



# BIALA SCHOOL ANNUAL REPORT 2025



**biala school**  
specialised education

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# Theme 1: Context

## CEO/Principal's Message

**It is with great pride that I reflect on the achievements and progress of Biala School in the 2025 academic year.**



As we look ahead, Biala School continues to evolve in response to the changing needs of our students, our community and the broader education landscape.

A key priority has been the continued development of contemporary teaching practices, including the expansion of Positive Behaviour Support and Augmentative and Alternative Communication. These approaches are enhancing how students engage, communicate and build confidence in their everyday lives, creating more meaningful access to learning and participation.

We are also seeing the impact of stronger transition programs and community connections, supporting students to move into further education, employment and greater independence.

Alongside this, we continue to invest in our people, systems and capability to ensure sustainable, high-quality outcomes into the future. Our planned school redevelopment represents the next step—creating modern, purpose-built environments that will support growth and innovation.

Biala School is a place of possibility and high expectations. I thank our staff, families and Board for their shared commitment to shaping the next chapter for our students.

Sincerely,

**Lisa Smith**

Principal/CEO, Biala School

# A Message from the Chairperson

**On behalf of the Board of Directors, I am pleased to present this message as part of Biala School's Annual Report.**



The past year has reinforced the importance of specialised education in creating equitable opportunities for students with disability. The Board has maintained a strong focus on governance, strategic direction and risk oversight to support the ongoing sustainability and growth of Biala School.

We acknowledge the leadership and the dedication of our staff, whose commitment to student wellbeing and learning outcomes remains unwavering. Their work reflects Biala's values, supporting each student to engage meaningfully in education and achieve their individual goals.

The Board has continued to progress long-term infrastructure planning with the Executive team, addressing future growth and key compliance requirements, particularly in relation to site safety and accessibility.

We have also strengthened our focus on partnerships and community engagement, ensuring Biala School remains a trusted and high-performing provider of specialist education in the region.

As stewards of Biala's future, we remain committed to continuous improvement and to fostering a culture that empowers every student to reach their full potential.

Sincerely,

**Evan Harding**

Chairperson, Biala School

# Contextual information about the school

**Biala School is an independent primary and secondary, co-educational, special school registered by the NSW Education Standards Authority (NESA).**

Biala School educates students with disability from ages 4–18 and operates within the broader Biala Support Services, which includes disability supports delivered under the National Disability Insurance Scheme (NDIS) as well as Specialised Substitute Residential Care (SSRC).

Established in 1969, Biala School initially operated from the Lighthouse Beach Surf Club in Ballina before relocating to its current Fox Street site, which officially opened in 1973.

Over time, the school’s enrolment and programs have evolved to deliver the NSW Curriculum to students with a wide range of sensory, physical, intellectual and emotional needs. We implement highly specialised interventions and individualised education plans that reflect the assessed needs of each student across multiple domains. Our skilled and dedicated staff work in close partnership with families to support students to access and participate in education on the same basis as their peers, while also supporting our high school students to transition into a range of meaningful post-school pathways.

Our teaching philosophy centres on building each student’s capacity, equipping them with the skills and confidence to take their rightful place in the community.

At the end of 2025, Biala School had a record 37 students enrolled.

In 2025 there were 12.71 full time equivalent (FTE) members of staff – 5 FTE members of the teaching staff and 7.71 FTE members of the support staff. The School Executive, comprising CEO/Principal, Head of Education and Business Manager are responsible for the operational management of the school.

## Characteristics of the student body

Year	Number
Prep	0
Kindergarten	0
Year 1	1
Year 2	5
Year 3	3
Year 4	2
Year 5	5
Year 6	4
Year 7	1
Year 8	3
Year 9	3
Year 10	6
Year 11	2
Year 12	2
Total	37

Figure 1: Enrolment Numbers by Year Group as at end of Term 4, 2025

Disability	Total
Cognitive – Extensive	12
Social / Emotional – Extensive	21
New Students after Census declaration	5
<b>Total</b>	<b>37</b>

Figure 1: Student NCCD categories as at Census date 2025

Ages	Boys	Girls	Total
4	0	0	0
5	0	0	0
6	0	0	0
7	3	3	6
8	3	0	3
9	2	0	2
10	2	2	4
11	1	3	4
12	2	0	2
13	1	0	1
14	2	1	3
15	5	1	6
16	2	2	4
17	1	0	1
18	1	0	1
<b>Total</b>	<b>25</b>	<b>12</b>	<b>37</b>

Figure 2: Student Demographics by Gender and Age as at end of Term 4, 2025 2025

At the end of Term 4, 2025, total student numbers were 37. In 2025, 13 students identified as Aboriginal and/or Torres Strait Islander students, representing 35% of the student population.



