

Carinya School Annual Report



2016



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Introduction

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

Craig Cleaver

Principal

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Message from the Principal

Carinya School continues its commitment to student focussed personalised learning that has meaning, dignity and rigor.

Throughout the 2016 school year there was a strengthening of the spirit of collaboration in the school community. Partnerships with service organisations such as the Lugarno Lions Club have resulted in an expansion of some of our resources and programs such as the Carinya Café. Student engagement in learning and wellbeing programs has improved.

We look forward to enhancing the educational opportunities of our students throughout 2017 as we move towards the development of a new school plan.

School background

School vision statement

At Carinya School, every student in our care has the opportunity to achieve their personal best through engaged, active learning, within an inclusive, diverse and safe environment. Students will develop a sense of self-worth and self-awareness, thus enabling them to better manage their emotional, mental and physical wellbeing.

School context

Carinya School for Specific Purposes provides educational programs for students in Years 3 – 12 who have mild to moderate intellectual disability, mental health problems and/or autism. The school develops programs tailored to meet the individual needs of students, building their confidence, independence and knowledge. The school encourages students to interact with the wider community through service learning projects such as land care and work experience or job coaching.

Apart from the mandatory courses, the school offers a range of electives designed to provide hands on learning experiences. These include: music, physical activity and sport, and lifestyle and recreational studies. Students are offered regular or life skills outcomes, depending on the individual needs of the students, which are discussed and implemented after meeting with the student and families during Individual Learning Plan meetings.

The focus on each student achieving his or her best academically and vocationally is supported by a strong focus on developing social skills and building student resilience. Programs also promote the development of a healthy lifestyle for students. The school shares facilities such as library, hall and sporting ovals with Mortdale Public School.

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.

In the domain of Learning our efforts have been focused on: engaging students with complex learning and emotional needs in individualized learning experiences that are meaningful, dignified and rigorous. Expectations of learning and behaviour are explicitly taught to students. We have integrated with the school a learning and support team to focus on the learning and wellbeing outcomes of students. The school collaborates strongly with parents and carers in the development of learning plans and staff have continued to develop a positive teaching and learning environment.

In the domain of Teaching we continued to strengthen collegial supports that enhance teaching and learning practices and programs. All classes are well managed and teachers regularly analyse student data to better understand the needs of students. The learning support and school leadership teams regularly use school, class and individual data to inform key decisions impacting teaching and learning.

In the domain of Leading the school is committed to the development of leadership skills in staff and students. The school's leadership strategy promotes succession planning, distributive leadership and organisational best practice. In its planning the school acknowledges and celebrates a wide diversity of student, staff and community achievements.

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

Purpose

Teacher and Support staff build workforce capacity through forward professional learning that is sufficiently flexible to meet the diverse and complex needs of our students.

Staff engage in individualised, team and shared professional learning. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

During 2015, the NSW Department of Education introduced the Performance and Development Framework to strategically link teacher professional learning goals with school identified goals. The overarching purpose of the Performance and Development Framework is to support the ongoing improvement of student outcomes through continuous development of a skilled and effective teaching workforce. The process provides the opportunity for teachers to identify goals to support the learning of the students in their class, in other classes and across the school. The goals for learning and the ensuing professional learning were linked to the strategic directions of the school and highlighted the teachers' commitment to the goals that were established during the initial consultation process. During this process teachers self assessed their own learning, participated in

Teachers have continued to develop differentiation of class learning tasks and this was achieved in 2016 with increased collaboration of parents. Staff capacity was enhanced through professional learning related to differentiation and use of The Engaging the Difficult Student website and supervisor support. Teachers and have engaged in in whole school professional learning related to Non-Violent Crisis Intervention and Online Behaviour modules.

