

Karningul School

Annual Report



2016



5581

Introduction

The Annual Report for **2016** is provided to the community of **Karningul 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.

Cheryl Stambolis

Principal

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Message from the Principal

I am proud to be the Principal of a school that focuses on relentless school improvement for the betterment of all its students in a safe, respectful learning environment. This is achieved by the staff working as a team, regularly assessing our work practices and committing to our school motto, '*an opportunity to change*'.

The staff is dedicated to continuous improvement of student outcomes and providing all students with a differentiated curriculum. We deliver lessons that are relevant, purposeful and enable students to work towards achieving learning outcomes. We continue to offer a variety of extra curricula activities to provide opportunities for success and to build social competence.

The school has a clear sense of purpose and works towards preparing students for successful reintegration into their mainstream schools. This is achieved by providing a differentiated curricula, Personalised Learning Plans for all students, and focusing on communicating and connecting with our students, thus building the rapport necessary for quality relationships between all members of the school community. This report provides a range of information on school achievements, initiatives and evaluations for the 2016 school year.

The positive progress could not occur without the skilled and professional approach of the dedicated staff at Karningul. I would also like to thank the parents, caregivers and community members who support the students and the school in its goal of enhancing student learning.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

To respond to the diverse and dynamic needs of the students to build resilience which will enable them to continue their education and achieve learning outcomes.

School context

Karningul School is a school for specific purposes, located in the south western region of Sydney, catering for students with significant behavioural difficulties aged 10 – 14 years (year 5 to year 8). Students attending Karningul School have a documented pattern of behavioural difficulties, who have received intensive interventions over an extended period of time at their regular school. Most of the students have experienced significant disruption to their schooling.

The primary aim of the school is to assist students in their successful return to their regular school.

The programs focus on teaching students the social, behavioural and academic skills necessary for them to make a successful transition into their home school and continue further education. To aid in this re-integration, Karningul School operates a full time program, with students attending their home schools if possible, on Wednesday each week. Alternative arrangements can be made when necessary. Each student has a case manager that is a teaching staff member from Karningul and visits are arranged with the home school on a regular basis.

Karningul School is located at Regents Park in purpose built facilities. The facilities incorporate three classrooms, a recreation room, a staff room, an administration area, a living skills room and additional office space for staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

At Karningul School we are sustaining and growing a learning culture where high expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground and in the community.

School programs address the needs of identified student groups such as Aboriginal students and students with disability and students for whom English is a second language.

Karningul staff have well-developed and current policies, programs and processes to identify, address and monitor student learning needs.

Wellbeing of students is a major focus at Karningul School. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school encourages students to recognise and respect cultural identity and diversity.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

Karningul School operates as an integration model with the student's mainstream school. The school establishes active partnerships and works collaboratively to ensure continuity of learning for students across both settings. Karningul staff regularly visit our mainstream schools.

The school actively collects and uses information to support students' successful transitions when returning to their

mainstream school full time or enrolling in an alternative setting.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

There are systematic policies, programs and processes to identify and address student learning needs. Assessment is carried out on enrolment and at the completion of the program to measure educational gains.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning: Raising expectations and enhancing the quality of student learning.

Purpose

To provide a stimulating learning environment that has high expectations for all students and promotes and celebrates student success.

To provide a personalised learning environment that extends and challenges students and provides opportunities to practice their skills in various settings.

Overall summary of progress

A number of strategies have been implemented to raise expectations and to enhance the quality of student learning.

- Personalised Learning and Support Plans were developed for all students in consultation with staff, students and parents/carers.
- Staff collaborated to create differentiated programs and assessment tasks to address the individual learning needs of each student and to track the achievement of outcomes.
- Programs were enhanced through embedding Literacy and Numeracy strategies using authentic texts and contexts. Additionally, Karningul School worked with a Community of Schools Network to enhance collaboration in programming for students with behavioural and additional learning needs. A shared website was created to enable all staff to download programs.
- An additional SLSO was employed 4 days per week and trained in MultiLit to provide individual lessons to students that require support in Literacy.
- All staff developed individual professional learning plans to develop capacity in addressing students' diverse learning needs.
- Parents were involved with the school as learning partners in order to understand their child's learning needs and to monitor their children's academic and social progress.
- Students were assessed regularly using the Literacy and Numeracy Continuum and various diagnostic tests to ensure that progress was made. Staff used data analysis to target students at risk.
- Executive staff liaised with outside agencies to help match students and their families with appropriate services to support mental health and welfare needs.

