

Karonga School

Annual Report



2016



5670

Introduction

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

Mark Gosbell

Principal

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Message from the Principal

At Karonga we believe that all students can learn. In 2016 we continued our work with the provision of exceptional personalised learning and support across the breadth of the Australian curriculum. Teachers work closely with parents to identify priority areas for learning and tailor in class programs and extra-curricular activities to meet student need.

2016 saw the ongoing partnership with the P&C and the provision of Music Therapy and Speech Therapy at Karonga. We began a trial partnership with Advance Occupational Therapy with the financial support of the P&C. This pilot has seen the successful intervention of occupational therapy support for a number of students at Karonga. During the year we refined the delivery of speech therapy to include termly formal reviews and streamlined implementation practices led by Assistant Principal Samantha Butlin. The school refined its processes for external therapy service provision in preparation for increased requests from families under the NDIS.

Much work was done across the year to improve the learning environment for students with renovations to the pool change rooms including heating for those cooler months, hall air conditioning and seating and a ceiling hoist to Room 3 and 4. Karonga continued to partner with the Epping-Eastwood Lions as they embarked on works to create a music therapy suite. We look forward to its completion in 2017.

The Karonga musical for 2016 "Lights, Camera, Action" was a tour de force of talent from each one of our classes, including a special satellite performance so that everyone could be involved. Janelle and Jann outdid themselves this year and the staff put together a truly memorable show.

We celebrated the graduation of eight students – Andrew, Alexander, Alex, Arjuna, Christian, Erica, James F and James M. We wish them well in their future endeavours. Our transition programs provided an excellent stepping stone for each graduate enabling them to progress smoothly to their preferred post school setting. Students continued to develop independence through the provision of a variety of extra programs including school to work and community participation transition. Students attended several post school services including David Morgan, Mail Plus, Hornsby Nursery and, for the first time, Fighting Chance at Frenchs Forest.

We welcomed our new Deputy Principal, Ruth Rogers, to the Karonga team. Ruth comes to us from Fisher Road School and has a wealth of experience working in various settings in Australia and the UK. We are also very fortunate Ruth has brought Tess with her, Tess is a trained therapy dog and has been a hit with the students. Ruth is a trained Key Word Sign instructor and initiated the Karonga Signing Choir who gave performances at the end of term and Celebration of Learning assemblies.

I would like to acknowledge the superb efforts of our teachers, school learning support officers, support staff, grounds and administration staff. Karonga has the great benefit of a staff dedicated to making a difference for people with disabilities. Their efforts are an inspiration and our student's achievements are testimony to their brilliant work.

Message from the school community

The Karonga Parent and Citizen (P&C) Association is a dedicated team of parents and citizens who work together with the school and other service providers to ensure the students receive the best education, facilities and services available. Karonga is unique in its ability to provide such a broad range of extra-curricular programs and the Karonga P&C is integral in the provision of these additional opportunities for our students.

In 2016, our contributions were as follows:

- operation of the Karonga P&C bus company providing transport for students to and from school under the Assisted School Travel Program provided by the Department of Education. This successful operation enables the Karonga P&C to provide resources and programs to meet the needs of students at Karonga School.
- participation in the merit selection procedures for the recruitment of school staff including new Deputy Principal Ruth Rogers
- collaboration with school staff for the introduction of Occupational Therapy services for students at Karonga. P&C members sought expressions of interest from several service providers and employed a thorough selection process before offering the opportunity to Advance Occupational Therapy and therapist Prarthna Bhuta.
- funding the renovation of the Parent Room – a space where parents and community members are encouraged to meet. This room has become the main meeting space for the P&C, all Speech Therapy review meetings, orientation and information meetings for new parents, school learning and support meetings, executive meetings, parent-teacher meetings and also a space to relax and enjoy the company of other parents.
- continuation of funding for additional hours of Music Therapy enabling all students access to this valuable program
- continuation of funding Speech Therapy program across the school
- purchase of \$2000 worth of books for the library
- continuation of provision of school transport and community access for the students. The Karonga bus manager is engaged as a full-time position to coordinate the activities and ensure that the bus fleet is kept in perfect running order and immaculate condition
- provided support for a variety of other activities, including parent information events and the Year 12 graduation
- collaborated with the Principal in the development of school plans & policies including the revision of the Therapy and External Service Providers Policy in preparation for the rollout of the NDIS in our area
- collaborated with the Lions Club of Beecroft-Cheltenham in preparation for the Karonga Fair in 2017

The P&C also works towards raising awareness and building relationships within the broader community. The P&C continues to be active engaging with our respected Members of Parliaments. This helps in promoting the school image and getting their valued support for various school needs. We will continue to project Karonga's future as a unique and progressive learning centre for our children, in order to prepare them for the challenging years ahead.