# Theme 2: Outcomes and Results

## **Student outcomes in standardised national literacy and numeracy testing**


Biala had eleven students eligible to sit NAPLAN during 2025. All 11 students were given exemption by their parents/guardians due to disability.

## **Post School Destinations**

Two students graduated from Biala School in 2025. Both have transitioned to NDIS supports to continue post school options of work experience and community access.

## **Results of the Higher School Certificate**

Not applicable for Biala School



## Senior Secondary Outcomes (VET or equivalent)

In 2025, 3 Biala students participated in the TAFE Youth Engagement Strategy (YES) Program, gaining valuable exposure to TAFE NSW vocational training across various industries.

This program provided opportunities to:

- Develop new skills and explore their potential.
- Increase awareness of career pathways.
- Adapt to new environments and workplace expectations.
- Discover post-school options and work towards becoming job ready.

Building on their TAFE experience and in collaboration with a NDIS provider, students engaged in a pre-employment skills program that fostered connections with local community and business organisations.

As part of this initiative, students participated in hands-on work experiences across multiple trades, allowing them to develop practical skills and gain a deeper understanding of workplace expectations. This program provided valuable opportunities to enhance their capacity, overcome barriers, and explore suitable post-school pathways in preparation for their transition beyond Year 12, including further study and/or employment.



# Theme 3: Staffing

**Accreditation status of all teaching staff (as defined by the TAA 2004) who are responsible for delivering the curriculum**

Accreditation Level	Number
Conditional	2
Provisional	0
Proficient teacher	3
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total Number of Teachers</b>	<b>5</b>

## Workforce Composition

	Number	Full time equivalent
Teachers	5	5
Learning Support Staff	7	4.18
Administration and Management	2	1.92
Executive	1	1
Maintenance	3	0.61
<b>Total</b>	<b>18</b>	<b>12.71</b>

# Theme 4: Attendance

## Student attendance

In accordance with the Education Act 1990, all children of compulsory school age in New South Wales—defined as 6 to 17 years—must be enrolled in and attend school or be registered for home schooling. Schools are legally required to maintain a register of enrolment and record daily attendance for all enrolled students.

At Biala School, student attendance is recorded each day by classroom teachers. Late arrivals are documented by the school's administration staff, including the reason for the delay, the person who notified the school, and the method of communication. Absences are also recorded, and families are expected to inform the school of any student absence. If an absence is unexplained, administration staff will initially follow up with the family. Should the absence remain unexplained for 4–5 days, the classroom teacher will make contact by phone, and the Head of Education will be notified.

The monitoring of attendance plays a critical role in safeguarding the wellbeing and safety of students. Biala School's Attendance Policy outlines the procedures for managing student non-attendance and includes intervention strategies to address ongoing concerns. Each student's circumstances are considered individually to ensure tailored support that promotes both educational engagement and personal wellbeing. The school collaborates closely with students and their families to encourage consistent attendance.

Student attendance data is collected on daily basis.

Year	% Attendance
Prep	0
Kindergarten	0
Year 1	100%
Year 2	100%
Year 3	100%
Year 4	75%
Year 5	98%
Year 6	80%
Year 7	50%
Year 8	50%
Year 9	100%
Year 10	95%
Year 11	98%
Year 12	54%

Figure 2: Student Demographics by Gender and Age as at Census date 2025

Year	Year Start	Year End	Leavers	New Enrolments during 2025
Prep	0	0	0	0
Kindergarten	0	0	0	0
Year 1	0	1	0	1
Year 2	5	5	0	0
Year 3	3	3	0	0
Year 4	2	2	0	0
Year 5	4	5	0	1
Year 6	3	4	0	1
Year 7	1	1	0	0
Year 8	3	3	1	1
Year 9	3	3	0	0
Year 10	5	6	0	1
Year 11	2	2	0	0
Year 12	2	2	2 (graduates)	0
<b>Total</b>	<b>33</b>	<b>37</b>	<b>3</b>	<b>5</b>

Figure 3: Changes to Enrolment Numbers Throughout 2025

# Theme 5: School Policies

The following school policies are publicly available on the website

[biala.org.au/school-policies/](https://biala.org.au/school-policies/)



**ALL POLICIES**



**ENROLMENT POLICY**



**CHILD PROTECTION POLICY**



**ANTI-BULLYING POLICY**



**DISCIPLINE POLICY**



**COMPLAINTS POLICY**

# Theme 6: Stakeholder Satisfaction

## Staff turnover has again been low at Biala during 2025.

School staff have had two formal opportunities to provide feedback throughout the year, as well as regular informal channels.