The school Facebook page was used regularly to promote and celebrate student success. The rate of interaction with the Facebook page by family and friends continued to increase throughout the year. Other achievements by students are recognised and celebrated daily during afternoon assemblies and end of year presentation day with the wider community. The 'Wall of Fame' displays photos of the students receiving their behaviour awards. The students are proud to point these out to visitors.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Differentiated programs and assessment tasks that allow for individual learning needs and achievement of outcomes.	All students made significant progress on the literacy and numeracy continuum as a result of matching learning activities to match and extend ability.	
All subject learning programs are explicit and have embedded literacy and numeracy strategies that engage students using authentic texts and contexts. Success is evidenced through the range of student assessment strategies used.	Identified students participate in individual MultiLit sessions four times per week.	\$988.07
Growth of students as learners is evident in assessment information and tracking mechanisms.	Students are assessed on arrival and reassessed every six months. Intervention is matched to student need.	

Next Steps

In 2017 we will continue building our relationships within our Community of Schools network. All schools in the community provide services for students with behaviour disorders and mental health diagnoses.

Professional learning will be provided to all staff to assist in the development of programs to achieve outcomes with an emphasis on boys' education. Throughout the year further combined professional development sessions are planned with the community of schools and the local school primary network. These will combine resources and offer opportunities for staff at the different sites to engage in work experience across other schools.

The MultiLit coordinator will continue to deliver sessions every day in order to improve the literacy skills at the lower end of the Literacy Continuum. The coordinator will work closely with classroom teachers and executive to plan and monitor students' progress.

Further professional development on programming will be provided through workshops and through external professional development opportunities as offered by the department and external agencies.

Strategic Direction 2

Culture and Community: A collaborative, dynamic culture where staff are responsive to the needs of all students.

Purpose

To work across the school community to embed a positive culture and set of values based on the three expectations of being a Respectful Responsible Learner and community members. Using PBL to achieve a culture where success is valued and a strong social conscience is developed.

Overall summary of progress

Karningul School developed and built upon existing strategic partnerships to increase student engagement.

Karningul SSP strengthened links with Verona SSP, Campbell House SSP, Dorchester ETU, to develop a programming framework called the "Elements of Learning and Achievement". This framework has helped members of the Community of Schools to establish a common language and programming methodology across settings to facilitate the sharing and implementation of programs for the development of social and academic skills. All programs are available on a shared website.

The relationship with the School Liaison Police continues to improve the students' perspective of police. Our local SLP attends all school community functions and assists in the return from suspension process. The students all look forward to his visits and interact very positively.

Behavioural data and attendance data was collected and used to identify and address social, academic and welfare needs of students. The aim of this was to decrease the loss of attendance due to suspension and increase attendance by more effectively engaging students in the learning process. Attendance had increased throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students do not lose educational time through suspension.	Programs have been effective and there has been a reduction in the number of suspensions. Students attend school and lose privileges whilst completing their educational plan.	\$416.88
Students attend school every day in both settings.		
A common, consistent language is used by all staff.	Posters displaying common language are around the school and in classrooms.	

Next Steps

Effective data collection and analysis is essential to measuring, monitoring and making strategic decisions in responding to student needs.

Regular meetings at the school will be held to review processes and policies involving all staff members. Processes will be adjusted as the need arises.

The school Student Representative Council with class captains will continue to build the leadership capacity of students and to give students a stronger voice in establishing a positive school culture that is responsive to students' needs. The council will meet each month to propose suitable activities to award and challenge the students.

Strategic Direction 3

Transition: Building resilience to enable students to successfully move between settings and the community.

Purpose

To provide strategies for students to enable them to adapt when moving between school settings and the community.

