

North Gosford Learning Centre Annual Report



2016



5760

Introduction

The Annual Report for **2016** is provided to the community of **North Gosford Learning Centre** 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.

Daniel Hayes

Principal

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Message from the Principal

In 2016 our students and their families were supported to re-engage in positive learning and support. Complex support packages were developed utilising rigorous assessment and planning processes for 36 students from primary and secondary settings.

The NGLC team is highly regarded. Our primary goal is to support, promote and develop student and family wellbeing enabling positive participation in school and the local community. We collaborate closely with specialist support staff to assist our students, their families and schools. Regular schools partnerships enable students with complex personalised learning and support needs to re-integrate into mainstream settings.

NGLC teachers and learning support staff actively improve knowledge and skills to develop their expertise in behaviour and learning support.

We have an active and productive Parents and Citizens. I value the support and encouragement provided by this small dedicated group and look forward to their continued partnership.

Our community and business partnerships continue to produce excellent outcomes benefiting our students. Gosford Private Hospital and Gosford North Rotary participation remain vitally important to NGLC program success.

In conclusion, as Principal of this school I am delighted and proud to present this report to our school community. The report will provide information on school achievements, initiatives and evaluations of the 2016 school year.

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.

Message from the school community

It has been another positive year for the North Gosford Learning Centre P&C in playing a small, but important role in the school and community partnership that exists in this amazing school.

We look to further support the school with donations through BBQ's and other fundraisers that will assist the students in achieving positive educational and social outcomes.

Sharryn Brownlee

School background

School vision statement

NGLC VISION

The Melbourne Declaration on Educational Goals for Young Australians(2008) informs NGLC’s mission to promote all students as successful learners, confident, creative individuals and active, informed citizens.

Quality behaviour support, personalised, flexible and engaging learning options, future pathways planning, family, inter–agency and inter–school collaboration are key drivers in this process.

NGLC PURPOSE

A specialist behaviour centre striving for excellence delivering quality educational programs and supports to maximise student learning and wellbeing.

NGLC STAFF FOCUS

Expert skills and knowledge best support students and their families to:

1. reflect on and understand negative behaviours and their consequences;
2. build confidence and resilience; reinforce and develop positive attitudes and behaviours;
3. develop positive work habits and prevent negative behaviour recurrence;
4. develop outcome–focused school partnerships;
5. build personal capacity to re–engage in school.

School context

North Gosford Learning Centre caters for students with significant behavioural and emotional difficulties aged 10 – 16 years (Years 5 to 10). Students have documented patterns of behavioural difficulties.

NGLC’s primary aim is to facilitate successful student reintegration to home schools. Students learn new skills in a highly structured environment whilst maintaining attendance and contact with home schools.

Programs teach students social, emotional, behavioural and academic skills necessary for successful transition to home schools and further study. Learning activities promote student engagement through use of evidence–based teaching strategies and resources. Programs focus on recognition, accreditation, “hands on” and outdoor activities promoting engagement and motivation. Alternative placement pathways are considered when students identify this option within individualised planning processes.

Students and their families are supported to participate in equitable partnerships with schools to connect with community support services and agencies.

Executive, teaching and support staff strive for high levels of personal commitment and professionalism. A collaborative team approach enables all members to contribute ensuring quality programs within an evolving improvement process.

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.

Staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. Staff collaborated in a process to link the framework to our planning and reporting systems. We examined the school plan to determine the elements of the School Excellence Framework that the plan addressed clearly. Staff reflected on the progress being made across the school based on the expectations identified in the Framework.

Learning domain – focus on wellbeing and assessment and reporting. The fundamental importance of wellbeing is a vital component of the learning culture within a behaviour setting. Tracking improvements and program effectiveness is a major focus area for the school plan. We have implemented a range of strategies and processes to collect school based wellbeing and academic data. The utilisation of external data sources to monitor, track and report remains a challenge requiring further investigation and support.

Teaching domain – major focus areas were collaborative practice and professional standards. The use of technology for learning and the development of expertise in literacy and numeracy programs were evident. A range of strategies were implemented to improve collaboration with home schools to more effectively support integrating students. Teaching professional standards are developing through improvements to practices enhanced by classroom observations, mentoring reflections and feedback. Teachers actively identify and collect evidence to support recognition of individual teacher and broader school development.

Leading domain – priorities have been to progress leadership and management practices and processes. We commenced processes to assist all staff to commit and focus on personal and school improvement and development. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. We are focused and driven as a team to achieve excellence and be considered as a leader in the field of behaviour support.

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

Competent students participating positively in their communities.

Purpose

NGLC is in partnership with schools meeting obligations under the *Disability Standards for Education 2005* providing students with disability the right to education and training 'on the same basis' as students without disability. Personalised planning considers, and implements 'reasonable adjustments' taking into account student learning and support needs.