The use of proformas by the teaching staff to support consistent teacher practice in ILPs has developed in 2016. The use of this product has resulted in ongoing professional discussions concerning teaching and learning within the class and across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• 100%of staff will have a Performance and Development Plan (PDP)	All teaching staff have participated in the Performance and Development Framework and have developed performance and development plans linked to school goals.	\$3257.84
<ul style="list-style-type: none">• 100%of teachers developing and delivering differentiated learning tasks that are tailored to meet the needs of students within the school	All staff participated in school based professional learning on differentiated learning and all staff demonstrates differentiation and adjustments through class practice and programming.	
<ul style="list-style-type: none">• Supervisors report improved programming with reference to the Quality Teaching Model		
<ul style="list-style-type: none">• 100%of Aboriginal students will meet their Individual Learning and/or Transition Plan goals	Students continue to work towards ILP goals in numeracy and literacy.	\$ 4,177

Next Steps

Teacher professional learning schedule for 2017 will be informed by the professional learning goals identified in teachers'PDPs.

Supervisors will support programming with referenceto the BOSTES teaching standards

Teacher professional learning on the development of SMART goals in student ILPS and ITPs.

Revision of the review process associated of ILPS and ITPS and the elements that contribute to enhanced collaboration with stakeholders.

Review of literacy and numeracy initiatives

Strategic Direction 2

Purpose

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences, to promote achievement and foster well-being.

Overall summary of progress

The use of an off class executive has enhanced consistency of teacher judgment and proactive in the implementation of positive behavior for learning. In 2016 due to the building of teacher capacity it was possible to use a non-executive staff member in this position. In Term 3 the teaching of reflective practice to students through the mentor program was commenced. Staff and students participated in the Smiling Minds – Mindfulness program.

A focus on the reinforcement of learning experiences for students in class following participation in the literacy programs was commenced in Term 4 2016. There has been greater engagement with parents and cares in the development and implementation of IEPS.

Term updates provided by coordinator to staff regarding the levels of support being provided to students, systems of behavior management and emerging support issues, staff training. Staff are using positive behavior support plans for all students. All students requiring individualized interventions to support complex behavior needs have individualized management plans that are communicated to all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students will meet their ILP and ITP goals	All students have aspirational ILPs / ITPs and are working towards achieving these goals.	
5% decrease in suspension rates each year Behaviour for Learning strategies and procedures	A mentoring program has been developed to engage students at risk of suspension or disengagement. The school has developed more accurate methods of recording positive behaviour and support. This data is accessible to all staff.	
70% improvement in reading for students accessing MiniLit and MultiLit each year	MiniLit, Multi Lit and other reading assessments indicate that all students have improved reading skills, word identification and reading levels.	\$23,768
100% increase in reading levels for Aboriginal students accessing the MiniLit and MultiLit programs	MiniLit, Multi Lit and other reading assessment indicates that all students have improved reading skills, word identification and reading levels.	\$8969
100% of staff clearly understand and implement Positive Behaviour for Learning strategies	Staff have greater access to data reflecting student progress through cloud based information systems. Staff have been provided with professional learning in , mindfulness ,managing behaviour and Non-Violent Crisis intervention.	

Next Steps

Inclusion of student voice in setting learning goals for students

Continue to develop the ILP tools and resources within the Engaging the Difficult Student Website.

Strengthen the communication, evidence and educational planning associated with students' progress in the Mini Lit and Multi Lit programs. Development of reporting protocols for teachers and parents regarding student literacy progress and goals.

Build capacity of all staff to mentor students

Strategic Direction 3

Purpose

To inspire a culture of collaboration and communication between families, community members and key stakeholders which lead to improved student outcomes and a deeper sense of pride within the school community.

Overall summary of progress

Anecdotal reports of staff and parents indicate that collaboration with parents has increased throughout 2016. The delivery of positive news and reports on progress has developed in 2016. There has been a concerted effort to provide parents with richer information on the information on the emotional and social competence of the students. This has led to stronger partnerships with parents and carers when designing and implementing positive plans for behaviour management.

