

Arranounbai School

Annual Report



2016

Introduction

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

Jo-ann Osborne

Relieving Principal

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Message from the Principal

The 2016 Annual School Report for Arranounbai School is presented to the community with pride and enjoyment as an account of the school's operations and achievements throughout the year.

Arranounbai is a school community encompassing a wide group of people who contribute to create a positive learning environment. Staff are highly qualified and professional as they strive to provide quality teaching and learning programs aimed at engaging and focusing students to achieve.

The year has held some key components which have contributed to the learning opportunities of all students. The collaborative efforts with the Warringah Community of Schools brought an enriched focus on John Hattie's concept of Visible Learning. Staff implemented strategies to define lesson content and objectives in ways that were more meaningful for students.

Our volunteer program continues to provide a strong community involvement which assists staff to implement more extensive communication programs.

The support of parents and the P&C ensures the success of Arranounbai School as a learning environment that is welcoming to all.

We look forward to 2017 and the exciting opportunities available.

Jo-ann Osborne

Relieving Principal

School background

School vision statement

To provide quality teaching and learning through an inclusive educational environment that is supportive, innovative and engaging to develop each individuals true potential

School context

Arranounbai School is a school for specific purposes (SSP). The student population is quite diverse and consists of children and young people K–12. The types and levels of disability vary from physical disability, autism, intellectual disability to chronic medical conditions. Each class has a full-time teacher and School Learning Support Officers.

Arranounbai School aims to improve the learning performance of all of its students and children in diverse areas including academic, physical, social, behavioural and self-care. All students and children, through personalised programs, engage in learning that is relevant and engaging, maximising their opportunity to succeed in the current and future environments. The school achieves its outcomes for all students in collaboration with families, other professionals and community members and groups.

The place that Arranounbai School maintains in the local community is essential to providing students with a thorough and detailed education that is relevant to their needs. The provision of a safe, enhanced and ordered learning environment translates into high level outcomes in all areas and maximises success.

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.

Learning

This year Arranounbai has focused on establishing Individual Learning Plans with defined academic goals stated within the SMART guidelines of Specific, Measurable, Achievable, Realistic, and Timebound. Parents were invited to contribute to the process of goal setting by providing a summary form to list goals under the headings of communication, social, physical, behaviour and academic. In this way the specific learning needs of each student has been clearly defined in the Individual Learning Plan.

Student reports have been updated to directly reflect the goals stated in the Individual Learning Plans. Staff undertook professional learning during staff meetings to provide them with the evidence based information and guidelines to establish individual goals.

Student learning is maintained with a strong focus on communication and literacy to extend into all learning areas. Curriculum adjustments and modifications continue to be implemented by staff to assist in providing high quality learning programs to benefit all learning capabilities.

Teaching

Teachers this year have continued their Performance and Development Plans by incorporating classroom observations as a means of assessing their colleagues and being assessed themselves. This was an important component as it provided teachers with opportunities to engage in professional dialogue to enhance their commitment to providing high quality individual learning programs.

Leading

The school executive have extended opportunities to work with the school community to build partnerships to enhance learning programs. School leaders have gained insight from professional learning aimed at building cohesive teams capable of sustaining growth and development. Opportunities were provided for team members to extend leadership responsibilities.

Our self-assessment process will 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

Students will be active engaged connected learners

Purpose

To meet the needs of all students by recognising the diversity of our learning community

