 2005, our mission is to provide specialist education to students with a significant level of sensory disability, who are expected to require individualised support.

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at NextSense School.

Students must have a level of sensory disability which is significant including:

- vision acuity levels of 6/48 or less after correction in the better eye; or a visual field of 10 degrees or less; or
- hearing loss of 50 dB or greater; or
- deafblind children.

Each school program offers a specialist school program with additional enrolment criteria:

- Sign Bilingual Program offers a specialist Auslan bilingual program for Deaf students.
- Spoken Language Program offers a specialist spoken language program for Deaf and hard of hearing students.
- Blind and Deafblind Program offers a specialist program for students with vision loss/blindness or who are deafblind with no more than moderate cognitive disability.

The Principal will base an enrolment decision on whether the student's primary special educational needs are related to their sensory disability through review of:

- specialist reports by a qualified professional that confirm they meet eligibility criteria
- the student's reports from previous schools/preschools or early intervention services
- the order of applications received.

In cases of dual sensory disability and/or significant language delays, the Principal may determine that a lesser level of hearing and/or vision loss satisfies eligibility requirements.

The school will meet with parent/carer(s) and the student before offering a place. Parent choice will be considered for school placement, provided an applicant meets the criteria for admission to the school for which the application is made.

- Parents/carer(s) must disclose all relevant information about their child's disability and additional needs. Failure to disclose at the time, or during enrolment, may result in an offer being revoked.
- Non-Australian citizens can be admitted as full fee-paying students if they meet the general entry criteria and visa requirements.
- NextSense requires an immunisation certificate on enrolment and a record of each child's immunisation status will be recorded. Copies of immunisation certificates will be retained for a minimum of three years after the child has ceased to attend the school.
- Continued enrolment at the school depends on the student and the parent/carer(s) observing all behavioral codes of conduct and other requirements of the school described in the Parent Handbook.
- In all cases, a duty of care to students is paramount. NextSense reserves the right not to enrol students if a threat to the school's capacity to meet its duty of care to students and staff is considered.

Policy	Changes in 2022	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	<p>New policies were developed for: NextSense Safeguarding Policy NextSense Mandatory Reporting Procedures NextSense Reportable Conduct Procedures Saff reviewed all policies and signed off.</p> <p>All staff completed Safeguarding Children online course by Australia Children Foundation Family-friendly plain English documents produced for families.</p>	<p>Full copy of policy documents and procedures are available on:</p> <ul style="list-style-type: none"> - school drive (Policies and procedures). - NextSense Document Library - NextSense website
<p>Behavior Management/ Discipline</p> <p>The school expressly prohibits corporal punishment and does not explicitly or</p>	<p>Following a review of the discipline policy and procedures, the policy was revised in 2020.</p>	<p>The full text of the school's discipline policy can be accessed by request from the Principal, from the school website and intranet.</p>

<p>implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behavior management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>		
<p><i>Student wellbeing</i></p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical, and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> - meet the personal, social, and learning needs of students - provide early intervention programs for students at risk - develop students' sense of self-worth and foster personal development 	<p>In 2022, the policy was revised to include the provision to follow up ensure to ensure child/teacher welfare during remote learning and lockdown period.</p> <p>Cybersafe course for families and staff</p> <p>New policy developed regarding interaction while online and use of technology</p>	<p>The full text of the school's student welfare policy can be accessed by request from the Principal, from the school website and intranet.</p>
<p><i>Anti-bullying</i></p> <p>The school policy provides processes for responding and managing allegations of bullying, including the contact information for the local police School Liaison Officers.</p>	<p>Policy was discussed during school workshop and new online programs implemented.</p> <p>Cybersafe workshops were provided to family and staff in terms of been safe online especially with extended lockdown period.</p>	<p>Available on NextSense Document Library.</p> <p>Family friendly version in Parent Information handbook.</p>
<p><i>Complaints and grievances resolution</i></p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will resolve these.</p>	<p>New policy developed, reviewed by all staff, and signed off by staff in staff portal</p> <p>Family friendly versions developed.</p>	<p>The full text of the school's complaints and grievance resolution policy can be accessed by request from the Principal, from the school website and intranet, and Parent Information handbook.</p> <p>Available to staff on NextSense Document Library.</p>

