

Karlingul School

Annual Report



2017



5581

Introduction

The Annual Report for **2017** is provided to the community of **Karningul School for Specific Purposes** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Cheryl Stambolis

Principal

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Message from the Principal

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

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

The school has a clear sense of purpose and works towards preparing students for successful reintegration into their mainstream schools. This is achieved by providing a differentiated curricula, Personalised Learning Plans for all students, and focusing on communicating and connecting with our students, thus building the rapport necessary for quality relationships between all members of the school community. This report provides a range of information on school achievements, initiatives and evaluations for the 2017 school year.

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

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

School background

School vision statement

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

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning Culture: At Karningul School there is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. There are positive, respectful relationships evident among students and staff, and student wellbeing is promoted which ensures good conditions for learning. Well developed and current policies, programs and processes identify, address and monitor student learning needs.

Wellbeing: Karningul School consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Curriculum and Learning: Karningul School excels at establishing active partnerships and works collaboratively to ensure continuity of learning. There is weekly contact between Karningul School and the mainstream schools our students attend.

Assessment and Reporting: Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Student performance measures: Karningul School achieves good value-added results on internal school performance measures.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

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

Purpose

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

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

Overall summary of progress

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

Personalised Learning and Support Plans were developed for all students in consultation with staff, students and parents/carers. Staff collaborated to create differentiated programs and assessment tasks to address the individual learning needs of each student and to track the achievement of outcomes.

Programs were enhanced through embedding Literacy and Numeracy strategies using authentic texts and contexts.

An additional School Learning Support Officer was employed 4 days per week and trained in MultiLit to provide individual lessons to students that require support in Literacy. All staff developed individual professional learning plans to develop capacity in addressing students' diverse learning needs.

Parents were involved with the school as learning partners in order to understand their child's learning needs and to monitor their children's academic and social progress. Students were assessed regularly using the Literacy and Numeracy Continuum and various diagnostic tests to ensure that progress was made.

Staff used data analysis to target students at risk.

Executive staff liaised with outside agencies to help match students and their families with appropriate services to support mental health and welfare needs.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Differentiated programs and assessment tasks that allow for individual learning needs and achievement of outcomes.		All students made significant progress on the literacy and numeracy continuum as a result of matching learning activities to support and extend ability.
All subject learning programs are explicit and have embedded literacy and numeracy strategies that engage students using authentic texts and contexts. Success is evidenced through the range of student assessment strategies used.	\$39316	Identified students participate in individual MultiLit sessions four times per week. for 30 minutes
Growth of students as learners is evident in assessment information and tracking mechanisms.		Internal assessment at the beginning and end of the year showed significant growth in spelling age with 100% of students increasing, some up to 3 years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth of students as learners is evident in assessment information and tracking mechanisms.		There has been 100% growth in reading when measured on the continuum.

Next Steps

In 2018 we will continue building our relationships within our Community of Schools network and the mainstream schools our students attend on integration day. All schools in the community provide services for students with behaviour disorders and mental health diagnoses.

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

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

Further professional development on programming will be provided through workshops and through external professional development opportunities as offered by the department and external agencies. The new science curriculum will be a priority in preparation for implementation in 2019.

Strategic Direction 2

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

Purpose

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

Overall summary of progress

The relationship with the School Liaison Police continues to improve the students' perspective of police. Our local SLP attends all school community functions and assists in the return from suspension process. The students all look forward to his visits and interact very positively. During the school holidays, Bankstown police ran a program called 'Lead the Way' for the Karringul students.

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

Students were able to participate in a variety of activities of which they had previously been excluded including an overnight camp to Milson Island.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students do not lose educational time through suspension.		Students have been placed on 'in school' suspensions where their academic programs have continued. This process is supporting learning and families.
Students attend school every day in both settings.		Attendance at Karringul and mainstream schools has increased. Karringul Staff support mainstream schools every Wednesday during integration time. Mainstream schools have indicated their appreciation for the support and making the process more successful.
A common, consistent language is used by all staff.		Posters displaying consistent language are evident in classrooms and the playground. Expectations have been set for the students.