Overall summary of progress

- Throughout the year, staff implemented a number of strategies and processes to ensure that students developed the resilience to successfully move between school settings and in the greater community. Parkour was introduced for sport each week which challenges thinking, strength and ability. Several students excelled in this activity.
- Karningul staff contacted and regularly visited home schools to establish working relationships with the mainstream staff. Staff used email, phone, and attendance data to monitor student integration.
- Staff reviewed the placement of students in order to determine suitability of enrolments.
- Staff provided 'in-school' support within students' home schools to model and advise staff in home schools in the effective management of students.
- Staff collaborated with the Community of Schools to share programming ideas to create authentic learning experiences for students to ensure that students' social, welfare, behavioural and academic needs were met.
- Staff regularly liaised with schools to develop, monitor and review transition plans to negotiate plans that addressed the needs of all relevant stakeholders.
- Transition plans were developed that explicitly targeted the transition needs of students moving from year 6 to year 7. Attendance was negotiated with the executive of the high schools.
- Staff provided ongoing support during the transition period through regular visits and shared record keeping.
- Students developed a repertoire of skills to successfully manage their behaviour across a range of settings.
- Professional development sessions empowered staff with strategies to build resilience in them and in students.
- Student attendance was monitored daily and intervention was sought when problems arose. When necessary, the HSLO officer intervened.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students gain additional integration time back at their mainstream school within their first three months of the Karningul program.	Close relationships are established with the referring schools and meetings are held to discuss progress. This ensures students are recognised for improving their behaviour by being rewarded with more integration time.	\$2402.93
A high percentage of students return full time to their mainstream school where they successfully reintegrate and continue their schooling.	Several students returned full time to their mainstream setting and have maintained attendance. Karningul staff continue to monitor the students and provide support and advice to schools.	

Next Steps

Staff members will visit other schools in the Community of Schools networks to investigate and share effective methods of responding to student welfare issues and in developing proactive, evidence-based programs to build resilience.

Staff will continue refining transition plans for students moving from year 6 to year 7. Students will be surveyed this year with the goal of understanding their experiences transitioning to a high school setting and to refine the types of support the school provides and what support they felt would have benefited them.

Karningul School will continue to employ a music therapist one day per week. Music therapy aims to help students express and contain their internal conflicts, while facilitating their ability to implement personal change. Active music making, improvisation, song lyric analysis, skill development and acquisition as well as receptive music listening allow students to develop insight into themselves and others. All students opted to participate in the program in 2016.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students participated in an Aboriginal Culture day. They talked with Elders and men about their childhood experiences. They cooked Aboriginal meals and enjoyed a celebration lunch.	\$1 111.32
Socio-economic background	Funding was used to provide opportunities for all students to participate in sporting activities, excursions and to supplement the cost of school uniforms.	\$23 414.00

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	14	15	9	17
Girls	1	0	0	0

Management of non-attendance

Due to the size of the total enrolment at Karningul School, individual attendance is not reported against.

Attendance of all students is regularly monitored and action is taken promptly to address issues with individual students.

Structure of classes

Karningul School has the capacity to cater for 21 students in three classes. The class groups are formed in stage groups when possible. During 2016, there were two Stage 3 classes and one Stage 4 class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.5
Teacher Librarian	0.17
School Administration & Support Staff	4.18
Other Positions	0.2

*Full Time Equivalent

During 2016, there were no Aboriginal staff members employed at Karningul School.

An additional multi categorical class was established during 2016 but due to changing enrolments, the class was moved to another location.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

The staff at Karningul School continues to participate in learning opportunities to enhance their professional development to improve the learning outcomes for students. There has been a strong emphasis on fitness and sport as several students do not have the opportunity to participate in team sport at their regular schools or in their communities. We have a qualified PE teacher on the staff.

During 2016 all staff completed 'The Resilient Doughnut Course'.

The Resilience Doughnut is a practical, strengths-based model for developing resilience in children, young people and adults. It identifies and combines strengths needed to thrive in a modern world. The model is based on a wide body of international research examining the factors common to children, young people and adults who have shown resilience in the face of adversity.

This involved 16 hours of training delivered by a blended model of face to face sessions and independent study.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	147 249.00
Global funds	73 670.00
Tied funds	40 369.00
School & community sources	6 634.00
Interest	2 636.00
Trust receipts	0.00
Canteen	0.00
Total income	270 558.00
Expenditure	
Teaching & learning	
Key learning areas	2 176.00
Excursions	0.00
Extracurricular dissections	8 093.00
Library	257.00
Training & development	6 306.00
Tied funds	25 058.00
Short term relief	12 139.00
Administration & office	9 871.00
School-operated canteen	0.00
Utilities	7 002.00
Maintenance	6 024.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	76 926.00
Balance carried forward	193 632.00