Programs specifically target the specific learning needs of individual students identified within a rigorous, structured assessment and planning process involving students, families, home school staff and community supports.

Differentiated delivery modes engage students whilst addressing skill deficits ensuring active and appropriate participation in their communities.

Overall summary of progress

In 2016 we continued personalised planning and programming processes and assessment strategies to improve performance tracking and effective program delivery in literacy and numeracy. The use of the ACER Compass assessment as a primary measurement tool and Personalised Learning and Support Tool (PLASST) identifying student additional learning and support needs was utilized to inform academic planning. This planning was successfully implemented during the school year. Results continue to be encouraging with school average improvements in assessment scores for 2015 being 35% literacy and 30% numeracy and 2016 being 41% literacy and 24% numeracy. We are encouraged by these results with the clear understanding of need to track these results over further periods and across a range of student cohorts over the 3 year period of our school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
NGLC students improve literacy / numeracy outcomes annually by matching average 10% minimum growth measured over 3 years of collected data..	ACER Compass Assessment results for 2016 cohort of students represented an average student improvement of 41% in literacy and 24% in numeracy. Annual results may vary as we collect data over the three year period and as our student cohort varies from year to year.	\$3,000p.a. Lexia – Strategies for Older Readers Literacy interactive software. \$1,500p.a. Matheletics Numeracy software. \$1000 p.a. Licencing for ACER COMPASS online Assessment Tool.
All reintegrating NGLC students have individual personalised plans outlining targeted learning and support adjustments, communicated to supporting home school Learning and Support Teams.	Ongoing review of the PLP process In 2016 ensures 100% NGLC students have individual personalised plans developed outlining targeted learning and support adjustments identified using PLAAST Signposting tool. Input of literacy numeracy data is stored on school common drive. Capacity of LMBR Wellbeing platform to store this is still under review.	\$3000 Global funding utilised to release staff to complete personalised planning processes within NGLC and in consultation with Home School staff.

Next Steps

* Investigation of storing all student data on LMBR Wellbeing platform continuing. * Intensive utilisation of ACER diagnostic tool to integrate findings into individualised numeracy / literacy programs including interactive software packages. This will require further staff development to match ACER descriptors to curriculum content; *Implementation of whole school data collection and tracking focusing on continual student learning and growth.* Investigation of software to further compliment the literacy and numeracy strategies presently used in the setting. * Identification of a secondary assessment platform.

Strategic Direction 2

Expert staff maximise student learning utilising evidence based programs, strategies and resources.

Purpose

NGLC staff aspires to gain expert knowledge and practice. The Australian Teacher Performance and Development Framework informs NGLC's comprehensive approach to high performance and development. A structure for appraising, developing and refining teaching and support staff practice ensures adequate, specific feedback and support.

NGLC develops knowledge and skills ensuring students are fully engaged in learning activities. Staff are supported and mentored to develop within a professional learning framework.

NGLC staff is skilled and confident to assist regular schools to best manage individual student learning and behaviour support needs. Approaches utilised have an evidence-based foundation.

Overall summary of progress

In 2016 we continued to review and implement processes and the services available to students with an emphasis on compliance to the Disability Education Standards.

Systems to increase home school collaboration and post NGLC tracking were implemented with a degree of success.

Staff accreditation and development were a continued focus with many undertaking or completing external training. Links outside the school have been made to support staff to gain and maintain accreditation. A higher level understanding of the requirements of accreditation is now evident in the staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Between July 2015 and December 2017 we will Increase fulltime student reintegration to home schools by 15% after a 6 month period.	The review of our own systems, ongoing staff development and the emphasis on greater levels of engagement and consultation with home schools has us well placed to work towards this goal. 2016 saw limited integration due to the student profiles.	\$8000 RAM to consultants to review school performance and home school perception.
Between July 2015 and December 2017 we will decrease student suspensions by 15% after returning to home schools in first 6 months.	Ongoing staff training and increased consultation with home schools on student specific strategies is assisting us to work towards this goal. 2016 saw limited integration due to the student profiles.	\$2000 global funding for staff study leave. ESES scholarships etc.
Teacher accreditation is achieved within expected timelines.	All staff has been made aware of their obligations to gain and maintain accreditation. Presently all staff have currency. NGLC representatives attend the Valley Schools Learning Community Accreditation Network meetings each term.	No specific allocated funds.

Next Steps

*Complete transfer to the LMBR Wellbeing platform; *Develop processes to capture information not available through LMBR Wellbeing platform; *All staff to attend a minimum of one accreditation network meeting to ensure ownership of accreditation maintenance; *Improvement measures to be reviewed in light of the changing focus of the school and the cohort.

Strategic Direction 3

Enhancing student wellbeing utilising strategic and collaborative planning systems and processes.