Next Steps

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

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

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

Strategic Direction 3

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

Purpose

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

Overall summary of progress

- Throughout the year, staff implemented a number of strategies and processes to ensure that students developed the resilience to successfully move between school settings and in the greater community. Luke Kennedy presented a workshop which challenges thinking, strength and your ability to take control of your life..
- Karningul staff contacted and regularly visited home schools to establish working relationships with the mainstream staff. Staff used email, phone, and attendance data to monitor student integration.
- Staff reviewed the placement of students in order to determine suitability of enrolments.
- Staff provided 'in-school' support within students' home schools to model and advise staff in home schools in the effective management of students.
- Staff regularly liaised with schools to develop, monitor and review transition plans to negotiate plans that addressed the needs of all relevant stakeholders.
- Transition plans were developed that explicitly targeted the transition needs of students moving from year 6 to year 7. Attendance was negotiated with the executive of the high schools.
- Staff provided ongoing support during the transition period through regular visits and shared record keeping.
- Students developed a repertoire of skills to successfully manage their behaviour across a range of settings.
- Professional development sessions empowered staff with strategies to build resilience in them and in students.
- Student attendance was monitored daily and intervention was sought when problems arose. When necessary, the HSLO officer intervened.
- Some students returned full time to their mainstream setting and were successfully managing their behaviour.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students gain additional integration time back at their mainstream school within their first three months of the Karningul program.		Some students were able to attend their mainstream schools for more than one day and for special events such as sporting carnivals and the year 6 farewell.
A high percentage of students return full time to their mainstream school where they successfully reintegrate and continue their schooling.		Some students returned full time to their mainstream setting and have maintained their behavioural goals.

Next Steps

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

Staff will continue to participate in professional learning that will enable them to increase their understanding of behaviour disorders and to help students cope in stressful situations in an appropriate manner.

Students will be provided with opportunities to practice their skills in the community during excursions. Success will be rewarded and celebrated by the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1981	All students participated in an Aboriginal Culture day. They talked with Elders, Aunties and men about their childhood experiences. They cooked Aboriginal meals and enjoyed a celebration lunch.
Socio-economic background	\$36635	Funding was used to provide opportunities for all students to participate in sporting activities, excursions and to supplement the cost of school uniforms. Breakfast is provided as well as fresh fruit throughout the day.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	15	9	17	18
Girls	0	0	0	0

Management of non-attendance

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

Attendance of all students is regularly monitored and action is taken promptly to address issues with individual students. The school works closely with the home school liaison team and family and community services if required.

Structure of classes

Karningul School has the capacity to cater for 21 students in three classes. Each class is supported by a full time school learning support officer. The class groups are formed in stage groups when possible. During 2017, there were two Stage 3 classes and one Stage 4 class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	4.18
Other Positions	0.2

*Full Time Equivalent

During 2017, there were no Aboriginal employees at Karningul 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	100
Postgraduate degree	50

Professional learning and teacher accreditation

Professional Learning was attended by all staff throughout the year. The focus of Professional Learning was determined through an analysis of school data and staff Professional Development Plans. Major areas of focus were Literacy and Student Wellbeing, with an emphasis to support their mental health. This year our school elected to absorb the final two Staff Development Days during the school holidays and on the weekend. We were privileged to work with Dr Ian Lillico, the executive director of Boys Forward Institute and international consultant in gender, boys' education and middle schooling.

Jonny Shannon, an approved certified online safety program provider delivered his "Bullying & Online Safety" program and Mental Health Presentation. The staff then reviewed the school's bullying and cyber safety documents and made necessary changes.

These professional readings and collegial discussions resulted in significant impacts on teaching in the classroom and supporting the students.

Some of these sessions were used to meet mandatory requirements such as Child Protection, Code of Conduct, Emergency Care, CPR and Anaphylaxis training.