Diana Farache (President) Karonga P&C

School background

School vision statement

At Karonga School and Pennant Parade Tutorial Centre (PPTC) we believe all students can learn. Our school provides quality, individualised education in a positive and supportive environment through the implementation of meaningful learning experiences which encourage resilience and independence. We are committed to developing partnerships with families and community that support students to become life-long learners and valued members of society.

School context

Karonga SSP currently has an enrolment of 76 students with moderate to severe intellectual disabilities from 4 to 18 years of age. Many of the students also have additional behavioural, medical, physical and/or sensory needs. The school is committed to improving student outcomes for all students, providing a balance of academic and functional programming that successfully addresses each student's needs and aspirations as well increasing their participation in the community. Karonga prizes its parents and caregivers as key partners in their child's education. Highly skilled and caring staff are guided by an inclusive, collaborative ethos and collegial approach to strengthen social and emotional wellbeing across the whole school community. Karonga has a strong focus on communication and developing independence and life skills. Karonga has strong and dynamic connections with the broader community and outside agencies.

Pennant Parade Tutorial Centre (PPTC) is located within the grounds of Karonga School. The centre offers an intensive 20 week intervention program, with an additional 10 weeks if appropriate; to assist students with identified educational, social and/or behavioural difficulties. The centre is designed for 14 students in Years 5–8, who have experienced problems in their ability to access the academic, behavioural and social curriculum of their mainstream school. PPTC has a strong focus on academic, behaviour and social skills with the aim of successful reintegration back into mainstream schooling.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

During 2016 the staff analysed a number of key programs at Karonga for their impact on student learning including how programs improve access to education for all students. Staff identified 6 key areas for in depth review: wellbeing programs, behaviour, therapy services, personalised learning, transition and post school options. Executive then analysed the impact of each program reviewing student report data, class based assessment information, teacher perception and implementation information, school policy, DoE policy and school implementation processes. Further analysis was performed on the key area of student wellbeing programs to form the basis for developing evidence for external validation if required. This evidence set was examined by Principal School Leadership personnel and feedback was provided to the school to refine processes for collecting and reporting on evidence

This process highlighted a need to further review current policy and practice around behaviour support and this has fed into whole school planning and professional learning for 2017. Analysis of the programs and processes in place give indication that the school is delivering across all elements of learning, teaching and leading within the schools excellence framework. Our self-assessment processes 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

Learning for Independence

Purpose

Learning for independence will ensure our students have opportunities to develop their capacity to reach their potential and contribute to their community as engaged and resilient citizens.

Overall summary of progress

2016 saw the introduction of a modified intervention process for all school-provided speech therapy services. Speech therapy teams targeted 6 classes per term. An Assistant Principal was released for the equivalent of 1 day per week to provide liaison between the therapy team and class teachers and to provide additional school based support. The Assistant Principal also provided additional 1:1 support as required. The Assistant Principal led a termly review of speech therapy services involving all class staff and therapy personnel. The review identified individual student progress and set goals for continued intervention. The increase in communication has been well received by all staff and has enhanced the delivery of speech therapy services.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quantified increase in complex case management with 100% complex cases supported beyond current classroom supports	In 2016, the school implemented a Learning and Support Team. The team meets weekly to discuss complex cases and provide direction, planning and intervention to support students with emerging complex needs.	Resources expended for learning and Support team cases include \$9365 RAM SSP funds and all behaviour support funding.
100% of students have communication profiles developed	This measure has not been attempted, rather, a strategic process of evaluating student progress with communication in collaboration with the speech therapy team has been implemented this year.	Equity funds have been utilised to support teachers and students to enhance English language learning and overall communication. This amounts to the full RAM equity loading of \$37551 for English language learners.
Increase in workplace safety with concurrent decrease in WHS notifications	Data indicates that workplace injuries continue at similar rate as previous years. Workplace injury notifications form part of the data set in targeting resources to support student need.	
Reduction in incident notifications occasioning injury to staff or students	Data indicates that incidents continue at similar rate as previous years. Incident notifications form part of the data set in targeting resources to support student need.	