Parents have positively regarded the opportunity to meet with staff informally at a range of special events including, Education Week, Harmony Day and Presentation Day. Parents are proactively engaged with the development of student ILPS and regard positively the opportunity to contribute to their child's educational planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
50% increase in the satisfaction of parents/carers with the effectiveness of communication between school and home	Parents have positively supported school wide initiatives. Anecdotal reports reflect parents' positive attitudes to the school, its initiatives and educational programs and supports for their children. New communication books for use by parents and teachers have been implemented. There was 100% satisfaction with end of year information and reporting to parents.	
20% increase in our home school partnerships, with parents/carers attending school forums, cultural events and completing school surveys	Parent attendance at events increased throughout 2016. Parents have been provided with "App – based " communication.	
100% of Aboriginal parents/carers to receive written reports on strategies and programs to improve Aboriginal students' performance	All parents/carers collaborate with teaching staff in the ILP and ITP planning and development for their children. All parents have access to the ILP /ITP.	
20% increase in teacher/SLSO release time to promote Aboriginal Education programs	Support of Aboriginal students has focussed on literacy development.	

Next Steps

Continue the practice of positive feedback to families with emphasis on student achievement and areas for growth.

Engage parents in survey feedback.

Include any adjustments to be made to the Schoolplan as a result of reflection and self-assessment

Enhance staff capacity to work with Aboriginal students and families through the ILP process.

Increase engagement with Aboriginal families/carers and support agencies

Increased staff awareness of the issues affecting Aboriginal students and the supports and practices that enhance engagement and learning.

Review and revise paediatric and mental health support for students with areas health providers including Burwood and Kogarah Diagnostic and Assessment teams

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	There have been ongoing improvements in the literacy levels of Aboriginal students at Carinya.	\$7093
Quality Teaching, Successful Students (QTSS)	Stronger development of teacher practice in planning for and implementing programs that support the engagement of students with strong emotions and behaviour.	
Socio-economic background	The implementation of Min Lit and Multi lit programs has improved the literacy skills of participating students. Teachers are incorporating learning activities that build on skills developed in the program.	\$38,973

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	41	50	50	49
Girls	3	3	3	3

Students access the school following consideration of Educational Services staff and principals as to the most appropriate least restrictive placement given the student's level of ability, behaviour and mental health.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.67
Teacher Librarian	0.2
School Administration & Support Staff	9.82
Other Positions	0.2

*Full Time Equivalent

<Use this text box to report on the Aboriginal composition of your school's workforce>

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Teacher qualifications

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

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.

Voluntary contributions from parents and carers were not sought in 2016.

Casual relief expenditure continues to be a major item of expenditure in supporting the educational programs of the students at Carinya.

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	130 230.76
(2a) Appropriation	130 219.98
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	0.00
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	10.78
Expenses	-72 412.30
Recurrent Expenses	-72 412.30
(3a) Employee Related	-61 179.54
(3b) Operating Expenses	-11 232.76
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	57 818.46
Balance Carried Forward	57 818.46

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial

- policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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	2016 Actual (\$)
Base Total	397 297.95
Base Per Capita	5 351.86
Base Location	0.00
Other Base	391 946.09
Equity Total	46 066.92
Equity Aboriginal	15 510.22
Equity Socio economic	30 556.70
Equity Language	0.00
Equity Disability	0.00
Targeted Total	1 473 799.01
Other Total	2 524.00
Grand Total	1 919 687.88

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

Parents have collaborated positively with teachers in the development of the individual learning plans for students and have supported the educational programs and initiatives of the school that help students manage their strong emotions and engage in learning.

Parents have valued the school's efforts to increase positive feedback and communication in relation to student progress and achievement.

Parents and carers continue to value positively the school's commitment to the development of literacy skills of students through the MiniLit and Multi-Lit programs. In 2016 70% of participating students mastered all sight word lists and all students have improved at least 12 reading levels and report satisfaction with the program.

In 2016 the all staff I supported the continuation of executive teacher assistance for staff in the management of the complex learning and behaviour needs of students. This initiative was expanded to include the building of teacher capacity to implement. Students, teachers and parents have regarded the

opportunity for students to reflect on their behaviour with a staff member other than their teacher.