Student discipline policy

The school is committed to a process of Positive Behavior Support for all its students. This involves the use of proactive strategies designed to encourage positive behaviors and minimise the need for students to use inappropriate behaviors. The management of student behavior is encompassed in the teaching and learning processes that create safe and positive learning environments. Effective classroom management is the key to maximising positive behaviors. Teaching staff, in consultation with the educational psychologist, develop Positive Behavior strategies appropriate for all students. These strategies are systematically and consistently applied to students. Students are given opportunities to develop appropriate behaviors, self-control, and resiliency through interactions with teacher /staff and the curriculum and are reinforced consistently in a manner which enhances their understanding of responsible social behavior. Students are required to abide by the school's expectations and rules and to follow the directions of teaching staff and other people delegated by the school. When a student's behavior is not acceptable, discussion and systematic problem-solving is used to identify planning strategies and behaviors that encourage future acceptable behavior.

Where disciplinary action is required, known consequences reflect the nature of the breach of discipline as well as prior behavior. Appropriate fair consequences are implemented. Corporal punishment is not permitted under any circumstances by any person in our school community.

The full text of the school's positive behavior support policy which includes discipline and associated procedures is provided to all members of the school community through the NextSense website and NextSense - School Policy and Procedure documents.

Financial reporting

DEEWR - Schools - financial questionnaire Financial statements - year ended 31 December 2022

Description

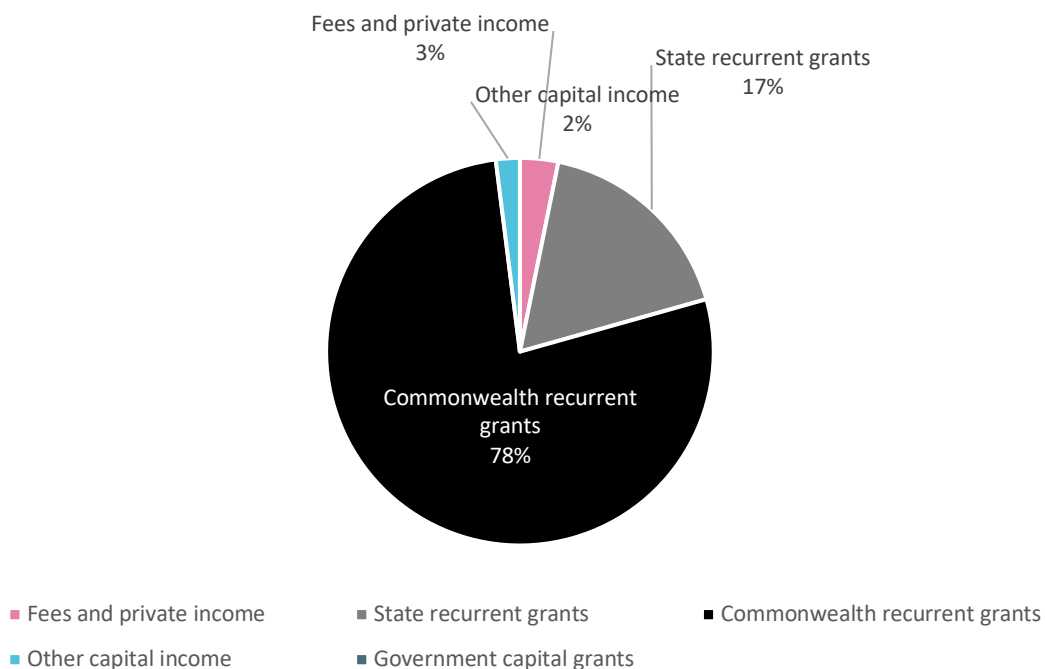
Fees and private income	56,375
State recurrent grants	308,754
Commonwealth recurrent grants	1,369,013
Other capital income	35,336
Government capital grants	-