Next Steps

Continuation of current model of speech therapy intervention with an annual review of the delivery model. Development of recommendations for the provision of speech therapy services and use of RAM equity funding for English Language learners. Continuation of occupational therapy intervention with a mid year review of the current intervention model analysing impact, referral processes, intervention practices and teacher support.

Identification of processes for the smooth transition to external therapy provision under the NDIS.

Identification and implementation of referral processes for school based learning and support team.

Development and implementation of transition to post school options policy and school procedures.

Strategic Direction 2

Building Quality Teaching and Leadership

Purpose

Building quality teaching and leadership is vital to ensure staff members have the skills to develop and deliver quality educational programs focusing on the 'whole child'. Building quality teaching and leadership ensures that quality systems and practices are implemented that support the ongoing implementation and success of school programs.

Overall summary of progress

All teachers have actively participated in the process where all professional learning funds have been expended to support teacher professional development. Teachers participated in school exchanges to enhance professional learning. Executive staff delivered professional learning sessions on mentoring and coaching skills and strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers implementing PDPs and participating in coaching model for observation of practice. PDPs incorporate elements of school plan	All teachers have actively participate in the process.	All professional learning funds of \$19988 have been expended to support teacher professional development.

Next Steps

Development of review of supports for behaviour of concern. Whole staff registered professional learning in Managing Actual and Potential Aggression (MAPA) including review of safe working practices with physical supports. Whole school review of student discipline policy and current school processes. Investment in additional train the trainer professional learning to enhance staff capacity.

Enhancing teacher professional learning through personal development plans and concurrent resourcing to support this learning through attendance at professional course and collaboration with colleagues.

Strategic Direction 3

Enhancing community partnerships

Purpose

Enhancing community partnerships underpins the success of individual programs. Enabling collegial and collaborative relationships contributes to sustained improvement in student learning.

Overall summary of progress

Karonga continues to highly value community input. These partnerships are essential to ensuring that all our students have their significant needs met. This year we saw the inclusion of increased consultation with the community through the P&C, increased communication through the new school app and regular updates to the school website.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PPTC 100% of students successfully reintegrate to their home school. With an Increase in students' emotional regulation and social competencies.	Anecdotal evidence suggests that all students that attend PPTC experience some positive impact on their educational opportunities upon return to their mainstream school. Parent feedback is also very positive about the tremendous change in some of our PPTC enrolments.	
Entire staff actively engaged in professional learning communities	Teachers engaged in AP/DP network with some engaging in cross school collaboration. All teachers attended SEPLA conference with other special education schools.	
Increase in parent /carer knowledge of disability services and programs	NDIS parent information sessions delivered. Post school option explored with provision of bus trip to local providers.	

Next Steps

Further enhance community participation through engagement with social media and active community promotion of Karonga School.

Continuation of partnership with the Karonga P&C in the provision of Speech Therapy, Occupational Therapy and Music Therapy.

We would like to see transition to post school options continue to grow and for the experience of families to improve over time. Part of this process requires that a transition to post school policy be developed..

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Continuation of horticulture programs to engage all students in learning about Aboriginal culture. Class programs incorporate elements of 8Ways.	\$984 RAM Equity loadings for Aboriginal students.
English language proficiency	Enhancement of speech and other therapy services through the engagement of Assistant Principal to oversee school programs resulted in efficiency improvements and increases in access to education for all students.	\$37550 RAM equity loading for English language proficiency expended.
Quality Teaching, Successful Students (QTSS)	Mentoring and coaching implemented.	All QTSS loadings expended through classroom support provided by supervisors.
Socio–economic background	Socio–economic background funding is used to supplement continuation of horticulture programs to engage all students in learning about Aboriginal culture. Class programs incorporate elements of 8Ways.	\$3252 RAM socio–economic background funds expended.
Support for beginning teachers	Teacher provided additional release time as required and also opportunity for external professional learning.	All beginning teacher funds expended.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	48	46	46	44
Girls	27	28	27	27

Students enrol at Karonga under specific criteria, from the age of four years and may continue until the completion of high school. Many students have additional disabilities which can include physical disabilities, sensory impairment, language disorders, behaviour disorder and autism.

Management of non-attendance

In 2016, there were 71 students enrolled at Karonga. School attendance is always subject to a variety of influences. For many of our students, their health care needs impact on school attendance. Students may also attend therapy and other programs during school hours as part of their personalised learning plan. Allowances are made for such occasions.