The addition of a Head of Education to provide instructional leadership has enhanced our school operations and support to the teaching team. Feedback is encouraged at weekly team meetings and staff have communicated high levels of satisfaction working at Biala.



**LOW STAFF  
TURNOVER**



**APPOINTMENT OF A  
HEAD OF EDUCATION**



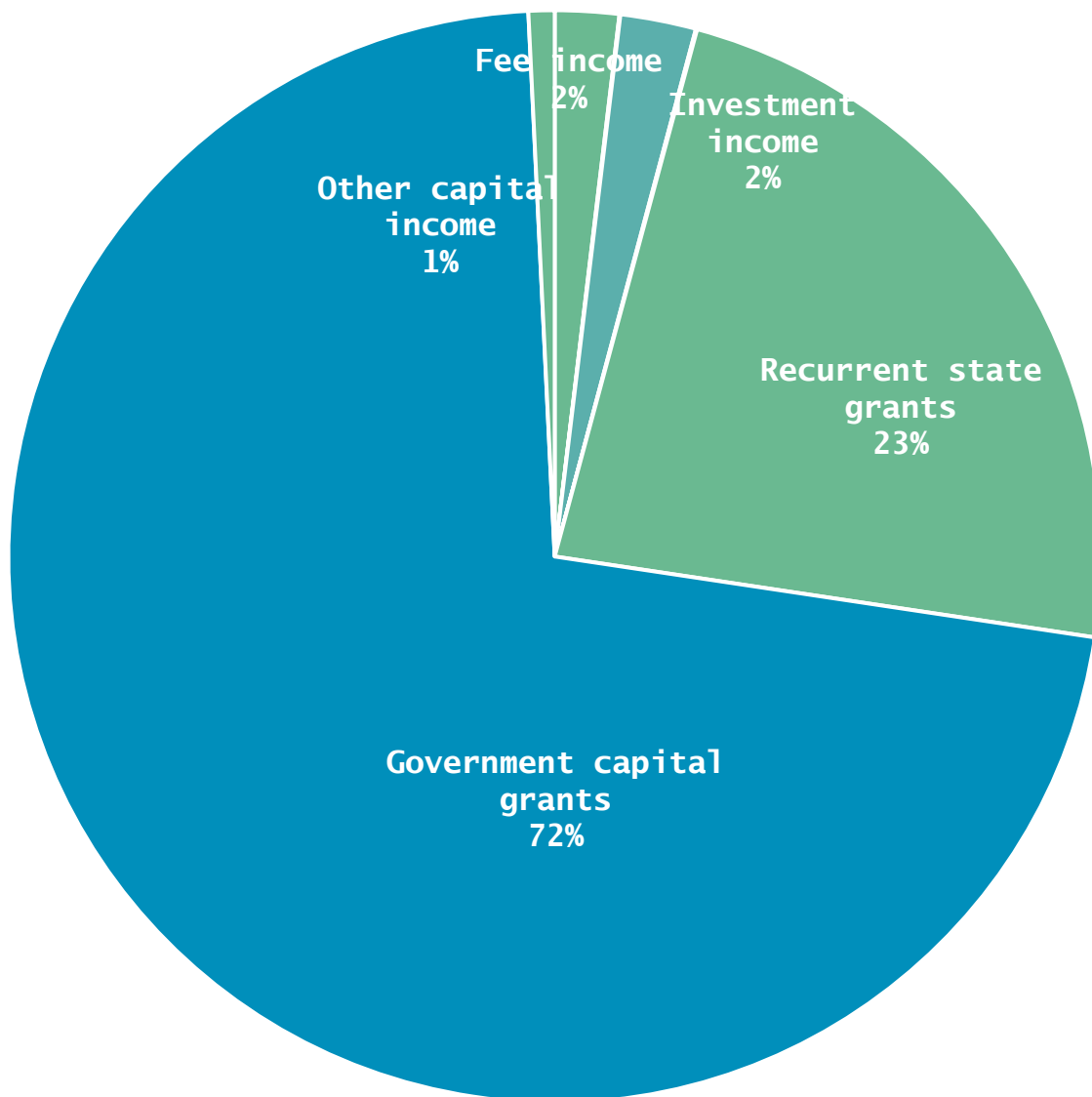
**OVERALL HIGH LEVELS  
OF SATISFACTION**





# Theme 7: Summary of Financial Information

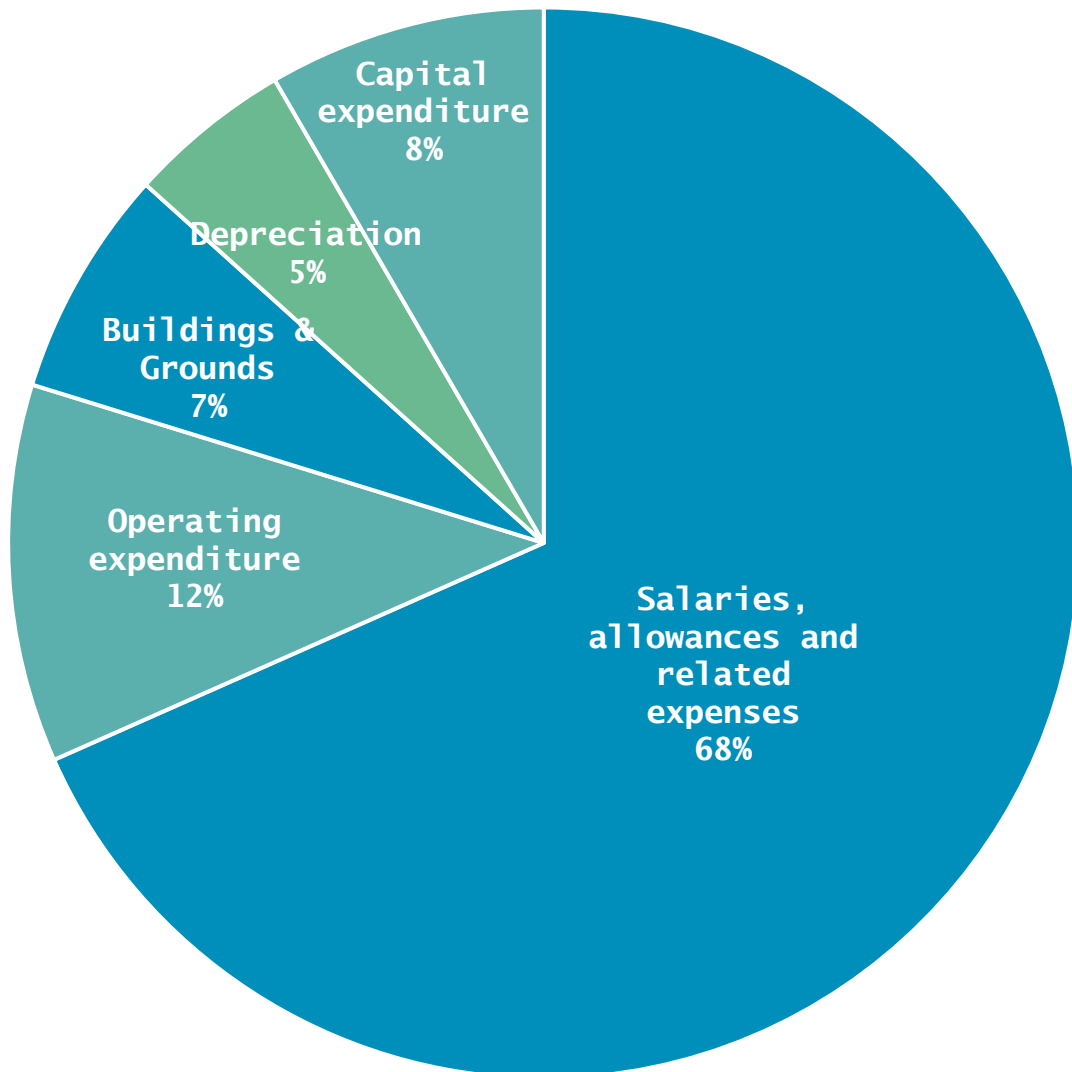
95% of the School's revenue was derived from the Commonwealth and State Government. Fees, private income, donations and Investment income made up the remaining 5% of the School's income.





## 2025 Recurrent and Capital Income By Category

Salaries and employee costs made up 68% of expenditure, with operating costs, buildings, depreciation and capex rounding out the remainder.



Further information about the School or this Report may  
be obtained by contacting the School

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