Recurrent/capital Income	<u>1,769,479</u>
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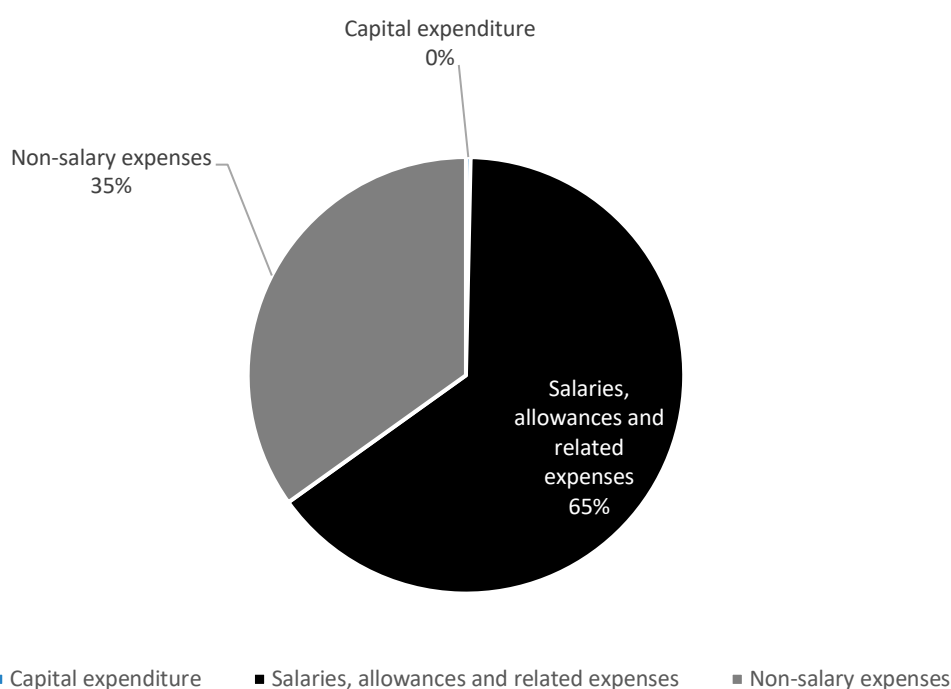
Capital expenditure	6,088
Salaries, allowances and related expenses	1,146,204
Non-salary expenses	617,186

Recurrent/capital Expenditure	<u>1,769,479</u>
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RECURRENT/CAPITAL INCOME



RECURRENT/CAPITAL EXPENDITURE



The preparation of this report

Procedures for preparing this report include:

The School Principal is the person responsible for coordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required.

- For the first eight areas of reporting, the Principal is responsible for the collection, analysis and storage of the relevant data and for inserting the relevant information into the report. The Accountant of Financial Corporate Services is responsible for the collection, analysis, and storage of the financial data and for providing this to the Principal for inclusion in the report.
- The Principal is responsible for determining the specific content to be included in each section of the report and reviewing this annually to ensure ongoing compliance, relevance, and usefulness.
- The Principal is responsible for the preparation of the report in an appropriate form to send to NESA.
- The Principal is responsible for setting the annual schedule for:
 - preparation and publication of the report; and,
 - distribution of the report to the Board of Studies and other stakeholders.

Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the Minister for additional data are dealt with appropriately, the Principal is responsible for coordinating the school's response. The Principal is responsible for the collection of the relevant data and for ensuring it is provided to NESA.

The Principal and Accountant from Financial Corporate Services are responsible for completing the questionnaire. The Accountant of Financial Corporate Services is responsible for the collection of the relevant data and for ensuring it is provided.