Purpose

The Every Student Every School ESES Framework promotes full student / family collaboration as a key plank for student success. NGLC focuses on effective partnerships and connections to address challenging and complex student profiles.

NGLC accesses tools identifying specific needs of individual students. School systems, structures and processes enable teachers to effectively create detailed individualised education, re-integration, transition and risk management plans.

Planning processes involving collaboration with key family members, home school personnel and interagency health and wellbeing services broaden and deepen young people's learning enabling student success in wider contexts.

Overall summary of progress

All staff have completed training in concepts and issues that relate to complex trauma and are undertaking further training in this area.

Service providers inside and out of the department have been consulted in line with the specific needs of the individual students. This will be an ongoing process. School processes have been reviewed to ensure comprehensive consultation takes place when developing individualized plans focused on student's personal goals.

PBL is being further embedded with staff completing a Benchmarks of Quality survey to inform the school action plan. Lessons on the school rules are undertaken at the weekly assembly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of relevant student Behaviour Support Plans have evidence of trauma informed *SMART practice or interventions.	Review of all PLP's is ongoing. All PLP's are developed with trauma informed practice in mind. All staff continue training in trauma informed practice to identify students' needs and relevant strategies.	Global funding. Free training accessed through online modules.
25% of Behaviour Support Plans include targeted intensive interventions informed by Functional Behaviour Assessments.	Executive staff has completed studies on FBA at post graduate level. Staff has begun to carry out FBA assessment with a number of targeted students.	Global funding
Student exit data maintains 95%+ outcomes in connection to home school or least restrictive alternative.	All students exited into home school or a least restrictive environment. Follow up calls on progress has identified that placement has at times not been maintained. Linking of students leaving school to case management through external providers is now in place.	Global funding

Next Steps

*Trauma informed strategies to be articulated in PLP's; * FBAs to be reviewed by whole staff; *Further training in trauma and FBA to be undertaken by all staff; *Destination and follow up progress logging system to be implemented on school common drive, follow up to continue for 2 years after exit.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students have ILP's and are showing progress in literacy and numeracy. All students who were eligible were given the opportunity to obtain a ROSA through curriculum access Distance Education. RAGE program implemented to assist students identified with a need in this area. Anti-racism and cultural art embedded in the school curriculum. Cultural awareness promoted through participation in Yarn Up and the construction and opening of a Yarning Circle.	Distance Education Fees \$200. Anti-racism promotional material \$200. External indigenous artist \$1700. Construction of Yarning Circle \$6000. Opening of Yarning Circle \$500
Low level adjustment for disability	Increased staffing of SLSO's promoted greater success and completion of programs by students. This translated into above 15% improvement on ACER literacy and numeracy assessment.	Staffing for extra SLSO assistance \$18000.
Socio-economic background	All year 10 students were given access to ROSA program through curriculum access Distance Education. All students benefited from extra staffing targeting welfare related activities. The opportunity to obtain first aid accreditation and a white card where applicable was given to all students. Computer hardware upgrading was undertaken to promote higher levels of engagement in the student cohort.	Distance Education Fees \$1000. Staffing to target welfare related activities \$38500. Courses packages and certification \$500. Computer Hardware \$6000.
Support for beginning teachers	A reduced teaching load has ensured adequate time to prepare for lessons and develop skills in complex assessment and planning as required to support students with behavioural difficulties. Ample time has been provided for mentoring support, guidance and feedback from senior staff. Professional development requirements have been identified and have included Non-violent Crisis Intervention, Positive Partnerships Autism, You Can Do It emotional literacy curriculum, learning difficulties and literacy and numeracy support. Executive staff support has been present at the Valley Schools Learning Community accreditation network meetings.	Release \$10000. Course fees \$900. Documents \$50.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	17	17	19	24
Girls	3	4	4	7

Students attending NGLC have a documented pattern of behavioural difficulties, which despite intensive interventions, have not been effectively resolved.

NGLC's maximum enrolment in 2016 was 35 – there were 5 classes with 7 students per class. The 2016 model was one primary (transition to high school) and four secondary classes.

Management of non-attendance

Student attendance in 2016 was at 85% . This was attributable to actively supporting students with poor attendance records and engaging effectively with the Home School Liaison Officer HSLO team

Structure of classes

NGLC's maximum enrolment in 2016 was 35 – there were 5 classes with 7 students per class. The 2016 model was one primary (transition to high school) and 4 secondary classes.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	20		
Employment			
TAFE entry			
University Entry			
Other	80		
Unknown			

Five students completed their education at North Gosford Learning centre in 2016. All students were linked to Employment Plus Transition to Work to ensure ongoing case management. Transition management has led to 20% undertaking a course to gain

employment, 40% enrolment in an educational setting and 40% still engaged with Employment Plus Transition to Work working to identify and achieve pathways to employment.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.59
Teacher Librarian	0.2
School Administration & Support Staff	6.18
Other Positions	0.2