Year 12 attaining HSC or equivalent

During 2016 eight students attained the Higher School Certificate. This represents 100% of the students enrolled in Year 12. This educational qualification was achieved by these students undertaking a full time Life Skills program of study.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.18
Teacher Librarian	0.4
School Counsellor	0
School Administration & Support Staff	17.93
Other Positions	1

*Full Time Equivalent

During 2016, there were no permanent employees from Aboriginal or Torres Strait Islander backgrounds at Karonga School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	43
Postgraduate degree	57

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 involve expenditure areas such as permanent salaries, building and major maintenance.

School and community source income has been enhanced through licensing of the pool to community users and also use of school buildings for local community organisations.

Income	\$
Balance brought forward	312 472.21
Global funds	200 863.62
Tied funds	72 220.31
School & community sources	60 107.14
Interest	3 257.09
Trust receipts	0.00
Canteen	0.00
Total income	648 920.37
Expenditure	
Teaching & learning	
Key learning areas	33 151.18
Excursions	97.50
Extracurricular dissections	1 998.00
Library	6 746.83
Training & development	434.94
Tied funds	89 759.82
Short term relief	37 351.25
Administration & office	35 647.50
School-operated canteen	0.00
Utilities	39 331.64
Maintenance	33 352.11
Trust accounts	227.27
Capital programs	39 369.50
Total expenditure	317 467.54
Balance carried forward	331 452.83

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	576 110.06
(2a) Appropriation	502 732.69
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	71 328.08
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 049.29
Expenses	-402 723.01
Recurrent Expenses	-402 723.01
(3a) Employee Related	-192 161.79
(3b) Operating Expenses	-210 561.22
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	173 387.05
Balance Carried Forward	173 387.05

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.

Karonga School has recently transferred to the new Learning Management and Business Reform package that sees significant changes to the school financial management. The school finance committee oversees budgeting and expenditure in line with school priorities and community expectations. Judicial use of school funds ensures high quality resources and ongoing improvement to school facilities to best meet the needs of our students.

During 2016, a continuation of maintenance and school improvement works has seen the school continue to provide improved resources, learning spaces and equipment for all of our students. These improvements have enhanced access to the curriculum across a number of spaces including the renovation of a parent room, air conditioning and improved furniture for the school hall and specialised classroom furniture.

As with previous years, the school allocation for casual staffing has been exceeded due to higher rates of staff absence as a result of illness.

Significant additional funds have been expended to support students with particularly challenging behaviours of concern.

	2016 Actual (\$)
Base Total	688 620.92
Base Per Capita	9 365.76
Base Location	0.00
Other Base	679 255.16
Equity Total	41 789.73
Equity Aboriginal	984.84
Equity Socio economic	3 253.31
Equity Language	37 551.57
Equity Disability	0.00
Targeted Total	2 926 945.99
Other Total	120 822.88
Grand Total	3 778 179.51

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.

Parent/caregiver, student, teacher satisfaction

In 2016, Karonga utilised the Department of Education Centre for Education Statistics and Evaluation Tell Them From Me survey to establish an understanding of parent perspectives about the teaching and learning that happens at Karonga School. The survey was advertised in the school newsletter, school app and by individual notes. The survey completed online with 22% of parents giving response to the survey. The survey includes seven separate measures covering several aspects of parents' perceptions of their children's experiences at home and school. These include: Parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviours, safety in school and inclusive school.

Karonga School data indicates well above state expectation in parents feeling welcome at the school, being informed, the school supporting learning, inclusivity and safety. Of particular note is the responses indicating that parents perceive teachers show an interest in their child's learning, encourage their children and take into account their needs, abilities and interests. Parents also report that they feel they

can easily speak to teachers, that teachers listen to concerns and that they feel welcome at the school.

Policy requirements

Aboriginal education

At Karonga the '8Ways of Aboriginal Pedagogy' is implemented across all classrooms. "8Ways" is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. In this way, the focus can remain on core curriculum content while potentially embedding Aboriginal perspectives in every lesson. The central message of 8Ways philosophy is that Aboriginal perspectives are found in the process rather than content. 8Ways is not a "program" to implement in a school. It is a paradigm and a model framework to help educators include aboriginal perspectives in all levels of school management. It is a way of learning through culture and not just about culture.

Multicultural and anti-racism education

Karonga School has 57% of its students from culturally and linguistically diverse backgrounds. We attract resource allocation model funding to support EALD Beginning Language Learners and do this through the provision of additional teaching resources and targeted teaching programs to support communication and language development across the school.