Overall summary of progress

In 2016 Arranounbai school staff focused on establishing consistent assessment tools across the whole school for Literacy and Numeracy. These included the SENA, PM Bench mark, Burt Word Reading, South Australian Spelling Test, Macquarie Sight Words, Magic 100 Sight Words, Specific Reading Recovery Assessments and writing assessments. These assessments formed the baseline data for teachers to provide exceptional differentiated programs to cater to the individual diversity of the Arranounbai student population. This data provided valuable information to establish effective ILP (Individual Learning Plan) goals utilising specific, measurable, achievable, realistic, and time bound (S.M.A.R.T) language. Teachers established common whole school goals within their Performance and Development Plans (PDP) which incorporated streamlining Literacy and Numeracy assessments. The focus on whole school Literacy and Numeracy assessments initiated professional dialogue which ensured growth and support amongst colleagues as they promoted specific strategies to assist students to make gains above their baseline data results. Students were presented with quality teaching programs and strategies which provided intensive individual focus to ensure maximum engagement connected to their learning. Students demonstrated greater awareness of their own learning capabilities with specific strategies presented regularly to meet their ILP goals. Consistency in Literacy and Numeracy assessments ensured familiar information was readily available for the commencement of class groupings in 2017. Teachers were subsequently prepared to provide learning programs with their newly established classes at the beginning of the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
ILP targets specific and identify student needs.	Staff participated in SMART goals workshops to enhance the use of specific goals within students ILP's (Individual Learning Plans)	
PBEL data demonstrates decreased negative behaviour incidents.	Staff through the use of the Clasdojo app across the school endeavoured to increase the consistency of negative behaviour data collection, within the playground. This was supported with the completion of behaviour slips that collected a variety of information such as time and place. The PBEL team were then able to assess the data and make significant/necessary changes to playground organisation. For example a quiet lego area was introduced to assist students who needed time off the playground.	
Students taught high quality Australian Curriculum aligned programs.	Staff curriculum teams were established and scope and sequence charts were developed, evaluated and updated for all KLA's. Resource kits were developed and established with equipment purchased to support the active engagement of all students. 100% Staff trained in Tobii eye gaze system. Ensuring greater access for students across all programs.	Tobii Eye Gaze Workshop \$580 Resource Kits \$750

Next Steps

To establish an online presence that caters for staff and student input that reaches out to the wider school community to demonstrate clearly student progress and involvement in all aspects of their education.



Strategic Direction 2

Staff will be dynamic, collaborative, informed communicators

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student and teacher to excel and learn to their full potential. To ensure that learning is differentiated and personalised for all students and staff.

Overall summary of progress

In 2016 Arranounbai staff were introduced to the ideals of Visible Learning. In particular all teachers included specific goals in their Performance and Development Plans (PDP) related to Visible Learning. The Warringah Community of Schools promoted Visible Learning through a professional learning initiative which was attended by a member of the Executive and one teacher. Staff received professional learning related to Growth Mindset and 'the learning pit' to promote the positive effects of Visible Learning when implemented with learning intentions across the whole school. The project undertaken by the team representatives involved a behaviour based approach which focused on establishing consistent language within the playground settings. This was incorporated with our Positive Behaviour Engaging Learners (PBEL) expectations of Communicating, Cooperating and Caring.

Quality Teaching, Successful Students (QTSS) funding was utilised to provide staff with opportunities to access learning environments relative to their main class age group or ability within a local mainstream school. Teachers and School Learning Support Officers (SLSO) observed specific lessons which gave them insight into the expectations and strategies implemented within the mainstream setting.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual professional learning plans align to Australian professional standards for teachers	All teachers successfully completed the Performance and Development Framework process to establish PDPs that incorporated common school goals and selected personal professional goals.	
All teachers undertaking accreditation successfully complete and maintain the process.	Two teachers successfully completed their accreditation at Proficiency against the Australian Professional Standards for Teachers as a part of the Board of Studies Teaching and Educational Standards NSW (BOSTES) requirements for new or returning teachers in NSW. Four staff members began the process of Highly Accomplished accreditation and will continue in 2017.	
All SASS staff trained and updated in Health Care procedures.	All SASS staff completed relevant healthcare training including Prescribed Medication and Health Care Procedures	

Next Steps

To build on the implementation of the whole school approach to consistent language within the playground.



Strategic Direction 3

Community relationships will be developed through active supportive partnerships

Purpose

To develop student confidence through awareness, support and understanding of our diverse school.