The information provided in the financial summary includes reporting from 1 December 2015 to 30 November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	193 824.23
(2a) Appropriation	193 629.76
(2b) Sale of Goods and Services	27.27
(2c) Grants and Contributions	0.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	167.20
Expenses	-25 530.29
Recurrent Expenses	-25 530.29
(3a) Employee Related	-17 197.73
(3b) Operating Expenses	-8 332.56
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	168 293.94
Balance Carried Forward	168 293.94

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

	2016 Actual (\$)
Base Total	301 504.14
Base Per Capita	2 006.95
Base Location	0.00
Other Base	299 497.19
Equity Total	24 525.31
Equity Aboriginal	1 111.32
Equity Socio economic	23 414.00
Equity Language	0.00
Equity Disability	0.00
Targeted Total	699 396.42
Other Total	0.00
Grand Total	1 025 425.87

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.

School performance

School-based assessment

Karningul Staff assess each student on entry using the South Australian Spelling Test, SENA 2 or 3 and the PM Benchmark. This information is used to develop each student's individual learning plan.

The PM Benchmark Reading Assessment Resources assist teachers to explicitly assess students' instructional and independent reading levels using unseen, meaningful texts. The emphasis of the PM Benchmark assessment procedures is to ensure that students are comprehending the texts that they read.

SENA is used to assess their numeracy levels.

The students are assessed each 6 months to monitor progress. At the conclusion of 2016, 83% of students had increased their reading level by 2 levels or more. At least half the students had increased their spelling age and all students showed growth in numeracy.

This information is shared with the students' mainstream schools.

Other assessment data

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in

these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link *My School* and insert the school name in the *Find a school* and select *GO* to access the school data.

If students attending Karningul School completed NAPLAN in 2016, the results are recorded in their mainstream school data.

None of the students enrolled at Karningul School in 2016 completed NAPLAN tests at our school. Some students attended their mainstream school specifically to participate in the tests.

Parent/caregiver, student, teacher satisfaction

At the completion of the 2016 school year, parents, students, teachers, SLSOs and mainstream schools were invited to respond to a survey and provide feedback on the service provided to the students enrolled at Karningul School. A sample of the comments is provided.

Parent responses:

Great concept, great teachers, great attitudes.

Our son has learned about consequences for his behaviour.

Teachers:

We cater to the needs of all our students and overall they are happy to attend the school.

I believe all students benefit from the small class sizes and individualised assistance they are provided.

Mainstream Schools:

Our student has benefited greatly from being at Karningul.

The support offered by Karningul has been fantastic.

I still use the Karningul behaviour card and find this effective.

SLSO

Teaching Staff are always happy to answer questions and share relevant information.

I think Karningul is an open, friendly caring school.

Policy requirements

Aboriginal education

Staff at Karningul School are dedicated to embedding Aboriginal perspectives in all programs throughout the

year and immersing students in Aboriginal Culture. Karningul staff and students maintain regular contact with the local Aboriginal Aunties by inviting them to school community events.

An Aboriginal cultural day was held with all students participating in sporting and cooking activities. Aboriginal students enrolled at Karningul are provided with information to attend events targeting Aboriginal students.

Multicultural and anti-racism education

Karningul students and staff are required to show respect for others, irrespective of their cultural identity or background. The school offers itself as an open, inclusive and non-judgmental place of learning for everyone.

Several students enrolled at Karningul school have families from countries other than Australia. This provides opportunities for incidental learning about family traditions, languages and culture.

Teaching activities and incidental discussions based on current affairs abroad and locally, reflect and promote differences and similarities in traditions and culture. This increases students' knowledge and builds an appreciation about the world.

Karningul respects the beliefs of students by providing a Halal canteen menu option and always considering cultural dietary requirements when providing meals at celebratory functions.

All parents and carers are invited to our community events and their cultural identity is respected.

Other school programs

Music Program

The Arts are an integral part of the programs offered at Karningul School. The school has committed to this by employing a specialist music therapist one day per week and purchasing a wide range of instruments. The students participate in class lessons as well as individual tuition on an instrument of their choice each week. The instruments are offered on loan for further practice at home.

Each class receives a one hour lesson and individual tuition is offered for 30 minute sessions.

The school purchased a set of Ukuleles this year to add to our repertoire of instruments.

The content of the year's lessons is used at the end of the year celebration when the music therapist organises a music trivia day and an opportunity to perform for our community members. All prizes are musical instruments.