.In 2017, we had three beginning teachers. These teachers were employed in temporary positions and through our School Accreditation Group began the process of achieving their accreditation. All three teachers completed their maintenance of accreditation at Professional Competence.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	168,294
Revenue	967,017
Appropriation	962,251
Sale of Goods and Services	668
Grants and Contributions	2,027
Gain and Loss	0
Other Revenue	0
Investment Income	2,070
Expenses	-1,096,635
Recurrent Expenses	-1,096,635
Employee Related	-1,035,580
Operating Expenses	-61,055
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-129,619
Balance Carried Forward	38,675

Karningul School moved from the former OASIS financial system to the new LMBR SAP system in late 2016. Throughout 2017 school staff were being trained in the new system and becoming familiar with Department of Education changes to systems and requirements. The main area for expenditure of flexible school funds was for additional staff. We employed a music therapist one day per week to assist students with their well being. Flexible funding was used for regular quality professional learning for staff; and the upgrade of school facilities, equipment and resources for students and staff. The school has spent and will continue to expend funds on upgrading school facilities, equipment and resources and investing in quality professional learning programs for teachers and school learning support officers..

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	308,146
Base Per Capita	8,179
Base Location	0
Other Base	299,967
Equity Total	38,616
Equity Aboriginal	1,981
Equity Socio economic	36,635
Equity Language	0
Equity Disability	0
Targeted Total	595,184
Other Total	2,235
Grand Total	944,181

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

Survey

Parents

All parents surveyed reported positive feedback in their involvement with Karningul School. Indicating feeling extremely well supported and that “somehow they were able to listen and understand how his brain works”. Parents reported that the smaller groups and 1:1 support increased in their child’s confidence, giving them the opportunity to learn new skills, “he never would have picked up a guitar”

“...he actually wants to go to school!”

“...I’m really happy; this is the first time he has done well at school”

Communication between Karningul staff was highly regarded, parents felt that staff at Karningul were supportive and responsive to their needs and their child’s needs and would communicate appropriately.

“...Communication is the key and good for him to see us communicating as well”.

“...if there is a problem you let me know straight away”

Parents also highly regarded the positive reward system at Karningul, students received appropriate feedback that was timely and followed through consistently. Students strive to achieve and “this system worked (for Michael) a lot”.

“...everything from your end has been great”

‘...amazing job day in/day out, a perfect mix of staff with the right balance of compassion and discipline”

Parents also reinforced how much they valued the opportunity for students at Karningul to participate in activities that they didn’t have the opportunity to in their mainstream setting, such as excursions and camps.

Teachers

100% of staff surveys received reported positive responses to working at Karningul School, with particular reference to “positive relationships” through effective communication and collaboration. Student and staff well-being is a priority, with staff feeling supported in managing difficult situations and challenging behaviours.

“...it is a benefit to them as they are in a smaller environment and have the opportunity for more support whilst learning”

‘...it is an open school when it comes to accepting all walks of life and tolerance”

Feedback from SLSO’s was also positive, responses focusing on the provision of ‘a safe, secure and nurturing environment” and acknowledging the diversity of teaching “methods and approaches” to ultimately support all students.

“...morning and afternoon meetings encourage open communication where staff are able to discuss concerns, suggestions and observations as a team”

“...all staff have genuine interest in the students and their successes”

“...very committed staff”

‘...all staff are very supportive and everyone feels inclusive

Support staff felt confident in offering suggestions such as asking students for input, and encouraging mainstream staff to visit Karningul.

Mainstream Schools

Overall feedback from mainstream settings was very positive, with staff noting “significant improvement in behaviour, willingness to work and ability to stay focused”. All schools reported effective communication and feedback with all staff and executive.

“...the integration model works well with our student”.

“...staff have always been supportive and helpful when

discussing Karningul students. They have been proactive in organising and attending meetings and facilitating programs to enhance the success of students’.

Policy requirements

Aboriginal education

Staff at Karningul School are dedicated to embedding Aboriginal perspectives in all programs throughout the year and immersing students in Aboriginal Culture. Karningul staff and students maintain regular contact with the local Aboriginal Aunties by inviting them to school community events.

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

Multicultural and anti-racism education

Karningul School includes 40% of students from a Language Background Other than English (LBOTE). Staff promote Karningul’s multicultural backgrounds by providing appropriate cuisine at social events and recognising religious ceremonies and customs throughout the year.

In 2017, Harmony Day was celebrated with a luncheon including families. Students and staff brought a dish to share, representing their culture. Intercultural understanding, tolerance and respect was promoted.

An Anti Racism Contact Officer (ARCO) is trained to provide specialist knowledge and support to deal with issues of a racist nature.