Overall summary of progress

In 2016 Arranounbai staff continued to consolidate community programs with an emphasis on increasing student confidence and communication. The partnership with year 9 students from St Luke's College is now in its third year and is firmly established. Each week on Thursday approximately 15 year 9 students visit Arranounbai for one and a half hours for 4–5 weeks, and then a new group of year 9 students commences for the next 4–5 weeks. By the end of the year the whole of year 9 has attended Arranounbai. As the students are assigned to classes they develop familiarity with Arranounbai students and are encouraged to promote increased communication. Arranounbai students have demonstrated increased motivation to extend their communication skills with the incentive of willing role models. This has been especially evident within the senior classes where the year 9 St Luke's students provide more peer directed dialogue.

Other partnerships have included the rotation of singers from year 9 at St Augustine's College who perform to an Arranounbai audience twice a term, attendance at the annual Mater Maria Year 10 Outreach Day, the senior community shopping program and the money skills program established with a local coffee van proprietor. All these programs have contributed to the students being provided with opportunities to communicate in meaningful situations to increase their confidence.

Information technology was also implemented to increase opportunities to improve lines of communication between the school, parents and carers. This included the use of the Class Dojo system to provide messages between home and school as well as the ability to share information from school to the whole school community linked to the system. The result has been overwhelming with parents readily accessing the technology and making use of the system to report back to the school promptly with information related to student absences, school fees, excursion payments and responses to attendance at school events. The implementation of the Primary Parent Planner (PPP) was another aspect which allowed stronger communication between home and school by accessing the weekly newsletters and other information or messages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All classes will participate in a community orientated activity throughout the year.	Significant funds were raised by the whole school community through the assistance of a 'MyCause' page and significant generous donations from friends of the school to match the Variety grant of \$25,000 and the P&C \$25,000 to ensure a Variety Sunshine Bus was obtained for the school. A Wheelchair accessible bus that only requires a car licence arrived in September allowing for classes to participate regularly in community access activities. Such events include a weekly shopping program and regular visits to local schools.	\$25, 000 specifically raised for the Mini Bus campaign
A formalised and ongoing relationship with St Luke's Grammar School.	St Luke's Year 9 students increased their weekly time in 2016 allowing for greater and more significant impact on all students. St Luke's attend each Thursday for the morning session (approx. 90mins) With the time increase and knowing classes had extra support for a session Arranounbai staff have utilised the time significantly to incorporate a variety of programs with specific goals for individual students.	

Next Steps

To initiate and establish regular inclusion of Arranounbai students within local schools. Students will participate in lunchtime play and appropriate school/class activities enhancing social interactions with peers. Participation within this program will provide opportunities for discussion and greater understanding of students with disabilities.

Staff to develop significant programs that make full use of a significant increase of classroom support for a session a week. Programs to incorporate St Luke's students feedback and future development ideas.



Key Initiatives	Impact achieved this year	Resources (annual)
Quality Teaching, Successful Students (QTSS)	Teacher professional development goals as part of the Performance Development Framework process were supported by release time to attend observation lessons at a local mainstream primary school. This assisted teachers to gain greater insight into incorporating specific programs, strategies and methods with adaptations to further engage students.	0.096 FTE
Support for beginning teachers	Arranounbai had one beginning teacher in 2016 and this teacher was supported to achieve proficient level teacher accreditation with BOSTES. Support was provided with a reduced teaching load and opportunities to team teach with an experienced teacher as a mentor.	



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	26	29	32	39
Girls	11	16	13	14

Student numbers at Arranounbai have increased significantly, with approximately 65% more boys than girls. This can be directly attributed to the establishment of another Autism K–2 Intervention class.

Year 12 attaining HSC or equivalent

in 2016 Arranounbai school had one student complete the HSC with the Life Skills Program.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	6.67
Teacher Librarian	0.2
School Counsellor	1
School Administration & Support Staff	9.82
Other Positions	0.6

*Full Time Equivalent

Arranounbai School does not have any staff who identify as Aboriginal or Torres Strait Islander

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	50

Professional learning and teacher accreditation

Professional Learning is consistently linked to the 2015–2017 School Plan.

In Semester 1 2016 staff were allocated time to attend local mainstream schools as part of the Warringah Community of Schools initiative. The purpose was to collaborate with staff and establish relationships to provide ongoing collegial dialogue referencing academic content and specific strategies.