Parents have provided positive feedback on the mentoring program and Café .

Policy requirements

Aboriginal education

Our school respects Aboriginals as the traditional custodians and owners of the land and pays respect to elders past and present at the beginning of formal school occasions. We adopt an inclusive approach to all teaching and learning activities and actively value and teach respect towards Aboriginal people and culture. The school is committed to improving the outcomes of all our Aboriginal students and has developed personalised learning pathways for our Aboriginal students. The literacy levels of all Aboriginal students at Carinya improved in 2016.

Multicultural and anti-racism education

The students at Carinya come from a diverse range of racial and religious backgrounds. The school provides ongoing opportunities for students to share their cultural experiences with others as well as to learn about other cultures. Teaching values such as tolerance, respect and fairness is embedded into all teaching programs and is part of our Positive Behaviour for Learning strategy.

All students have been informed of the role of our Anti-Racism Officer (ARCO) and encouraged to report incidents of racism that occurring the playground or classroom. All classes have been referred to the Racism. No way! Website and many have utilised activities from this site in class lessons.

The school celebrates Harmony Day proudly with its community. This year we invited parents and carers into our classrooms to participate in a range of multicultural activities with parents, grandparents and carers joining with teachers and students in African drumming workshops. The whole school participated shared in a meal that was prepared in advanced by students and their families.

Other school programs

Carinya Café

In 2016 the through generous donations from parents and the Lions Club of Lugarno a commercial grade oven and coffee machine was purchased to enable the establishment of a the Carinya Café which would enable students to develop the skills necessary to prepare and serve beverages and food in a work style environment. The engagement of students, their

skills and their confidence has grown throughout the year.

Mentoring

A mentoring program was designed throughout the year commenced 1 day a week in Term 4. The program is based on the motivational interviewing techniques is beginning to show results with students beginning to engage in reflective practices concerning their interactions with others.

Engaging The Difficult Student Website

The *Engaging the Difficult Student Website* was developed by Carinya staff through allocated funds derived from the *Every Student Every School* initiative. Staff at the school have used this tool enhance collaboration with parents and carers in the development of Individual Learning Plans and positive behaviour plans. The website continues to be developed and is increasingly being accessed and valued by educators outside of the Carinya school community.

Work Experience

Senior students have the opportunity to engage in a variety of work experiences that assist with their transition to the post school environment. Through the generous support of local businesses our students have gained important experiences in large retail grocery stores and a variety of small local businesses.

Student Representative Council

The Student Representative Council plays an important role in the school community. All students were given the opportunity to run in the election and all students were given the opportunity to vote. The elected students participated in leadership training and were encouraged to contribute to positive school culture through regular leadership meetings with executive staff.

Land Care

The Land Care activity group is part of an activity program at school providing the students the opportunity to care for the environment and contribute to the enhancement of the natural appearance of the school.

During this time a number of tasks are undertaken ranging from weeding and mulching to the planting of new plants. The students work cooperatively in a small group with the teachers to ensure the grounds are kept neat and tidy through the cleaning of the basketball court and pruning any low lying branches off trees around the school. The dedication and hard work of the Landcare group has improved the schools physical environment whilst promoting team work.

Friday Games

This year the Friday Games Group continued to focus on learning and practicing a range of social skills such

as sharing, taking turns, waiting, being patient and getting along with others. The students came from different classes and their ages differed significantly, however they learnt over the terms to tolerate each other's differences and enjoy being together.

The activities chosen were based on student preferences and these changed throughout the year. The students were usually enthusiastic to be involved and found these activities to be relaxing and settling.

Sport

During the year students were able to participate in a broad range of sporting experiences including: sailing yachts with "Sailors With Disabilities "on Sydney Harbour to sailing dinghies with their peers on Kogarah Bay, tenpin bowling, cricket lessons from NSW Cricket, gymnastics and football. The experience of learning new skills, rules and activities in a supported environment cannot be underestimated.