*Full Time Equivalent

There are currently no Aboriginal staff members working at NGLC.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

NGLC utilised \$17458.62 Beginning Teacher funding to provide the following conditions ensuring our beginning teachers are adequately supported in their early career stage:

Reduced teaching load to ensure adequate time to prepare for lessons and develop skills in complex assessment and planning required to support students with behavioural difficulties;

Engaged with experienced mentor teacher with weekly scheduled meeting times to provide adequate feedback and support to address behaviour management and teaching practice within our school processes;

Support, guidance and feedback provided by executive staff ensuring understanding and confidence to professionally engage primarily with students and

parents or agencies involved in supporting children with behavioural difficulties;

Access to a range of targeted and collaboratively identified professional development including specific training in Non-violent Crisis Intervention, Positive Partnerships Autism, You Can Do It emotional literacy curriculum, learning difficulties and literacy and numeracy support;

Support to access Valley Schools Learning Community of schools accreditation network meetings to ensure all aspects are understood and processes followed at early stage career in working toward BOSTES accreditation at proficient.

All teachers are now maintaining accreditation at proficient.

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	138 029.37
Global funds	68 660.70
Tied funds	41 776.16
School & community sources	4 504.09
Interest	1 319.29
Trust receipts	0.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	21 522.54
Excursions	0.00
Extracurricular dissections	14 394.99
Library	105.00
Training & development	161.50
Tied funds	45 122.02
Short term relief	3 611.53
Administration & office	18 591.49
School-operated canteen	0.00
Utilities	4 732.63
Maintenance	15 780.18
Trust accounts	0.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	269 745.14
(2a) Appropriation	240 875.13
(2b) Sale of Goods and Services	10 669.75
(2c) Grants and Contributions	17 136.95
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 063.31
Expenses	-130 327.34
Recurrent Expenses	-130 327.34
(3a) Employee Related	-72 474.79
(3b) Operating Expenses	-57 852.55
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	139 417.80
Balance Carried Forward	139 417.80

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	326 613.74
Base Per Capita	2 675.93
Base Location	324.00
Other Base	323 613.81
Equity Total	50 166.91
Equity Aboriginal	4 519.24
Equity Socio economic	45 647.67
Equity Language	0.00
Equity Disability	0.00
Targeted Total	928 724.68
Other Total	0.00
Grand Total	1 305 505.32

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

Literacy and numeracy improvement is assessed using the ACER online assessment tool. Results for 2016 showed a literacy improvement of 41% and a numeracy improvement of 24%. Improvement is measured by the amount of improvement across a stage. Due to an extremely low starting point for some students caused by low engagement and possible test anxiety some students can make very high gains in the first 12 months.

ROSA

Three NGLC enrolled students entered Year 10 ROSA studies in 2016:

Three students completed their ROSA studies at NGLC.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016 the school sought opinions about the school from parents, students and teachers. Their responses are presented below.

Parent feedback continues to be positive formally identified using the Net Promoter Score (NPS) and School Map to survey parents. The NPS survey was used to measure parent satisfaction with student school engagement. The NPS survey identified how well NGLC met parental expectations and if parents were willing to recommend NGLC to others. The survey identifies parents as promoters, passives or detractors of the school.

Findings and conclusions

Over 90% of NPS responses were positive (promoters) with no parents identifying as “detractors” in 2016.

Teachers from NGLC and home schools were surveyed in 2014 identifying a need to review our written communication regarding mission, focus, intake processes and re-integration processes. The changes implemented in 2015 such as a 1 page NGLC Information Snapshot for schools, initial review meetings at base school and regular (2 per term) email updates on students’ progress have continued on into 2016 with a degree of success..

Students expressed a dislike for paper based surveys in teacher/student consultations. We researched alternative survey in 2016 and will implement the ACER Social–Emotional Wellbeing (SEW) online – strength–based survey tool to provide valuable student perceptions of home life, school life, and their community in 2017.

Policy requirements

Aboriginal education

Aboriginal Education continued to be an important part of our program. Students develop knowledge and understanding of indigenous society and culture. The use of the natural world to obtain foods and products links well with our gardening, enterprise and environmental programs. We endeavour where possible to link our students with external programs run through local Aboriginal groups. The art program and completed construction of the Yarning circle enhanced our 2016 programs.

Multicultural and anti-racism education

NGLC fosters students’ understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Formal and informal opportunities are presented to the students exploring the topics of multi culturalism, stereo typing and racism.

Staff continually explore strategies for embedding multicultural and anti–racism education into their teaching and learning programs.

The school Anti–Racism Contact Officer (ARCO) is always available to inform staff on relevant strategies to address any issues that arise in the school.