In Semester 2 2016 24 staff including School Learning Support Officers (SLSO) commenced an Online Learning Autism Course which would carry over into 2017. Staff were allocated into two groups and the course components included 3 face to face sessions of three hours duration as well as contributions to online forums.

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.

This summary covers funds for operating costs and does not include expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2016 financial statement is tabled at the general meeting of the school parent body held in February. Further details concerning the statement can be obtained by contacting the school.

Income	\$
Balance brought forward	191 631.82
Global funds	140 725.75
Tied funds	75 894.37
School & community sources	72 017.50
Interest	2 563.92
Trust receipts	2 919.52
Canteen	0.00
Total income	485 752.88
Expenditure	
Teaching & learning	
Key learning areas	36 265.77
Excursions	1 171.50
Extracurricular dissections	24 759.69
Library	2 503.39
Training & development	983.09
Tied funds	64 317.31
Short term relief	26 496.44
Administration & office	27 652.66
School-operated canteen	0.00
Utilities	24 988.50
Maintenance	20 080.57
Trust accounts	2 726.50
Capital programs	25 000.00
Total expenditure	256 945.42
Balance carried forward	228 807.46

The information provided in the financial summary includes reporting from 1 December 2015 to 2 September 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	356 276.47
(2a) Appropriation	340 008.27
(2b) Sale of Goods and Services	2 280.91
(2c) Grants and Contributions	13 383.82
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	603.47
Expenses	-144 300.69
Recurrent Expenses	-144 300.69
(3a) Employee Related	-92 694.33
(3b) Operating Expenses	-51 606.36
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	211 975.78
Balance Carried Forward	211 975.78

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.

The information provided in the financial summary includes reporting from 1 December 2015 to 2 September 2016.

	2016 Actual (\$)
Base Total	418 361.15
Base Per Capita	4 682.88
Base Location	0.00
Other Base	413 678.27
Equity Total	2 255.75
Equity Aboriginal	481.22
Equity Socio economic	1 774.53
Equity Language	0.00
Equity Disability	0.00
Targeted Total	1 616 628.25
Other Total	107 999.88
Grand Total	2 145 245.03

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

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. One student in year five and two students in year nine completed NAPLAN in 2016.

One student in year 9 achieved Band 9 in Reading and the national average in Writing and Language Conventions.

The student in year 5 achieved Band 5 in Grammar and Punctuation and Band 4 in Spelling

One student in year 9 achieved above the national average in Numeracy and the other year 9 student achieved Band 7

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The students of Arranounbai School achieved to their potential. None of the students who completed the

NAPLAN assessments identified as Aboriginal or Torres Strait Islander.

HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

One student completed HSC at Life Skills Level

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Parent Survey focused on seven key areas:

Parents feel welcome

Parents are informed

Parents support learning at home

School supports learning

School supports positive behaviour

Safety at school

Inclusive school

The results of the Survey indicated that parents feel welcome and informed and view Arranounbai School as an inclusive setting that supports student learning. It is also pleasing to note that parents acknowledge the school supports positive behaviour and safety. The lowest score related to parents supporting their child's learning at home and this was directly attributed to a question referring to specific homework expectations. Overall the Survey provided an informative method of determining the school's performance in student learning from a parental perspective.

Policy requirements

Aboriginal education

Arranounbai school is dedicated to ensuring Aboriginal perspectives are woven throughout the curriculum learning activities. Students are presented with learning experiences that deepen their knowledge and understanding of Aboriginal and Torres Strait Islander people as the first Australians. Acknowledgement of Country is an integral part of the weekly assembly, staff meetings and all formal events. Staff have attended professional development focused on incorporating Aboriginal learning components within the layout of their lessons. One staff member represents Arranounbai as part of the Waringah Community of Schools Aboriginal Education Advisory Group. Arranounbai recognised NAIDOC week, National Sorry Day and Reconciliation with specific art and dance themed activities.



Multicultural and anti-racism education

The staff at Arranounbai school are committed to ensuring that all staff, students, parents and carers appreciate the diversity and multicultural nature of Australia. At Arranounbai we have a trained Anti-Racism Contact Officer who is able to provide professional responses to complaints regarding racism.